

# *Kirkwood*

## INTERMEDIATE SCHOOL

*School of Choice*

### ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2019**

#### School Directory

Ministry Number: 3396

Address: 260 Riccarton Road  
Riccarton  
Christchurch 8041

Phone: (03) 348 7718

#### Members of the Board of Trustees

Name	Position	How position on Board gained	Term expires
Victoria Sergel	Chairperson	Re-Elected Jun 2019	May 2022
John Harris	Parent Representative	Co-opted	May 2019
Dean Heney	Parent Representative	Re-Elected Jun 2016	May 2019
Peter Osborne	Parent Representative	Appointed	May 2019
Richard Chambers	Parent Representative	Elected Jun 2016	May 2019
Amy Kennerley	Parent Representative	Co-opted Oct 2017	May 2022
Rowan Smith	Parent Representative	Elected Jun 2019	May 2022
Rachel Clarke	Parent Representative	Elected Jun 2019	May 2022
Michelle Johansen	Parent Representative	Elected Jun 2019	May 2022
Julie Anderson	Staff Representative	Elected Jun 2016	May 2019
Blair McWhirter	Staff Representative	Elected Jun 2019	May 2022
Phil Tappenden	Principal		

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444

# KIRKWOOD INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2019

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## Kirkwood Intermediate School Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Victoria Ann Sergei

Full Name of Board Chairperson

Philip Eric Tappenden

Full Name of Principal

Chris Smith

Signature of Board Chairperson

PH

Signature of Principal

14/5/2020

Date:

14/5/2020

Date:

# Kirkwood Intermediate School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	3,175,246	3,105,305	3,084,250
Locally Raised Funds	3	460,020	418,700	445,978
Interest Received		10,293	10,000	12,400
International Students	4	110,512	100,000	126,829
		<u>3,756,072</u>	<u>3,634,005</u>	<u>3,669,457</u>
<b>Expenses</b>				
Locally Raised Funds	3	338,972	322,300	332,508
International Students	4	73,924	57,600	67,932
Learning Resources	5	2,298,425	2,240,474	2,071,940
Administration	6	222,558	205,800	214,174
Finance Costs		2,207	-	1,072
Property	7	806,221	800,581	859,508
Depreciation	8	86,390	75,000	86,990
Loss on Disposal of Property, Plant and Equipment		18	-	-
		<u>3,828,715</u>	<u>3,701,755</u>	<u>3,634,124</u>
<b>Net Surplus / (Deficit)</b>		(72,644)	(67,750)	35,334
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(72,644)</u>	<u>(67,750)</u>	<u>35,334</u>

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



**Kirkwood Intermediate School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>	<u>723,339</u>	<u>723,339</u>	<u>662,280</u>
Total comprehensive revenue and expense for the year	(72,644)	(67,750)	35,334
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	3,859	-	25,725
<b>Equity at 31 December</b>	<u>654,554</u>	<u>655,589</u>	<u>723,339</u>
Retained Earnings	654,554	655,589	723,339
Reserves			
<b>Equity at 31 December</b>	<u>654,554</u>	<u>655,589</u>	<u>723,339</u>

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

# Kirkwood Intermediate School

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	47,107	55,979	169,016
Accounts Receivable	10	129,688	125,416	121,023
GST Receivable		4,766	-	2,338
Prepayments		7,781	5,000	5,073
Investments	11	226,346	300,000	218,758
		<u>415,688</u>	<u>486,395</u>	<u>516,208</u>
<b>Current Liabilities</b>				
Accounts Payable	13	164,279	156,430	158,727
Revenue Received in Advance	14	53,670	50,000	86,391
Finance Lease Liability - Current Portion	16	32,739	32,739	26,995
		<u>250,689</u>	<u>239,169</u>	<u>272,113</u>
<b>Working Capital Surplus/(Deficit)</b>		164,999	247,225	244,095
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	523,382	442,191	517,191
		<u>523,382</u>	<u>442,191</u>	<u>517,191</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	-	-	-
Finance Lease Liability	16	33,827	33,827	37,950
		<u>33,827</u>	<u>33,827</u>	<u>37,950</u>
<b>Net Assets</b>		<u>654,554</u>	<u>655,589</u>	<u>723,336</u>
<b>Equity</b>		<u>654,554</u>	<u>655,589</u>	<u>723,339</u>

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

# Kirkwood Intermediate School

## Statement of Cash Flows

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		655,941	586,000	609,858
Locally Raised Funds		455,106	353,700	444,148
International Students		78,434	150,000	150,898
Goods and Services Tax (net)		(2,428)	(15,000)	(18,698)
Payments to Employees		(496,039)	(393,449)	(429,270)
Payments to Suppliers		(757,216)	(797,954)	(698,647)
Interest Paid		(2,207)	-	(1,072)
Interest Received		10,455	8,544	13,231
Net cash from / (to) the Operating Activities		(57,954)	(108,159)	70,449
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(65,922)	(66,351)	(107,204)
Sale/(Purchase) of Investments		(7,589)	10,000	92,575
Net cash from / (to) the Investing Activities		(73,529)	(56,351)	(14,628)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,859	-	25,725
Finance Lease Payments		5,712	(16,773)	(30,230)
Net cash from Financing Activities		9,571	(16,773)	(4,505)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(121,912)</b>	<b>(181,283)</b>	<b>51,315</b>
Cash and cash equivalents at the beginning of the year	9	169,016	237,262	117,701
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>47,104</b>	<b>55,979</b>	<b>169,016</b>

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

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

# Kirkwood Intermediate School

## Notes to the Financial Statements

### 1 Statement of Accounting Policies

For the year ended 31 December 2019

#### **a) Reporting Entity**

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

#### **b) Basis of Preparation**

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

##### **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.

##### **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 12.

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

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

##### **Classification of leases**

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.



#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

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

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

#### **Interest Revenue**

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

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

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### **Prior Year Policy**

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

#### **i) Inventories**

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

#### **j) Investments**

Bank term deposits 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.

##### **Prior Year Policy**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

#### **k) Property, Plant and Equipment**

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

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

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

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

##### **Leased Assets**

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 leased equipment are depreciated over their estimated useful lives 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 – Crown	2.5% Diminishing Value
Furniture and equipment	10-20% Diminishing Value
Information and communication technology	25% Diminishing Value or 3 years
Leased assets held under a Finance Lease	per terms of lease
Library resources	12.5% Diminishing value

#### **l) Impairment of property, plant, and equipment**

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

##### **Non cash generating assets**

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

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

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

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



**m) Accounts Payable**

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

**n) Employee Entitlements**

*Short-term employee entitlements*

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

*Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

**o) Revenue Received in Advance**

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

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

**p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**q) Provision for Cyclical Maintenance**

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

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

**r) Financial Assets and Liabilities**

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

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

**s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	575,260	555,000	551,142
Teachers' salaries grants	1,962,824	1,962,824	1,792,362
Use of Land and Buildings grants	556,481	556,481	682,030
Other MoE Grants	80,682	31,000	57,343
Other government grants	-	-	1,373
	<u>3,175,246</u>	<u>3,105,305</u>	<u>3,084,250</u>

## 3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	55,263	38,700	60,355
Technology Revenue	135,152	125,000	129,919
Trading	18,689	15,500	16,925
Activities	250,917	239,500	238,779
	<u>460,020</u>	<u>418,700</u>	<u>445,978</u>
<b>Expenses</b>			
Activities	271,608	257,800	265,105
Trading	8,091	8,000	8,443
Fundraising (costs of raising funds)	14,025	15,000	12,690
Technology	45,249	41,500	46,270
	<u>338,972</u>	<u>322,300</u>	<u>332,508</u>
<i>Surplus for the year Locally raised funds</i>	<u>121,048</u>	<u>96,400</u>	<u>113,471</u>

## 4 International Students Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	4	4	4
<b>Revenue</b>			
International student fees	110,512	100,000	126,829
<b>Expenses</b>			
Advertising	25,464	23,000	21,030
Commissions	7,377	12,000	13,309
International student levy	1,642	1,100	1,036
Employee Benefit - Salaries	30,087	20,500	28,590
Other Expenses	9,353	1,000	3,967
	<u>73,924</u>	<u>57,600</u>	<u>67,932</u>
<i>Surplus for the year International Students</i>	<u>36,588</u>	<u>42,400</u>	<u>58,897</u>

## 5 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Employee benefits - salaries	2,199,178	2,134,824	1,977,043
Resource/attached teacher costs	82,593	82,650	74,101
Staff development	16,655	23,000	20,796
	<u>2,298,425</u>	<u>2,240,474</u>	<u>2,071,940</u>

## 6 Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,769	3,200	3,619
Board of Trustees Fees	4,092	3,500	3,677
Board of Trustees Expenses	21,110	16,800	11,910
Communication	19,700	18,000	18,099
Consumables	5,922	5,300	4,355
Operating Lease	2,701	4,000	3,608
Other	45,715	43,000	44,790
Employee Benefits - Salaries	119,549	112,000	124,117
	<u>222,558</u>	<u>205,800</u>	<u>214,174</u>

## 7 Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	22,492	24,800	24,271
Cyclical Maintenance Provision	-	15,000	(57,846)
Grounds	20,088	15,200	21,253
Heat, Light and Water	58,961	60,500	60,165
Repairs and Maintenance	36,938	36,600	32,392
Use of Land and Buildings - Non Integrated	556,481	556,481	682,030
Employee Benefits - Salaries	111,260	92,000	97,243
	<u>806,221</u>	<u>800,581</u>	<u>859,508</u>

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

## 8 Depreciation of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	4,737	4,387	5,089
Furniture and Equipment	26,287	20,742	24,058
Info and Comm Technology	22,746	19,860	23,035
Leased Assets	29,986	27,792	32,235
Library Resources	2,633	2,218	2,573
	<u>86,390</u>	<u>75,000</u>	<u>86,990</u>

## 9 Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	100	100	100
Bank Current Account	41,484	55,879	163,398
Bank Call Account	5,523	-	5,517
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>47,107</u>	<u>55,979</u>	<u>169,016</u>

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



## 10 Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	4,272	-	-
Interest Receivable	1,456	1,456	1,618
Teacher Salaries Grant Receivable	123,960	123,960	119,405
	<u>129,688</u>	<u>125,416</u>	<u>121,023</u>
Receivables from Exchange Transactions	5,727	1,456	1,618
Receivables from Non-Exchange Transactions	123,960	123,960	119,405
	<u>129,688</u>	<u>125,416</u>	<u>121,023</u>

## 11 Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	226,346	300,000	218,758
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2019.

## 12 Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Building Improvements - Crown	150,046				(4,737)	145,308
Furniture and Equipment	231,484	30,797			(26,287)	235,993
Info and Comm Technology	53,151	27,983			(22,746)	58,388
Leased Assets	64,497	30,750			(29,986)	65,261
Library Resources	18,013	3,069	(18)		(2,633)	18,431
<b>Balance at 31 December 2019</b>	<u>517,191</u>	<u>92,599</u>	<u>(18)</u>	<u>-</u>	<u>(86,390)</u>	<u>523,382</u>

### Accumulated Depreciation

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Building Improvements - Crown	311,053	(165,745)	145,308
Furniture and Equipment	810,667	(577,239)	233,428
Info and Comm Technology	454,841	(393,888)	60,952
Leased Assets	141,749	(76,488)	65,261
Library Resources	61,059	(42,627)	18,431
<b>Balance at 31 December 2019</b>	<u>1,779,368</u>	<u>(1,255,987)</u>	<u>523,382</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Building Improvements - Crown	154,250	885			(5,089)	150,046
Furniture and Equipment	167,901	87,641			(24,058)	231,484
Info and Comm Technology	59,176	17,010			(23,035)	53,151
Leased Assets	76,884	19,848			(32,235)	64,497
Library Resources	18,918	2,773	(1,105)		(2,573)	18,013
<b>Balance at 31 December 2018</b>	<u>477,129</u>	<u>128,157</u>	<u>(1,105)</u>	<u>-</u>	<u>(86,990)</u>	<u>517,191</u>

### Accumulated Depreciation

2018
Building Improvements - Crown
Furniture and Equipment
Info and Comm Technology
Leased Assets
Library Resources
<b>Balance at 31 December 2018</b>

Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
311,053	(161,007)	<b>150,046</b>
808,775	(577,291)	<b>231,484</b>
397,953	(344,803)	<b>53,151</b>
145,840	(81,342)	<b>64,497</b>
58,048	(40,035)	<b>18,013</b>
<b>1,721,668</b>	<b>(1,204,478)</b>	<b>517,191</b>

### 13 Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	17,849	10,000	10,135
Accruals	4,419	4,419	12,348
Employee Entitlements - salaries	123,960	123,960	119,405
Employee Entitlements - leave accrual	18,051	18,051	16,839
	<b>164,279</b>	<b>156,430</b>	<b>158,727</b>
Payables for Exchange Transactions	164,279	156,430	158,727
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<b>164,279</b>	<b>156,430</b>	<b>158,727</b>

The carrying value of payables approximates their fair value.

### 14 Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International student fees	53,670	50,000	85,748
Other	-	-	643
	<b>53,670</b>	<b>50,000</b>	<b>86,391</b>

### 15 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	-	-	57,846
Increase to the Provision During the Year	-	15,000	-
Adjustment to the Provision	-	(15,000)	(57,846)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<b>-</b>	<b>-</b>	<b>-</b>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	-	-	-
	<b>-</b>	<b>-</b>	<b>-</b>

## 16 Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	32,739	32,739	26,995
Later than One Year and no Later than Five Years	33,827	33,827	37,950
Later than Five Years	-	-	-
	<u>66,567</u>	<u>66,567</u>	<u>64,945</u>

## 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 undertaken on the normal terms and conditions for such transactions.

## 18 Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,092	3,677
Full-time equivalent members	0.13	0.09
<i>Leadership Team</i>		
Remuneration	514,424	489,554
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	<u>518,516</u>	<u>333,966</u>
Total full-time equivalent personnel	<u>5.13</u>	<u>5.09</u>

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

### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	1-10	1-10
Termination Benefits	-	-

### Other Employees

No other employees received remuneration greater than \$100,000 during 2019 (2018 : nil)

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



## 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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

## 20 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

### Contingent liability - cyclical maintenance

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

## 21 Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works (2018 : nil).

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into no contracts.

## 22 Managing Capital

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

## 23 Financial Instruments

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

### Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	47,107	55,979	169,016
Receivables	129,688	125,416	121,023
Investments - Term Deposits	226,346	300,000	218,758
Total Cash and Receivables	403,141	481,395	508,796

### Financial liabilities measured at amortised cost

Payables	164,279	156,430	158,727
Finance Leases	66,567	66,567	64,945
Total Financial Liabilities Measured at Amortised Cost	230,846	222,997	223,672

## 24 Events After Balance Date

### Impact from COVID-19

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 25 25. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

**INDEPENDENT AUDIT REPORT TO THE READERS OF  
KIRKWOOD INTERMEDIATE SCHOOL  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Kirkwood Intermediate School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 3 to 17 that comprise the statement of financial position as at 31 December 2019, 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:
  - financial position as at 31 December 2019; and
  - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 14 May 2020. This is the date at which our opinion is expressed.

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

**Emphasis of Matter - COVID-19**

Without modifying our opinion we draw attention to the disclosures in note 24 on page 17 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**Basis of Opinion**

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

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

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



## **Responsibilities of the Board of Trustees**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

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

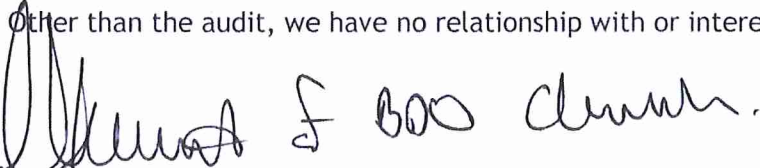
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### Independence

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

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



Warren Johnstone  
BDO Christchurch

On behalf of the Auditor-General  
Christchurch, New Zealand

### **Kirkwood Intermediate - Kiwisport Report 2019**

In 2019, the school received total Kiwisport funding of \$4,357.22(excluding GST). The funding was spent on two community youth workers who organised lunchtime sessions to improve the students' sports skills and confidence to enable them to participate in organised sport.





# Mathematics

## Target Report for the Board of Trustees



**Date: October 2019**

**Paul Williamson**



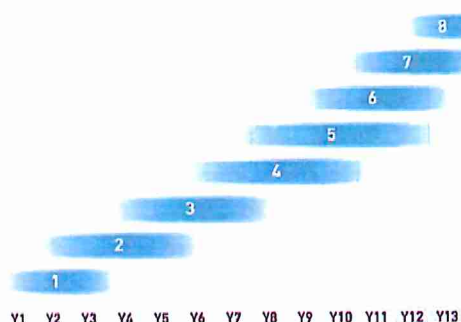
# Kirkwood Intermediate School

## Mathematics Assessment Term 3 2019

### Re-adjustment of Targets for Board of Trustees

To identify the updated 2019 Target Group all students were assessed using Preliminary OTJ data. The OTJ Curriculum Level for each student was determined using several different assessment tasks including PATs.

Years and Curriculum Levels



Assessment Levels Key

1	Level 1
2B	Level 2 Basic
2P	Level 2 Proficient
2A	Level 2 Advanced
3B	Level 3 Basic
3P	Level 3 Proficient
3A	Level 3 Advanced
4B	Level 4 Basic
4P	Level 4 Proficient
4A	Level 4 Advanced
5+	Level 5 & Above

### Year 7 Target Group

The 2019 Year 7 Target Group includes Māori and Pasifika Ākonga working below 3A, according to the National Curriculum Levels, at the beginning of Term 1.

**The aim: to move those students at 3A or above by the end of Term 3.**

The Target Group includes 26 students.

### Year 7 Summary

Year 7 Ākonga including Target Group Term 1

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	2	12	17	23	29	37	24	12	5	3	0	164
Overall %	1%	7%	10%	14%	18%	23%	15%	7%	3%	2%	0%	100%
Female	1	6	4	11	19	19	9	4	2	0	0	75
Male	1	6	13	12	10	18	15	8	3	3	0	89
NZ European	2	10	10	19	19	29	17	8	4	2	0	120
Māori	0	2	3	1	5	6	3	1	0	0	0	21
Pasifika	0	0	3	2	3	1	1	0	0	0	0	10
MELAA	0	0	0	1	0	0	0	0	0	0	0	1
Asian	0	0	1	0	2	1	3	3	1	1	0	12

Year 7 Ākonga including Target Group Term 3

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	2	4	6	12	23	31	43	27	12	4	1	165
Overall %	1%	3%	4%	7%	14%	19%	26%	16.5%	7%	2%	0.5%	100%
Female	0	2	0	4	11	14	27	11	4	1	0	74
Male	2	2	6	8	12	17	16	16	8	3	1	91
NZ European	2	4	3	6	18	23	30	20	7	3	0	116
Māori	0	0	1	4	3	4	7	4	0	0	0	23
Pasifika	0	0	1	1	2	1	3	3	0	0	0	11
MELAA	0	0	1	0	0	0	0	0	0	0	0	1
Asian	0	0	0	1	0	3	3	0	5	1	1	14

*The Target Group includes 25 students. One student left the school and is no longer in the target group.*

**Target Group Progress:**

There was 1 student assessed at 2B in Term 1, at the end of Term 3 they were assessed as

- 3B 1

There were 6 students assessed at 2P in Term 1, at the end of Term 3 they were assessed as

- 2P 2
- 2A 2
- 3B 1
- 3P 1

There were 3 students assessed at 2A in Term 1, at the end of Term 3 they were assessed as

- 2A 1
- 3B 1
- 3P 1

There were 8 students assessed at 3B in Term 1, at the end of Term 3 they were assessed as

- 3B 2
- 3P 2
- 3A 4

There were 7 students assessed at 3P in Term 1, at the end of Term 3 they were assessed as

- 3A 4
- 4B 3

**20 Year 7 Māori and Pasifika Ākonga made progress and 11 Year 7 Māori and Pasifika Ākonga met the target.**

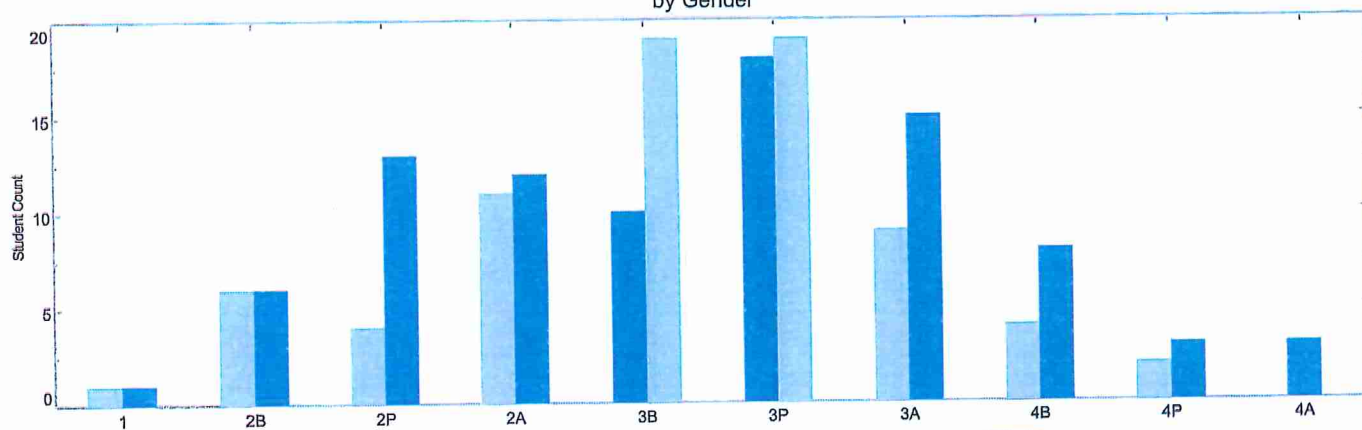
**Year 7 Graphs and Tables**

- Year 7 student achievement by Gender by number
- Year 7 student achievement by Ethnic Summary by number
- Year 7 student achievement by Māori, Pasifika and Other by number



## 2019 Year 7 Mathematics Target Report Term 1

by Gender



by Gender

Board Target Reports Data 2019 Maths 1st Male

Board Target Reports Data 2019 Maths 1st Female

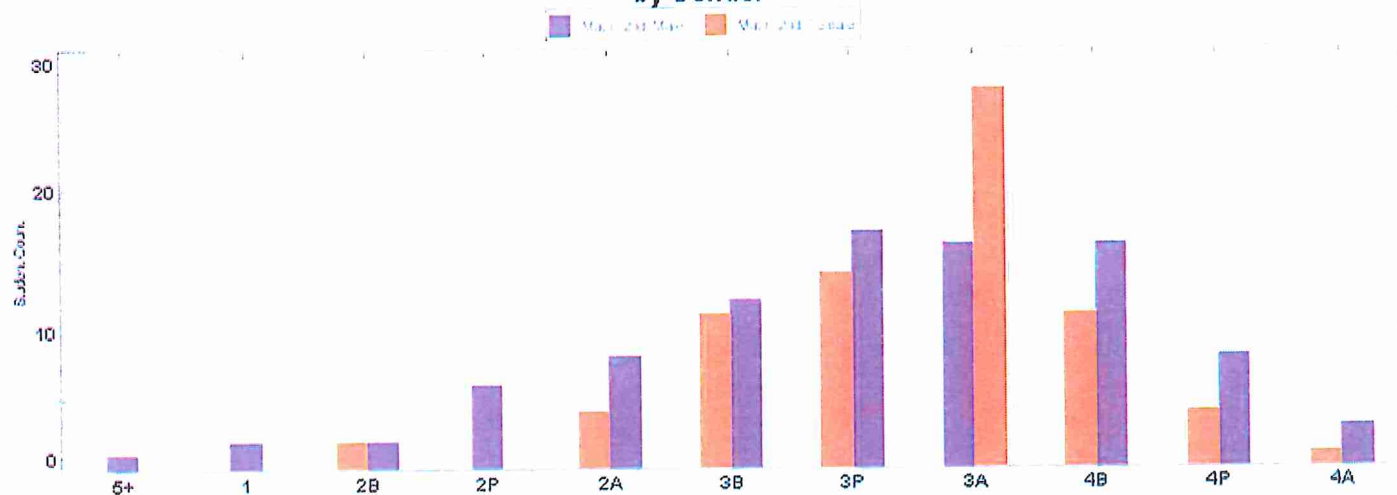
Board Target Reports Data 2019 Maths 1st male			Board Target Reports Data 2019 Maths 1st female										
Assessment Title	Property Title	Gender	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Maths 1st	Female	1	6	4	11	19	19	9	4	2		75
		Male	1	6	13	12	10	18	15	8	3	3	89
Total			2	12	17	23	29	37	24	12	5	3	164

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## 2019 Year 7 Mathematics Report Term 3

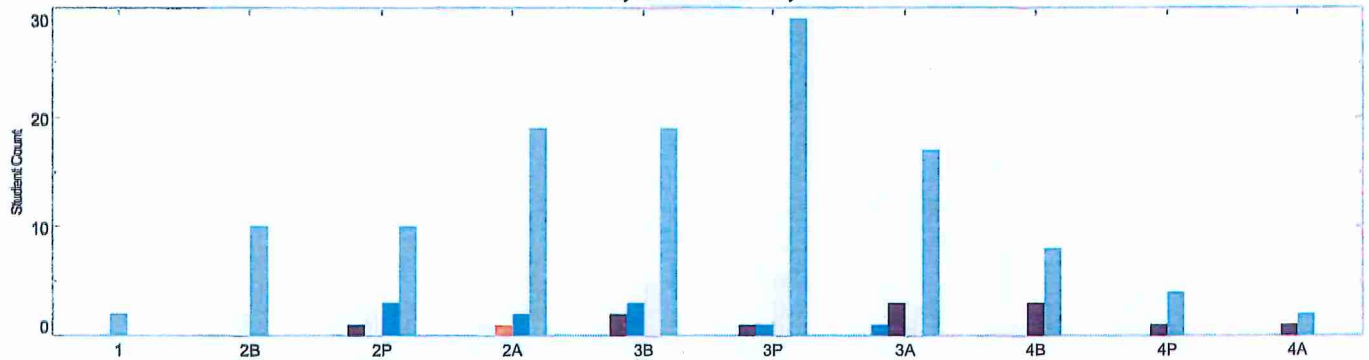
by Gender



Assessment	Property	Gender	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Maths 2nd	Female			2		4	11	14	27	11	4	1	74
		Male	1	2	2	6	8	12	17	16	16	8	3	91
		Grand Total	1	2	4	6	12	23	31	43	27	12	4	165

## 2019 Year 7 Mathematics Target Report Term 1

by Ethnic Summary



by Ethnic Summary

Board Target Reports Data 2019 Maths 1st MELAA

Board Target Reports Data 2019 Maths 1st Pacific peoples

Board Target Reports Data 2019 Maths 1st NZ European/Pākehā/Other European

Board Target Reports Data 2019 Maths 1st Asian

Board Target Reports Data 2019 Maths 1st Māori

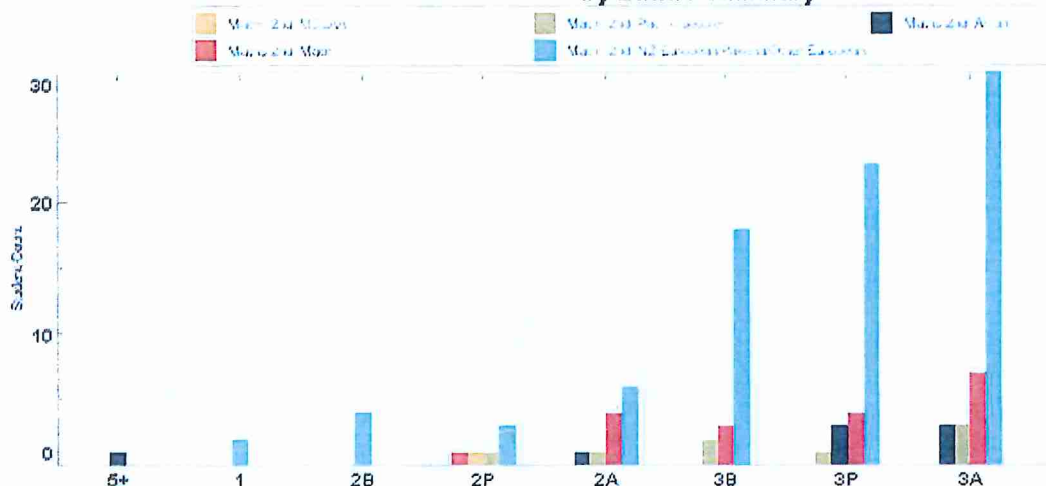
Assessment Title	Property Title	Ethnic Summary Group	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Maths 1st	Asian			1		2	1	3	3	1	1	12
		Māori		2	3	1	5	6	3	1			21
		MELAA				1							1
		NZ European/Pākehā/Other European	2	10	10	19	19	29	17	8	4	2	120
		Pacific peoples			3	2	3	1	1				10
Total			2	12	17	23	29	37	24	12	5	3	164

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## 2019 Year 7 Mathematics Report Term 3

by Ethnic Summary

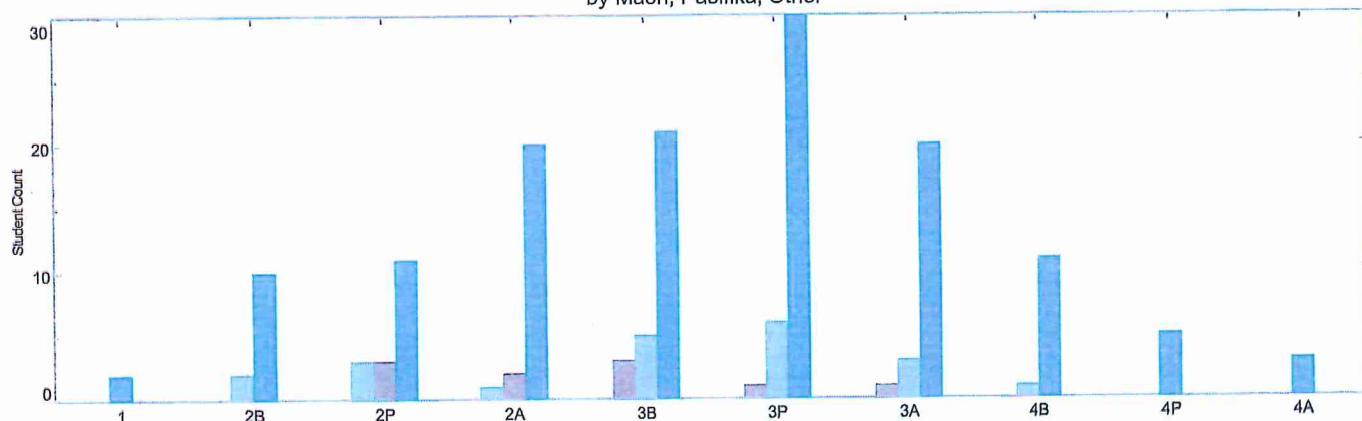


Assessment	Property	Ethnic Summary	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Maths 2nd	Asian	1				1		3	3		5	1	14
		Māori				1	4	3	4	7	4			23
		MELAA				1								1
		NZ European/Pākehā/Other European		2	4	3	6	18	23	30	20	7	3	116
		Pacific peoples				1	1	2	1	3	3			11
Grand Total			1	2	4	6	12	23	31	43	27	12	4	165



## 2019 Year 7 Mathematics Target Report Term 1

by Maori, Pasifika, Other



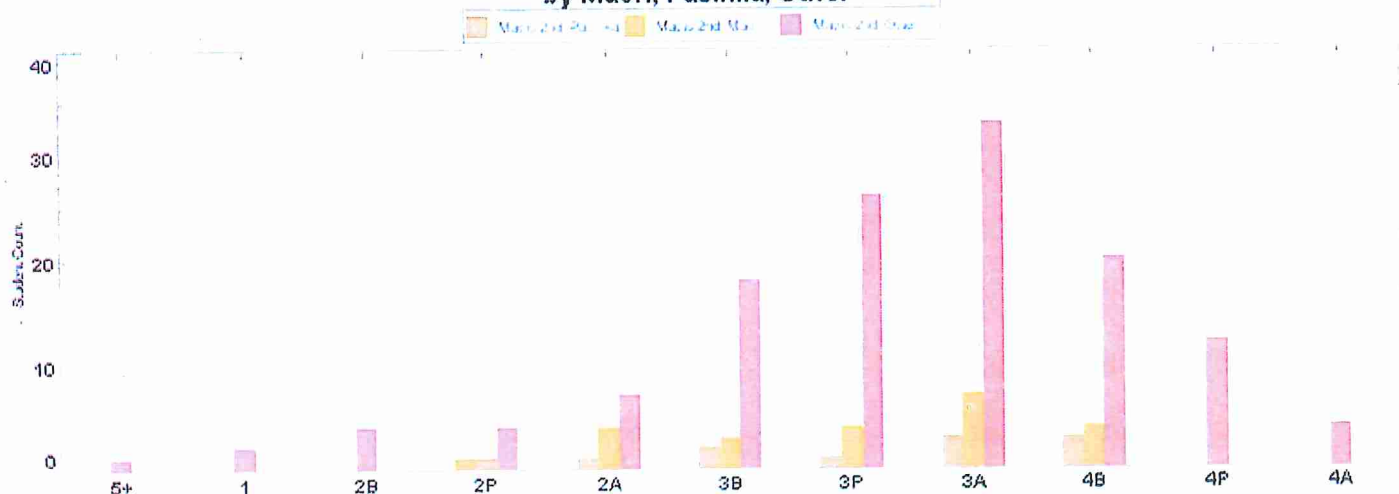
by Maori Pasifika Other													
Board Target Reports Data 2019 Maths 1st Pasifika			Board Target Reports Data 2019 Maths 1st Māori			Board Target Reports Data 2019 Maths 1st Other							
Assessment Title	Property Title	Ethnicity	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Maths 1st	Māori		2	3	1	5	6	3	1			21
		Other	2	10	11	20	21	30	20	11	5	3	133
		Pasifika			3	2	3	1	1				10
Total			2	12	17	23	29	37	24	12	5	3	164

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## 2019 Year 7 Mathematics Report Term 3

by Maori, Pasifika, Other



Assessment	Property	Maori Pasifika Other										Grand Total
Board Target Reports Data 2019	Maths 2nd	Maori										23
		Other	1	2	4	4	7	18	28	33	20	131
		Pasifika				1	1	2	1	3	3	11
		Grand Total	1	2	4	6	12	23	31	43	27	166

### Year 8 Target Group

The 2019 Year 8 Target Group includes Māori and Pasifika Ākonga working below 4P, according to the National Curriculum Levels, at the beginning of Term 1.

**The aim: to move those students at 4P or above by the end of Term 3.**

The Target Group includes 17 students.

### Year 8 Summary

#### Year 8 Ākonga including Target Group Term 1

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	0	3	4	7	21	25	27	33	20	9	3	152
Overall %	0%	2%	3%	4%	14%	16%	18%	22%	13%	6%	2%	100%
Female	0	0	1	2	8	6	15	15	12	1	0	60
Male	0	3	3	5	13	19	12	18	8	8	3	92
NZ European	0	1	2	5	14	15	14	20	15	5	1	92
Māori	0	1	0	0	1	2	5	1	1	0	0	11
Pasifika	0	1	0	2	1	3	0	1	0	0	0	8
MELAA	0	0	0	0	2	1	0	2	1	1	0	7
Asian	0	0	2	0	3	4	8	9	3	3	2	34

#### Year 8 Ākonga including Target Group Term 3

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	1	0	3	4	16	15	33	26	33	22	8	161
Overall %	1%	0%	2%	3%	10%	9%	20%	16%	20%	14%	5%	100%
Female	0	0	0	0	4	11	10	9	19	8	2	63
Male	1	0	3	4	12	4	23	17	14	14	6	98
NZ European	1	0	1	2	9	9	19	16	23	13	5	98
Māori	0	0	1	0	2	2	4	2	1	0	0	12
Pasifika	0	0	0	1	2	0	3	1	0	0	0	7
MELAA	0	0	0	0	0	0	3	1	1	2	0	7
Asian	0	0	1	1	3	4	4	6	8	7	3	37

### Target Group Progress:

There were 2 students assessed at 2B in Term 1, at the end of Term 3 they were assessed as

- 2P 1
- 3B 1

There were 0 students assessed at 2P in Term 1

There were 2 students assessed at 2A in Term 1, at the end of Term 3 they were assessed as

- 2A 1
- 3B 1

There were 2 students assessed at 3B in Term 1, at the end of Term 3 they were assessed as

- 3P 1
- 3A 1

There were 4 students assessed at 3P in Term 1, at the end of Term 3 they were assessed as

- 3B 1
- 3A 3

There were 5 students assessed at 3A in Term 1, at the end of Term 3 they were assessed as

- 3B 1
- 3P 1
- 3A 2
- 4B 1

There were 2 students assessed at 4B in Term 1, at the end of Term 3 they were assessed as

- 4B 2

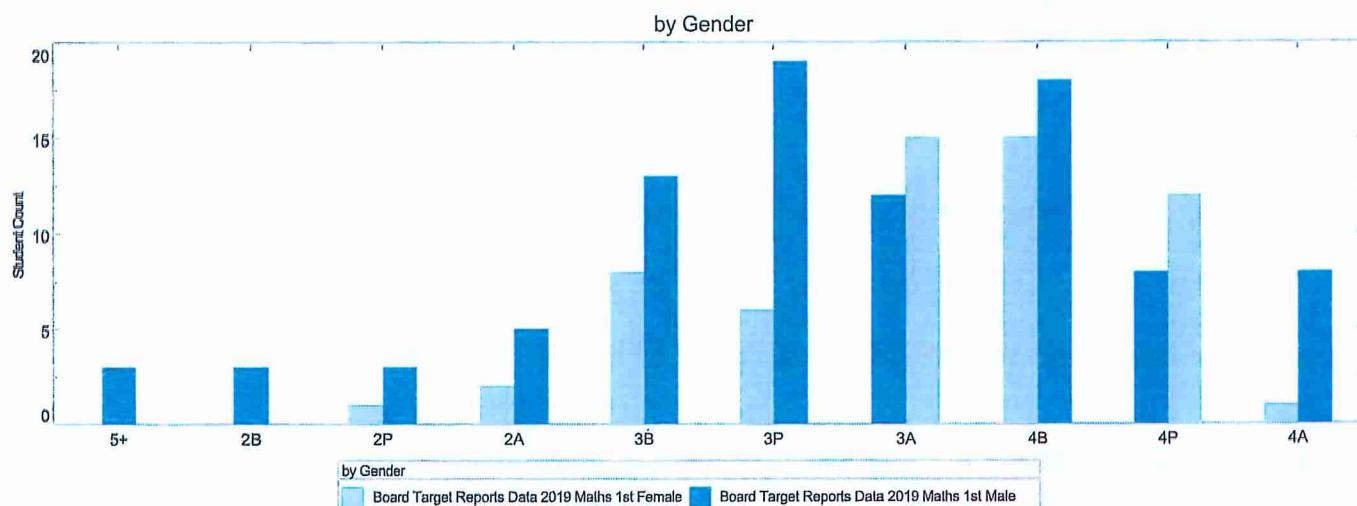
**Although there was progress for 9 Māori and Pasifika Ākonga, none met the target.**

### **Year 8 Graphs and Tables**

- Year 8 student achievement by Gender by number
- Year 8 student achievement by Ethnic Summary by number
- Year 8 student achievement by Māori, Pasifika and Other by number



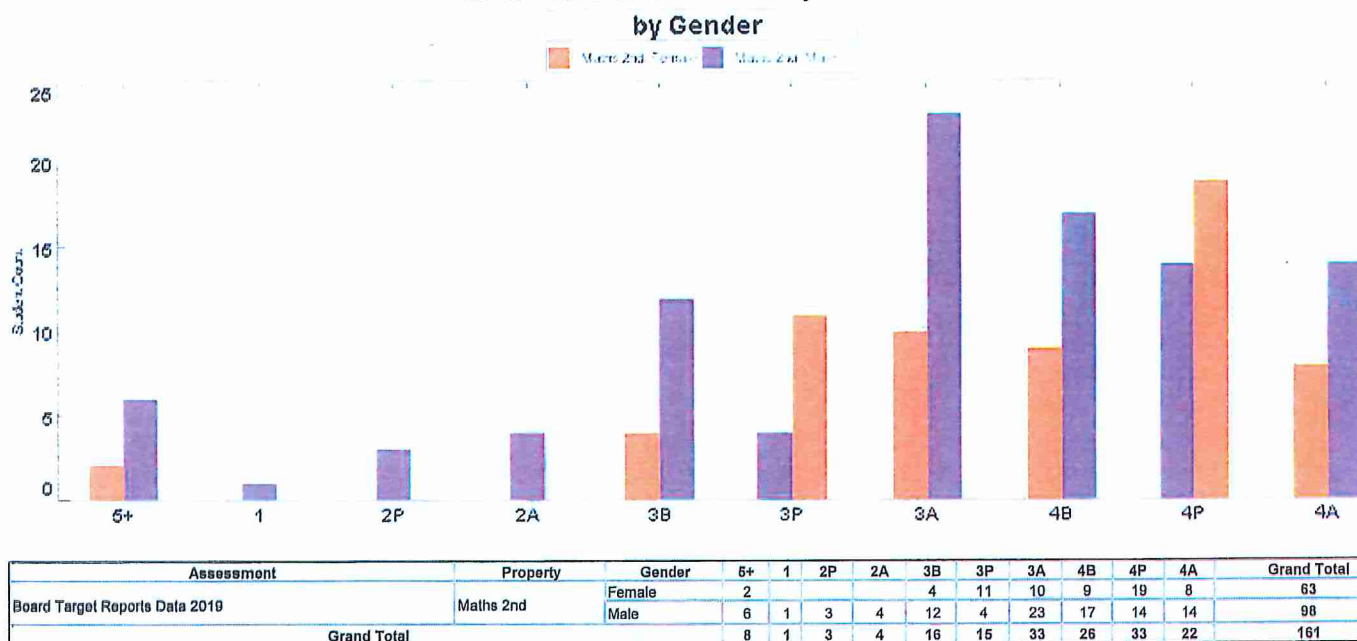
## 2019 Year 8 Mathematics Target Report Term 1



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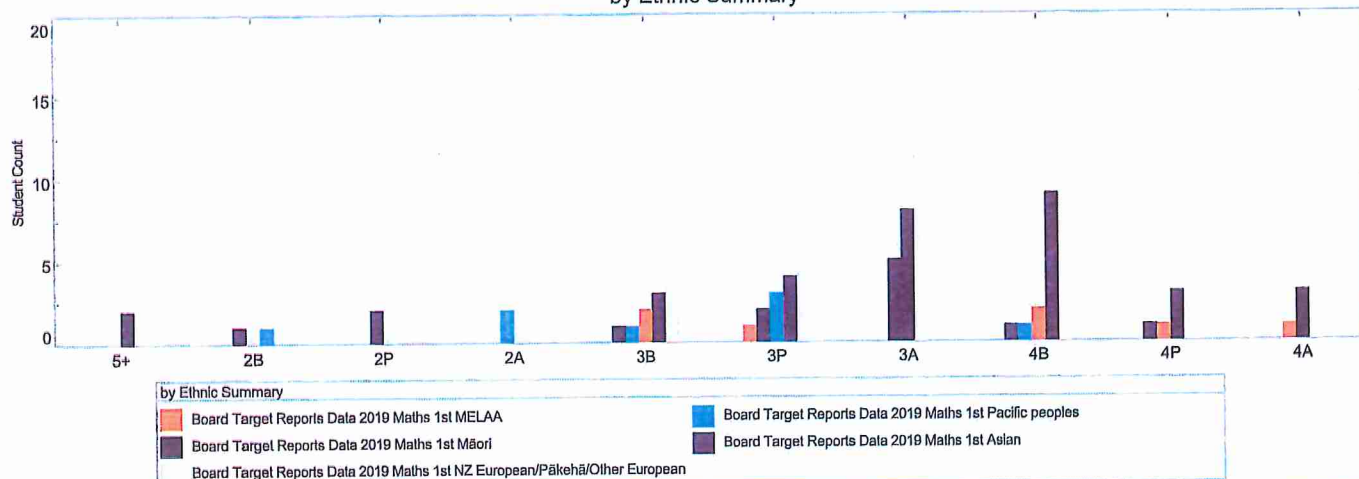
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## 2019 Year 8 Mathematics Report Term 3



## 2019 Year 8 Mathematics Target Report Term 1

by Ethnic Summary



Board Target Reports Data 2019													
Assessment Title	Property Title	Ethnic Summary Group	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Board Target Reports Data 2019	Maths 1st	Asian		2		3	4	8	9	3	3	2	34
		Māori	1			1	2	5	1	1			11
		MELAA				2	1		2	1	1		7
		NZ European/Pākehā/Other European	1	2	5	14	15	14	20	15	5	1	92
		Pacific peoples	1		2	1	3		1				8
Total			3	4	7	21	25	27	33	20	9	3	152

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## 2019 Year 8 Mathematics Report Term 3

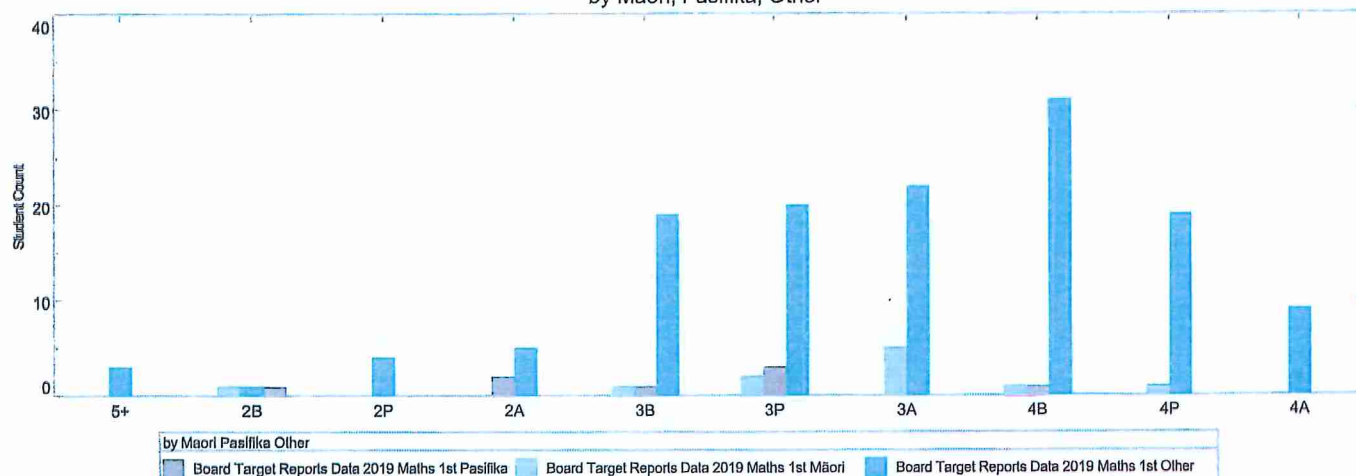
by Ethnic Summary



Assessment	Property	Ethnic Summary	5+	1	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Maths 2nd	Asian	3		1	1	3	4	4	6	8	7	37
		Māori			1		2	2	4	2	1		12
		MELAA							3	1	1	2	7
		NZ European/Pākehā/Other European	5	1	1	2	9	9	19	16	23	13	98
		Pacific peoples				1	2		3	1			7
Grand Total			8	1	3	4	16	16	33	28	33	22	161

# 2019 Year 8 Mathematics Target Report Term 1

by Maori, Pasifika, Other

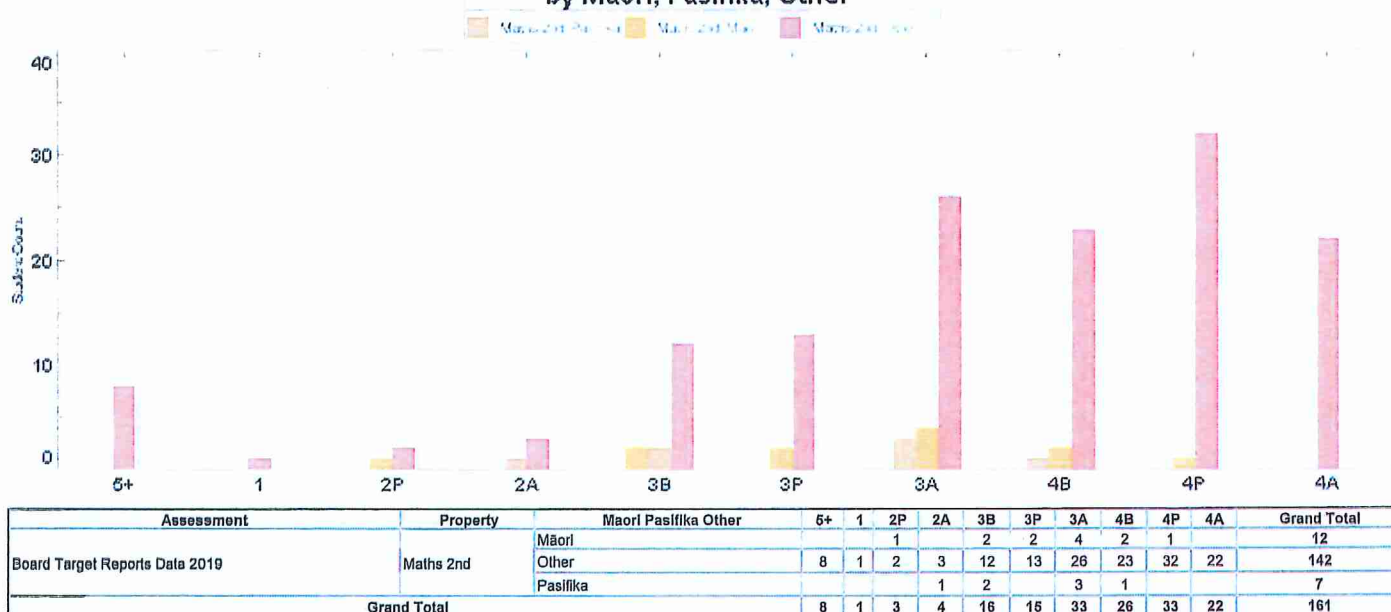


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# 2019 Year 8 Mathematics Report Term 3

by Maori, Pasifika, Other





## Interventions:

(Term 1 interventions in black and comment in red from Term 3)

- Students will experience level appropriate Mathematics activities in their ability group or interchange class. (Teacher professional will be offered for new or beginning teachers)

Staff use a variety of grouping and teaching styles to effectively teach the NZ Mathematics Curriculum. Target children received additional support to progress their achievement. Some barriers encountered included student attendance (Maori 89.5% and Pacifica 84.4%) and a lack of completing extra maths practice in the home environment. Maths Buddy does work well but students need to use it on a regular basis to make gains.

- Teachers to have the list of the target group students and monitor their progress throughout the year to have more accurate and clear idea of their individual achievement. In team meetings the needs of the Target Students to be discussed.

Target students' needs were discussed on a regular basis during team meetings.

- Teachers will use the school wide assessment that the Curriculum Director designed to have consistency in assessing which curriculum level students' have attained. (Fine-tuning of this document will occur where necessary)

This is a work in progress and continued refinements will be made.

- School wide assessment to be revised throughout the year to ensure it reflects our Mathematics curriculum focus.

Tools for relevant assessment will continue to be refined. Some additional work exploring how our student's problem solve and strategies and resources will be a focus for 2020.

- Teachers will continue to integrate Mathematics into other areas of the curriculum to provide various practical problem-solving situations.

This will continue to be explored in 2020.

- Teachers will be encouraged to include weekly problem solving challenges.

To assist in developing this in 2020 we will look at purchasing additional resources and using the resources currently inside the school more effectively.

- Mathematics leader to continue to support teachers to have sound knowledge and teaching skills in Mathematics.

This would need to be explored and resourced through in class observations.

- Parents notified of their child's level in Mathematics. They will be informed of progress throughout the year via teacher contact, reports, and meet the teacher evenings.

This continues to work well, however some additional work in aligning staff understanding of curriculum levels for Assembly data and the generation of school reports could be explored. Assembly will be looked at across all key curriculum areas in 2020 to ensure greater consistency.

- Inform the community about the resources on the NZ maths website and Maths Buddy website designed to assist their children learning maths at home.

Adding maths updates in the school newsletter will assist parents in their knowledge of how maths typical works at an Intermediate.

- Further staff discussion will take place on the possible introduction of a N/A option on the Assembly programme for students not partaking in the Otago Problem Solving Challenge. The OPSC is designed for the top 20% of students.

This will need to be discussed in greater detail next year.

- Resource allocation will be negotiated based upon the current needs of the identified students.

Budgets will need to be explored in 2020.

## Summary

Maori and Pasifika students have made some progress in Mathematics in 2019. In term 1, 19% of Maori students were achieving at the expected curriculum level. In Term 3, 48% were achieving at the expected level.

In term 1, 10% of Pasifika were achieving at the expected curriculum level. In term 3, 55% were achieving at the expected level.

## Additional ideas worth exploring in 2020 include:

1. Using AsTTle as a whole school testing tool. Target children to be tested by one staff member. This would help ensure a consistent approach.
2. The advantage of this test is that it is an online tool and teachers get reliable assessment information.

"e-asTTle is an online assessment tool, developed to assess students' achievement and progress in reading, mathematics and writing." <https://e-asttle.tki.org.nz/>

3. A refinement of moderation throughout the school could also be worth exploring and to assist in this process the Assessment Resource Bank (Arb's) can be used. The arb's are national recognised tools for teacher assessment. They assist in developing a 'snap shot' of student's current progress.

Written in consultation with staff September 2019



## Target specific interventions

While the above are important interventions that help students make progress in Reading, they are not necessarily interventions specific to our target students. Each team made their own interventions which are explained below.

### Year 7 Interventions

The Year 7 team looked at research around Māori and Pasifika ākonga, which linked achievement to strong relationships.

**“An important new insight we gained through this research was how critical this relationship is for these students in low decile schools. It is our conclusion that the forming of the right kind of relationship is, for these students, a prerequisite for learning to take place” (Hill and Hawk, 2000).**

After discussion, we felt that many Māori and Pasifika ākonga do not push forward for feedback and interaction with kaiako as other ākonga do. Therefore, it can take longer to form relationships with some Māori and Pasifika students. It also means that Māori and Pasifika ākonga may miss necessary help or feedback.

With this in mind, we wondered what we could do to increase the interactions we have with these ākonga.

Here are some examples of how we may have increased interactions (interactions differed depending on class and ākonga):

- Selecting target ākonga to work through problems or share ideas on the mat in small group work first
- Key morning conversations
- Being picked for jobs that involve a catch up or chat time i.e. netball manager
- Extra checks during the day
- Increased focus on positive reinforcement where appropriate

We decided on a tick sheet to log our interactions with our Māori and Pasifika ākonga. This was not aimed at directly affecting ākonga achievement, but to hopefully affect kaiako behaviour as we were reminded to increase the interactions with our Maori and Pasifika ākonga.

We tracked our interactions with target students for a number of weeks, but found keeping track of day to day conversations inaccurate due to their, often, spontaneous occurrence. Instead we discussed the interactions we were using at team meetings and this helped to keep our focus through the year.

Despite not tracking interactions consistently, Year 7 kaiako felt our focus did alter our behaviour and brought building relationships with target ākonga to the forefront, however, depending on the ākonga or target numbers per class we did not feel we connected equally with all target ākonga.

Kim Robertson  
Year 7 Team Leader

### Year 8 Interventions

- All team members recognise that being culturally responsive and developing relationships with Māori and Pasifika students has a huge impact on student achievement.
- We discussed ideas to be able to track the achievement of target students. Many of the ideas are things we currently do already, such as attendance and completion of work. However, this does not tell us if our students are achieving or not. It simply becomes a tokenistic checklist.



- We looked at the list of target students and discussed individuals and their personalities, traits and possible children of concern. These students (children of concern) we have addressed regularly at team meetings.
- Discussion around if there was anything that would hinder their achievement, "roadblocks" and investigate culturally sensitive teaching opportunities for Term 3.
- Making use of Tamara's skill and leadership to further integrate Te Reo into everyday programmes.
- We identified that Mathematics is an area that our target students are not doing as well. Article from AKO Winter 2018 - Stunning results from culturally responsive maths. Aims to build a sense of safety in both cultural identity and group problem solving. Showing extraordinary progress.

Chris Gaut  
Year 8 Team Leader

## Technology Interventions

### Methodology:

Technology teachers identified 12 Year 7 and 4 Year 8 as target Maori and Pacifica students. These were chosen from the classroom teacher lists i.e. target students in Math, Reading and Writing by gathering data from technology assessment results. The 16 students did not achieve a minimum Level 3B in several different technology areas.

Intervention strategies included:

- Checking portfolios each lessons - sighting it, assisting/modelling e.g. starting sentences, prompting, encouraging to complete written work to an acceptable standard
- Engaging in conversations to develop relationships
- Teacher using te reo Maori - instructions and inquiry question eg. instead of writing 'family' on the board - 'whanau'

### Results:

4 of the 12 students achieved the target level, 3 achieved a higher level than the target

- Student E comment: The portfolio improved halfway through, became engaged. He was paired with a good boy who had the best portfolio in the room - this made him 'step up' his efforts. Good quality information was recorded that showed deep level thinking
- Student F comment: His group supported and helped him with a lot of his book-work
- Student G comment: Quite a few absences but caught up with his book-work after he returned. He was sitting in a good boys group,
- Student K comment: He does not ask for help- ever. Teacher needs to ask him to come and show what he is doing. Tries hard.

5 students made no improvement.

- Student A comment: I worked hard on that relationship. Can't pinpoint a reason why he has not improved. Gave plenty of guidance.
- Student C comment: Often late to class - after I had done the briefing, Tried quite hard.
- Student M comment: When I stood over him every minute he would do something. Otherwise he wasted all his time. Capable - not actually badly behaved but needs constant help.
- Student P comment: Very limited and aware of own limitations so perhaps as a cover up - started silly behaviour. I would speak to him but he responded like a 6 year. Lovely kid who needs an alternative education programme at High School

### Conclusion:

- It may have helped to have the students identified earlier and we finished interventions early to get these results in - so the actual length of time isn't sufficient to give us time to try and make a difference

- What is a measure of success? If they produce something and are happy in the environment - that is as important as assessing written components.
- Recommendations in the future are to give serious thought to placement/seating - being next to positive role models who are supportive correlates with the teina/tuakana model and wasn't one of our interventions but something that made a noticeable difference.
- Support ie adult learning assistants are important as teachers cannot give the time required for some individuals.

Julie Anderson  
Technology Team Leader







# **Reading**

## **Target Report for the Board of Trustees**



**Date: October 2019**

**Kim Robertson**



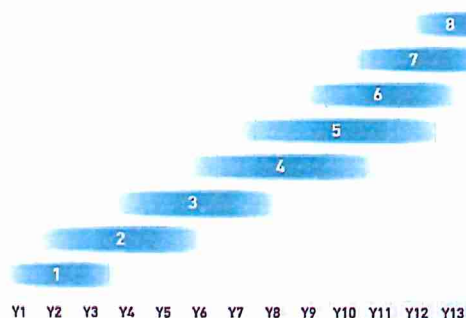
# Kirkwood Intermediate School

## Reading Assessment Term 3 2019

### Re-adjustment of Targets for Board of Trustees

To identify the updated 2019 Target Group all students were assessed using Preliminary OTJ data. The OTJ Curriculum Level for each student was determined using several different assessment tasks including PATs.

Years and Curriculum Levels



Assessment Levels Key

1	Level 1
2B	Level 2 Basic
2P	Level 2 Proficient
2A	Level 2 Advanced
3B	Level 3 Basic
3P	Level 3 Proficient
3A	Level 3 Advanced
4B	Level 4 Basic
4P	Level 4 Proficient
4A	Level 4 Advanced
5+	Level 5 & Above

### Year 7 Target Group

The 2019 Year 7 Target Group includes Māori and Pasifika Ākonga working below 3A, according to the National Curriculum Levels, at the beginning of Term 1.

**The aim: to move those students at 3A or above by the end of Term 3.**

The target group includes 25 students.

### Year 7 Summary

Year 7 Ākonga including Target Group Term 1

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	2	9	16	23	37	31	21	12	6	5	0	162
Overall %	1%	6%	10%	14%	23%	19%	13%	8%	3%	3%	0%	100%
Female	0	2	5	12	17	15	12	8	2	1	0	74
Male	2	7	11	11	20	16	9	4	4	4	0	88
NZ European	2	6	12	16	22	25	18	9	4	4	0	119
Māori	0	1	1	2	8	4	2	2	1	0	0	21
Pasifika	0	0	2	3	3	1	0	0	1	0	0	10
MELAA	0	0	0	1	0	0	0	0	0	0	0	1
Asian	0	2	0	1	4	1	1	1	0	1	0	11

Year 7 Ākonga including Target Group Term 3

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	3	2	7	16	18	27	44	23	12	9	1	162
Overall %	2%	1%	4%	10%	11%	17%	27%	14%	8%	5.5%	0.5%	100%
Female	0	0	3	7	7	11	21	15	6	4	0	74
Male	3	2	4	9	11	16	23	8	6	5	1	88
NZ European	3	1	4	6	13	22	31	17	11	7	0	115
Māori	0	0	0	5	1	4	6	5	0	1	0	22
Pasifika	0	0	2	3	1	0	4	0	0	1	0	11
MELAA	0	0	0	0	1	0	0	0	0	0	0	1
Asian	0	1	1	2	2	1	3	1	1	0	1	13

*The Target Group included 24 students. One student left the school and is no longer in the target group.*

### **Target Group Progress:**

There was 1 student assessed at 2B in Term 1, at the end of Term 3 they were assessed as

- 2A 1

There were 3 students assessed at 2P in Term 1, at the end of Term 3 they were assessed as

- 2P 1
- 2A 2

There were 4 students assessed at 2A in Term 1, at the end of Term 3 they were assessed as

- 2A 2
- 3B 1
- 3P 1

There were 11 students assessed at 3B in Term 1, at the end of Term 3 they were assessed as

- 2P 1
- 2A 1
- 3B 1
- 3P 3
- 3A 4
- 4B 1

There were 5 students assessed at 3P in Term 1, at the end of Term 3 they were assessed as

- 3A 5

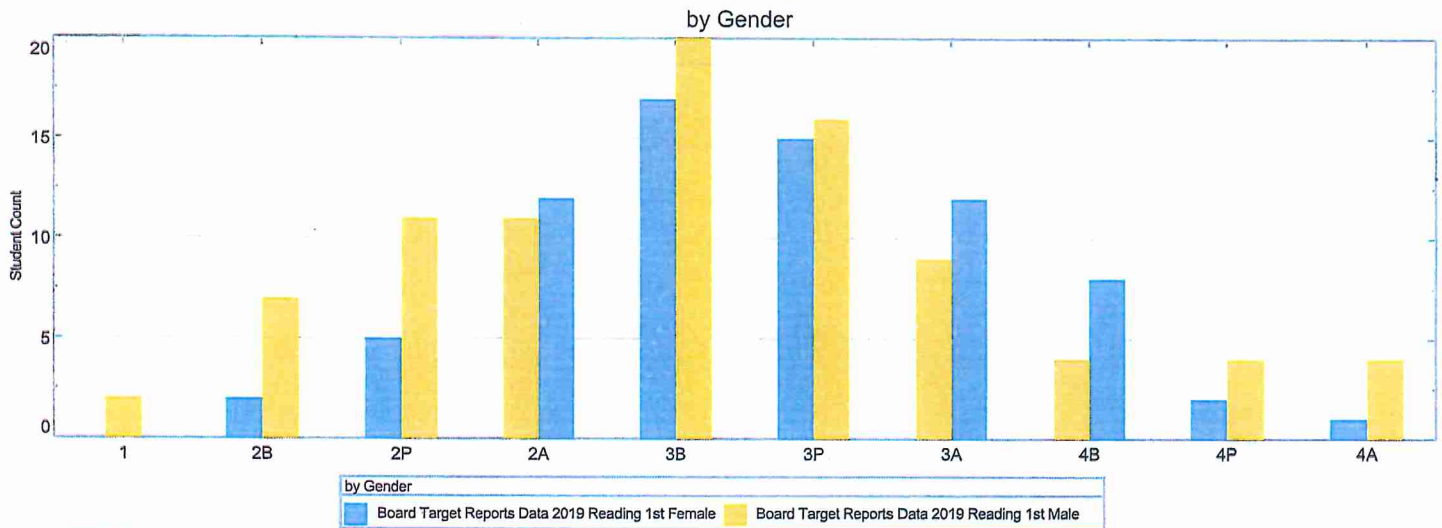
**18 Year 7 Māori and Pasifika Ākonga made progress and 10 Year 7 Māori and Pasifika Ākonga met the target.**

### **Year 7 Graphs and Tables**

- Year 7 student achievement by Gender by number
- Year 7 student achievement by Ethnic Summary by number
- Year 7 student achievement by Māori, Pasifika and Other by number



## 2019 Year 7 Reading Target Report Term 1

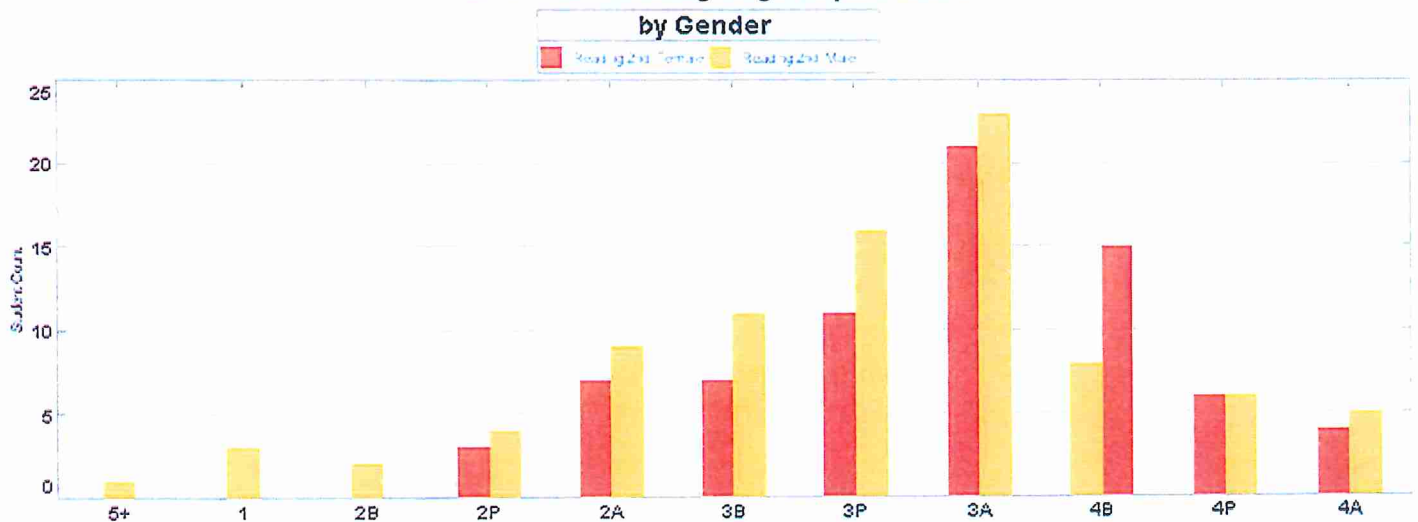


Assessment Title	Property Title	Gender	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Reading 1st	Female	2	5	12	17	15	12	8	2	1	74	
		Male	2	7	11	11	20	16	9	4	4	88	
Total			2	9	16	23	37	31	21	12	6	5	162

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## 2019 Year 7 Reading Target Report Term 3



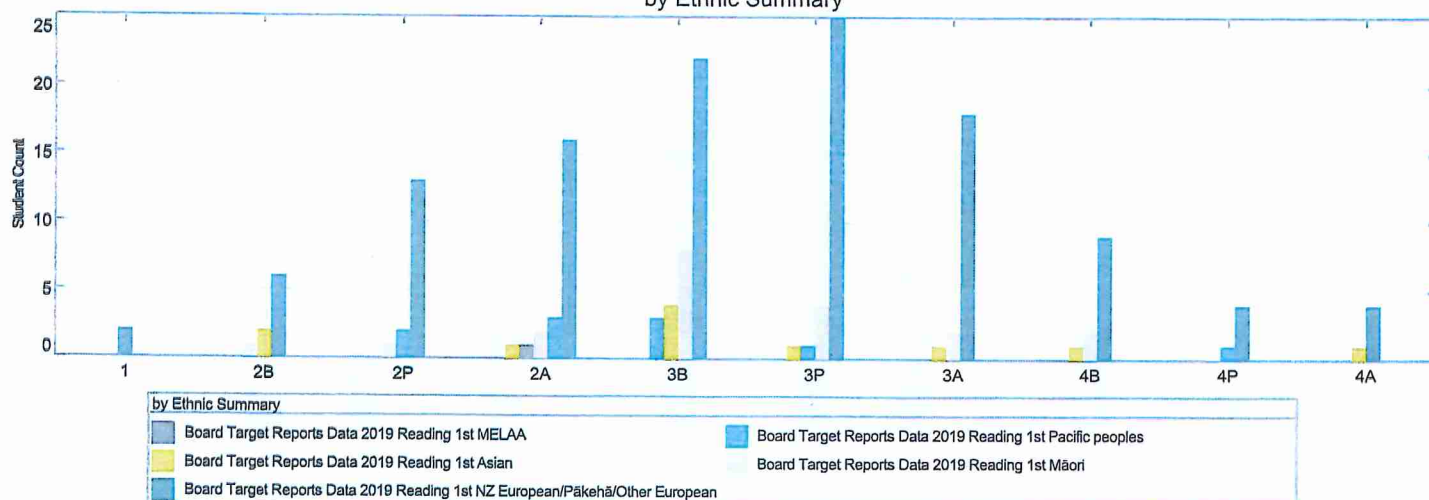
Assessment	Property	Gender	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Reading 2nd	Female				3	7	7	11	21	15	6	4	74
		Male	1	3	2	4	9	11	16	23	8	6	5	88
Grand Total			1	3	2	7	16	18	27	44	23	12	9	162

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## 2019 Year 7 Reading Target Report Term 1

by Ethnic Summary



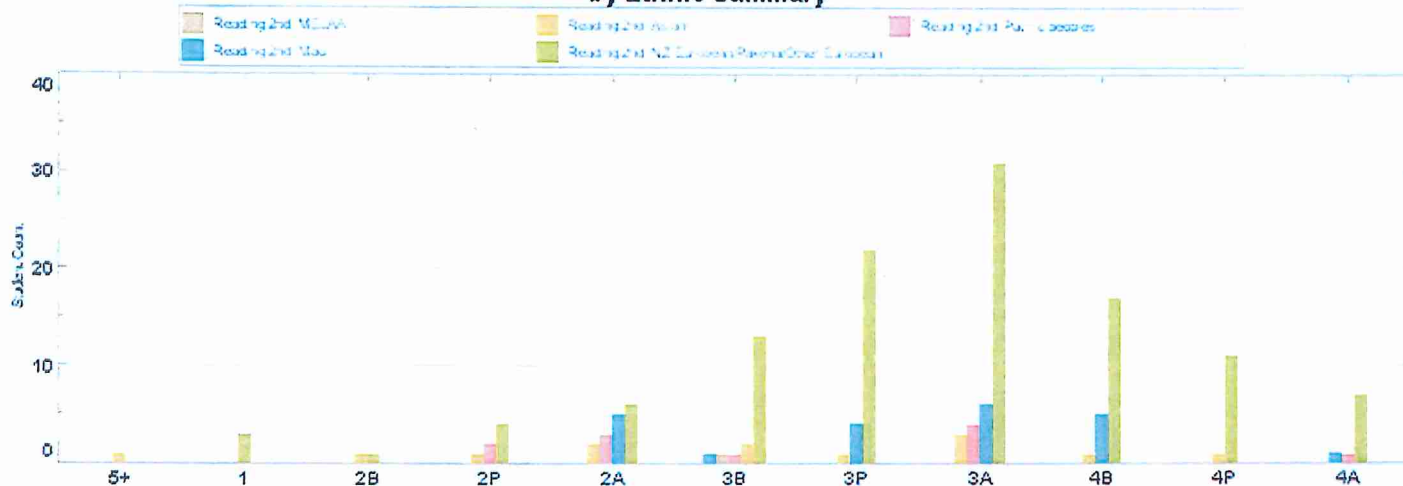
Assessment Title	Property Title	Ethnic Summary Group	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Reading 1st	Asian		2		1	4	1	1	1		1	11
		Māori		1	1	2	8	4	2	2	1		21
		MELAA				1							1
		NZ European/Pākehā/Other European	2	6	13	16	22	25	18	9	4	4	119
		Pacific peoples			2	3	3	1			1		10
Total			2	9	16	23	37	31	21	12	6	5	162

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## 2019 Year 7 Reading Target Report Term 3

by Ethnic Summary



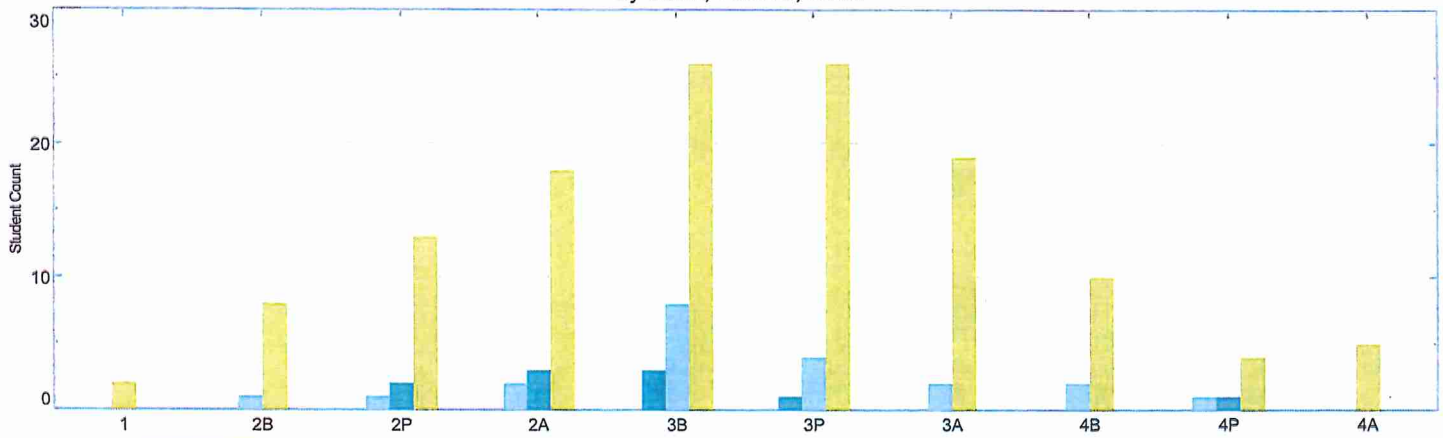
Assessment	Property	Ethnic Summary	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total	
Board Target Reports Data 2019	Reading 2nd	Asian	1		1	1	2	2	1	3	1	1		13	
		Māori					5	1	4	6	5		1	22	
		MELAA						1						1	
		NZ European/Pākehā/Other European			3	1	4	6	13	22	31	17	11	7	115
		Pacific peoples					2	3	1		4			1	11
Grand Total			1	3	2	7	16	18	27	44	23	12	9	162	

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## 2019 Year 7 Reading Target Report Term 1

by Maori, Pasifika, Other



by Maori Pasifika Other

Board Target Reports Data 2019 Reading 1st Pasifika

Board Target Reports Data 2019 Reading 1st Māori

Board Target Reports Data 2019 Reading 1st Other

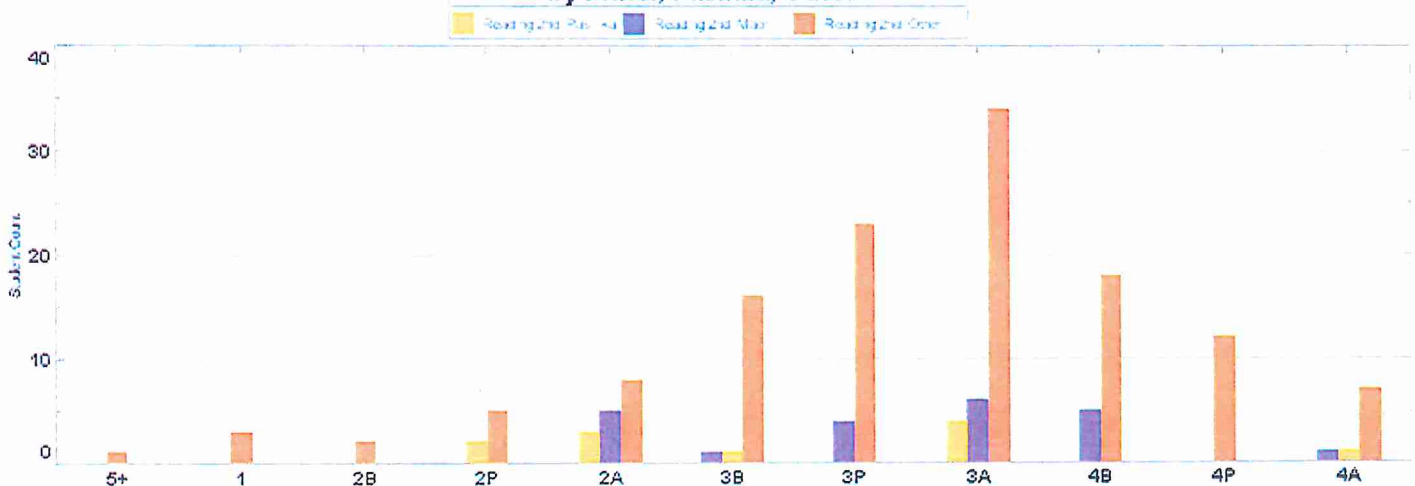
Assessment Title	Property Title	Ethnicity	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Reading 1st	Māori	1	1	2	8	4	2	2	1			21
		Other	2	8	13	18	26	26	19	10	4	5	131
		Pasifika			2	3	3	1			1		10
Total			2	9	16	23	37	31	21	12	6	5	162

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## 2019 Year 7 Reading Target Report Term 3

by Maori, Pasifika, Other



Assessment	Property	Maori Pasifika Other	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Reading 2nd	Māori					5	1	4	6	5		1	22
		Other	1	3	2	5	8	16	23	34	18	12	7	129
		Pasifika					2	3	1		4			1
Grand Total			1	3	2	7	16	18	27	44	23	12	9	162

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## Year 8 Target Group

The 2019 Year 8 Target Group includes Māori and Pasifika Ākonga working below 4P, according to the National Curriculum Levels, at the beginning of Term 1.

**The aim: to move those students at 4P or above by the end of Term 3.**

The Target Group included 16 students.

### Year 8 Summary

#### Year 8 Ākonga including Target Group Term 1

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	4	7	4	6	13	26	27	21	13	29	1	151
Overall %	3%	5%	3%	4%	8%	17%	18%	14%	8%	19%	1%	100%
Female	0	2	1	0	4	11	9	12	5	15	0	59
Male	4	5	3	6	9	15	18	9	8	14	1	92
NZ European	1	1	1	5	8	13	14	16	9	22	1	91
Māori	0	1	0	0	2	4	1	1	1	1	0	11
Pasifika	0	1	0	1	2	1	1	2	0	0	0	8
MELAA	0	0	1	0	0	1	2	1	0	2	0	7
Asian	3	4	2	0	1	7	9	1	3	4	0	34

#### Year 8 Ākonga including Target Group Term 3

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	2	1	4	8	9	10	34	26	29	32	6	161
Overall %	1%	0.5%	2%	5%	6%	6.5%	21%	16%	18%	20%	4%	100%
Female	0	0	1	2	2	2	16	7	14	15	4	63
Male	2	1	3	6	7	8	18	19	15	17	2	98
NZ European	1	0	0	4	2	6	23	14	21	21	6	98
Māori	0	0	2	0	1	2	5	0	0	2	0	12
Pasifika	0	0	0	0	2	1	0	4	0	0	0	7
MELAA	0	0	0	1	0	0	1	1	3	1	0	7
Asian	1	1	2	3	4	1	5	7	5	8	0	37

### Target Group Progress:

There were 2 students assessed at 2B in Term 1, at the end of Term 3 they were assessed as

- 2P 1
- 3B 1

There were 0 students assessed at 2P in Term 1

There were 1 students assessed at 2A in Term 1, at the end of Term 3 they were assessed as

- 3P 1

There were 3 students assessed at 3B in Term 1, at the end of Term 3 they were assessed as

- 3B 2
- 3A 1

There were 5 students assessed at 3P in Term 1, at the end of Term 3 they were assessed as

- 3P 2
- 3A 2
- 4B 1



There were 2 students assessed at 3A in Term 1, at the end of Term 3 they were assessed as

- 3A 1
- 4B 1

There were 3 students assessed at 4B in Term 1, at the end of Term 3 they were assessed as

- 2P 1
- 4B 2

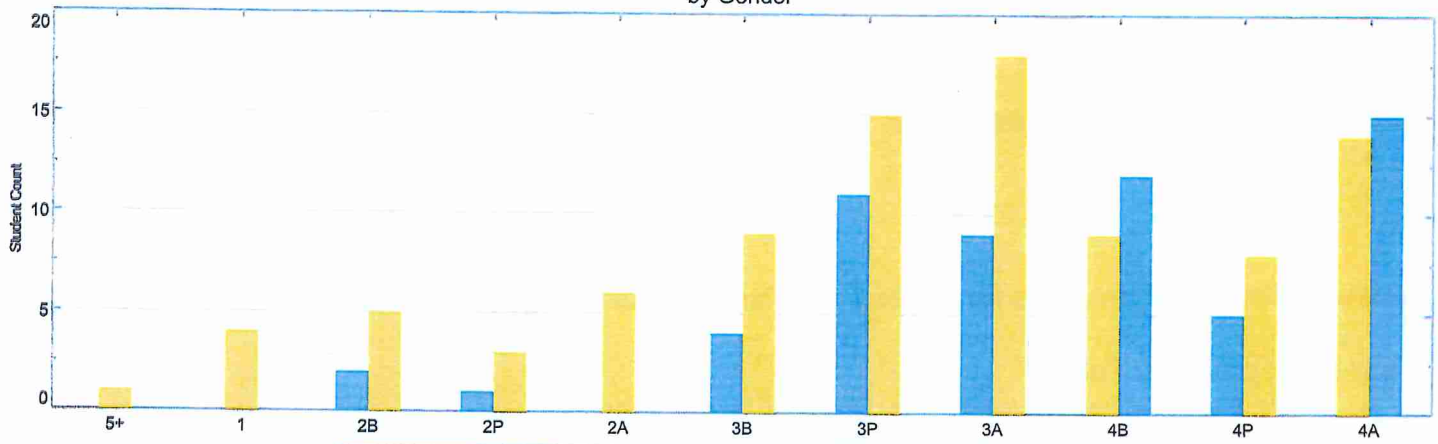
**Although there was progress for 9 Māori and Pasifika Ākonga, none met the target.**

#### **Year 8 Graphs and Tables**

- Year 8 student achievement by Gender by number
- Year 8 student achievement by Ethnic Summary by number
- Year 8 student achievement by Māori, Pasifika and Other by number

## 2019 Year 8 Reading Target Report Term 1

by Gender



by Gender	
Board Target Reports Data 2019 Reading 1st Female	Board Target Reports Data 2019 Reading 1st Male

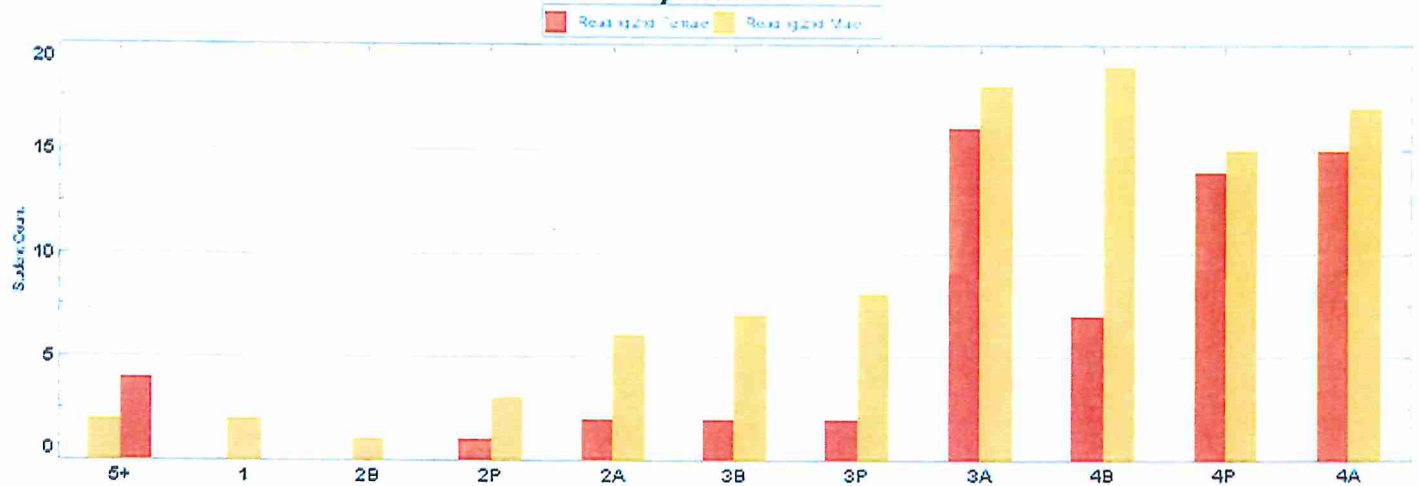
Assessment Title	Property Title	Gender	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Board Target Reports Data 2019	Reading 1st	Female		2	1		4	11	9	12	5	15		59
		Male	4	5	3	6	9	15	18	9	8	14	1	92
Total			4	7	4	6	13	26	27	21	13	29	1	151

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## 2019 Year 8 Reading Target Report Term 3

by Gender



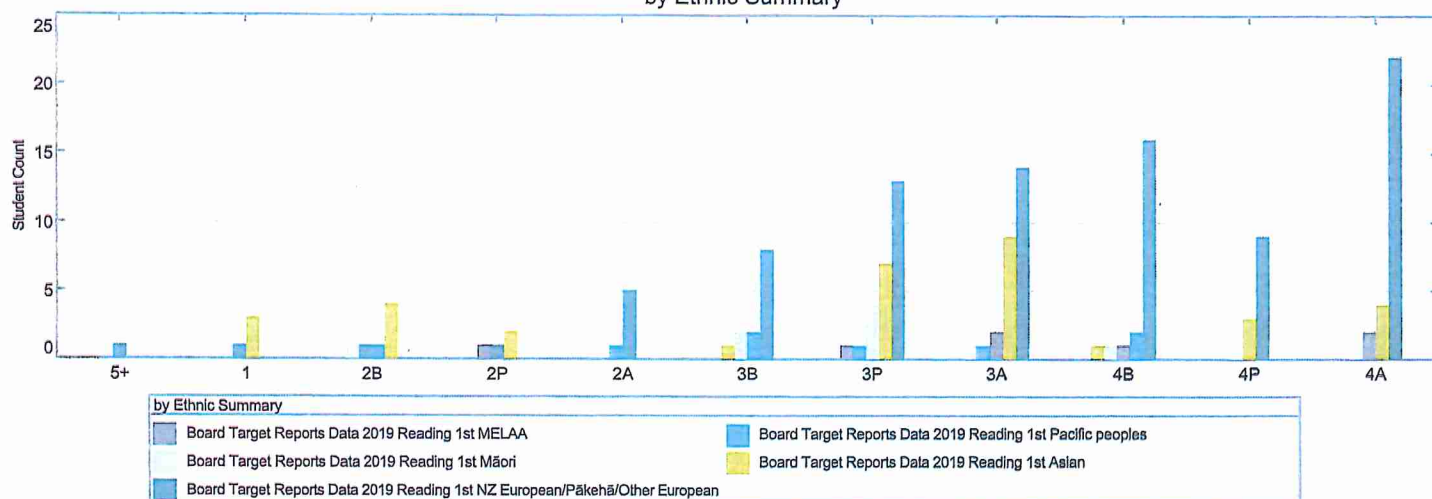
Assessment	Property	Gender	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Reading 2nd	Female	4			1	2	2	2	16	7	14	15	63
		Male	2	2	1	3	6	7	8	18	19	15	17	98
		Grand Total	6	2	1	4	8	9	10	34	26	29	32	161

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## 2019 Year 8 Reading Target Report Term 1

by Ethnic Summary



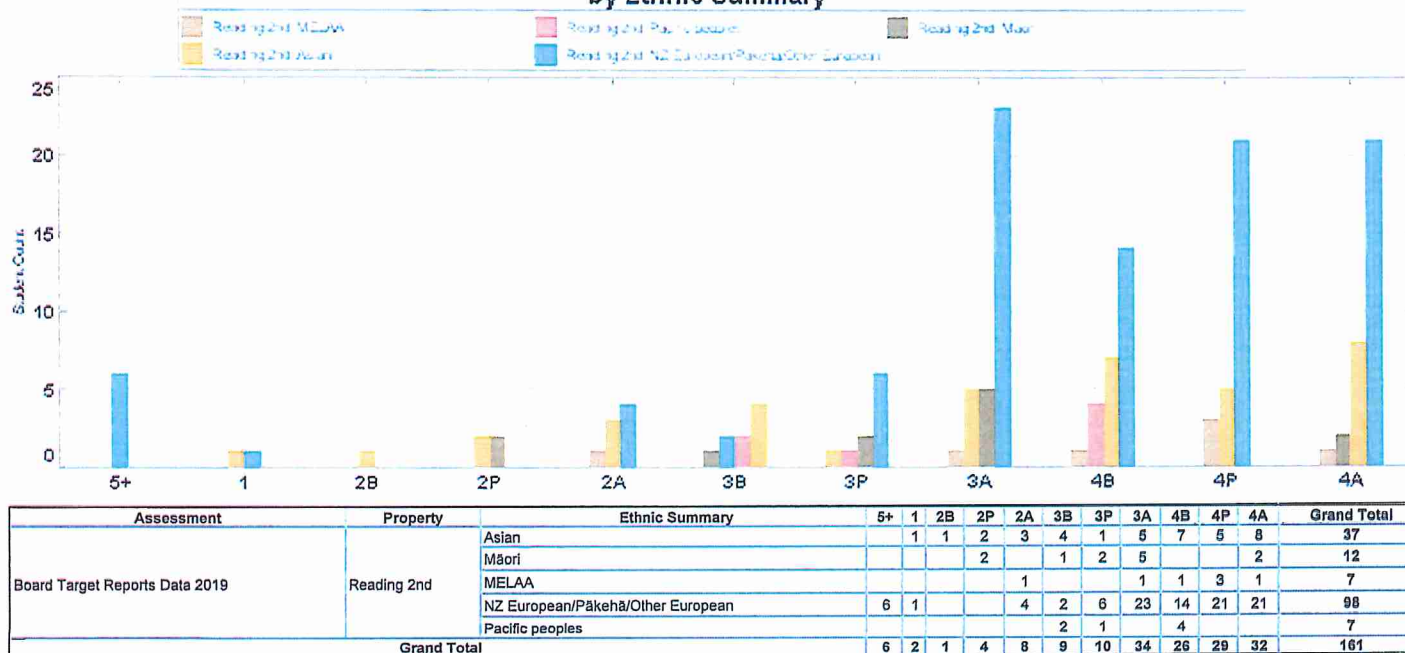
Assessment Title	Property Title	Ethnic Summary Group	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Board Target Reports Data 2019	Reading 1st	Asian	3	4	2		1	7	9	1	3	4		34
		Māori		1			2	4	1	1	1	1		11
		MELAA			1			1	2	1			2	7
		NZ European/Pākehā/Other European	1	1	1	5	8	13	14	16	9	22	1	91
		Pacific peoples		1		1	2	1	1	2				8
Total			4	7	4	6	13	26	27	21	13	29	1	151

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## 2019 Year 8 Reading Target Report Term 3

by Ethnic Summary



Assessment	Property	Ethnic Summary	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Reading 2nd	Asian		1	1	2	3	4	1	5	7	5	8	37
		Māori				2		1	2	5			2	12
		MELAA					1			1	1	3	1	7
		NZ European/Pākehā/Other European	6	1			4	2	6	23	14	21	21	98
		Pacific peoples						2	1		4			7
Grand Total			6	2	1	4	8	9	10	34	26	29	32	161

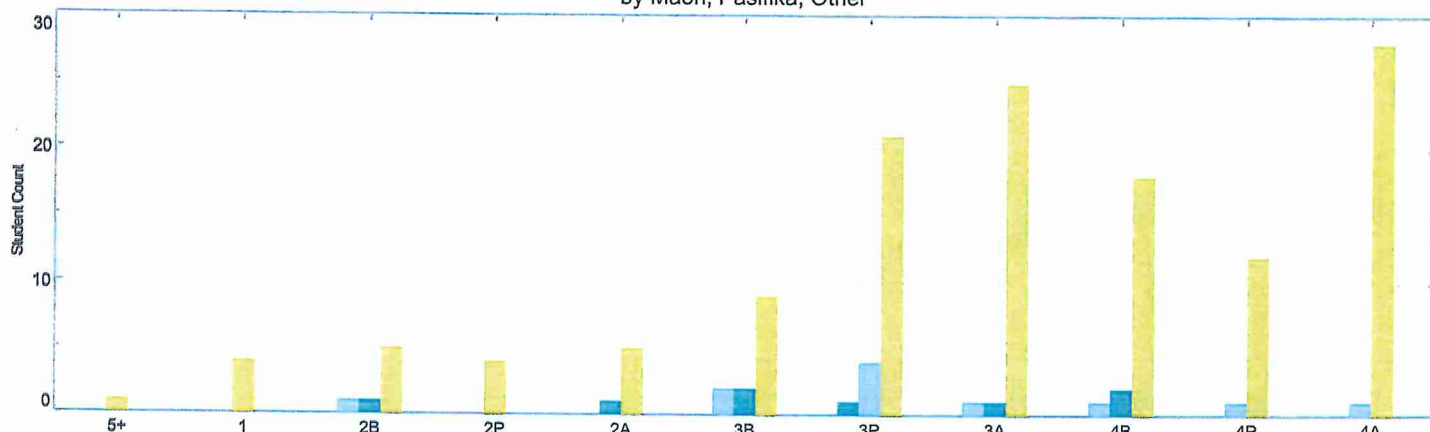
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## 2019 Year 8 Reading Target Report Term 1

by Maori, Pasifika, Other



by Maori Pasifika Other

Board Target Reports Data 2019 Reading 1st Pasifika Board Target Reports Data 2019 Reading 1st Maori Board Target Reports Data 2019 Reading 1st Other

Assessment Title	Property Title	Ethnicity	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Board Target Reports Data 2019	Reading 1st	Māori		1			2	4	1	1	1	1		11
		Other	4	5	4	5	9	21	25	18	12	28	1	132
		Pasifika		1		1	2	1	1	2				8
Total			4	7	4	6	13	26	27	21	13	29	1	151

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## 2019 Year 8 Reading Target Report Term 3

by Maori, Pasifika, Other



Assessment	Property	Maori Pasifika Other	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Reading 2nd	Māori				2		1	2	5			2	12
		Other	6	2	1	2	8	6	7	29	22	29	30	142
		Pasifika						2	1		4			7
Grand Total			6	2	1	4	8	9	10	34	26	29	32	161

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## Interventions:

- Teachers to have the list of the target group students and monitor their progress throughout the year to have more accurate and clear idea of their individual achievement. In team meetings the needs of the target students to be discussed.  
*Kaiako were given the target list and assessment information on April 9 2019.*
- Teachers will use the school wide assessment that the Curriculum Director designed to have consistency in assessing which curriculum level students' have attained.  
*Inconsistencies have shown up in how the assessment has been implemented across the school. Once the current curriculum review has been completed, the assessment of Reading, Writing and Maths will be reviewed.*
- Reading leader to continue to support teachers to have sound knowledge and teaching skills in Reading.  
*While I have worked with individual teachers this year who sort support, there has been no school wide focus on Reading this year.*
- Parents notified of their child's level in Reading and informed of progress throughout the year.  
*Parents have been informed of progress through the reports in Term 2 and will also be notified in the reports in Term 4. They have also had 2 opportunities for parent interviews during the school year.*
- Extension Reading offered to students.  
*Weekly extension classes have been offered in Year 7 and 8. These were taught by Janine Climo and Lavinia Buckenham-Baines. We really appreciate their support in offering these extension opportunities without causing disruption to regular classes by splitting them.*
- Extension Readers taken as part of the Kids Lit Team.  
*Sally Dobbs trained the Kids Lit team and supervised them at the competition. She also took the team to a Meet the Author event later in the year.*
- New novels have been purchased for both teams to ensure rich texts are available to all students.  
*The secret Life of Bees was purchased for use in Year 8 extension. Scar Island and Dear Ollie have been purchased for Year 7 novel studies.*
- Teams have selected new novels carefully to encourage links for Māori and Pasifika students.  
*Late last year teams purchased Dawn Raids and The Changeover which reflected Māori and Pasifika culture. These have been available for use this year. The Whale Rider has also been moved from a Year 8 to a Year 7 novel as it hadn't been used in Year 8 for many years. Whale Rider draws links to Māori culture.*
- We have a well-stocked Library and a very knowledgeable Librarian. Teachers really value this resource.  
*Sally Dobbs is an amazing resource. We really appreciate all her help and expertise throughout the year.*
- We use Wordchain to support low readers. One of our Teacher Aides, Debbie Garland, is trained to use this program.  
*Debbie has used this with students who are allocated extra reading support. These are not necessarily target students.*



## Target specific interventions

While the above are important interventions that help students make progress in Reading, they are not necessarily interventions specific to our target students. Each team made their own interventions which are explained below.

### Year 7 Interventions

The Year 7 team looked at research around Māori and Pasifika ākonga, which linked achievement to strong relationships.

**“An important new insight we gained through this research was how critical this relationship is for these students in low decile schools. It is our conclusion that the forming of the right kind of relationship is, for these students, a prerequisite for learning to take place” (Hill and Hawk, 2000).**

After discussion, we felt that many Māori and Pasifika ākonga do not push forward for feedback and interaction with kaiako as other ākonga do. Therefore, it can take longer to form relationships with some Māori and Pasifika students. It also means that Māori and Pasifika ākonga may miss necessary help or feedback.

With this in mind, we wondered what we could do to increase the interactions we have with these ākonga.

Here are some examples of how we may have increased interactions (interactions differed depending on class and ākonga):

- Selecting target ākonga to work through problems or share ideas on the mat in small group work first
- Key morning conversations
- Being picked for jobs that involve a catch up or chat time i.e. netball manager
- Extra checks during the day
- Increased focus on positive reinforcement where appropriate

We decided on a tick sheet to log our interactions with our Māori and Pasifika ākonga. This was not aimed at directly affecting ākonga achievement, but to hopefully affect kaiako behaviour as we were reminded to increase the interactions with our Maori and Pasifika ākonga.

We tracked our interactions with target students for a number of weeks, but found keeping track of day to day conversations inaccurate due to their, often, spontaneous occurrence. Instead we discussed the interactions we were using at team meetings and this helped to keep our focus through the year.

Despite not tracking interactions consistently, Year 7 kaiako felt our focus did alter our behaviour and brought building relationships with target ākonga to the forefront, however, depending on the ākonga or target numbers per class we did not feel we connected equally with all target ākonga.

Kim Robertson  
Year 7 Team Leader

### Year 8 Interventions

- All team members recognise that being culturally responsive and developing relationships with Māori and Pasifika students has a huge impact on student achievement.
- We discussed ideas to be able to track the achievement of target students. Many of the ideas are things we currently do already, such as attendance and completion of work.



However, this does not tell us if our students are achieving or not. It simply becomes a tokenistic checklist.

- We looked at the list of target students and discussed individuals and their personalities, traits and possible children of concern. These students (children of concern) we have addressed regularly at team meetings.
- Discussion around if there was anything that would hinder their achievement, "roadblocks" and investigate culturally sensitive teaching opportunities for Term 3.
- Making use of Tamara's skill and leadership to further integrate Te Reo into everyday programmes.
- We identified that Mathematics is an area that our target students are not doing as well. Article from AKO Winter 2018 - Stunning results from culturally responsive maths. Aims to build a sense of safety in both cultural identity and group problem solving. Showing extraordinary progress.

Chris Gaut  
Year 8 Team Leader

## Technology Interventions

### Methodology:

Technology teachers identified 12 Year 7 and 4 Year 8 as target Maori and Pacifica students. These were chosen from the classroom teacher lists i.e. target students in Math, Reading and Writing by gathering data from technology assessment results. The 16 students did not achieve a minimum Level 3B in several different technology areas.

Intervention strategies included:

- Checking portfolios each lessons - sighting it, assisting/modelling e.g. starting sentences, prompting, encouraging to complete written work to an acceptable standard
- Engaging in conversations to develop relationships
- Teacher using te reo Maori - instructions and inquiry question eg. instead of writing 'family' on the board - 'whanau'

### Results:

4 of the 12 students achieved the target level, 3 achieved a higher level than the target

- Student E comment: The portfolio improved halfway through, became engaged. He was paired with a good boy who had the best portfolio in the room - this made him 'step up' his efforts. Good quality information was recorded that showed deep level thinking
- Student F comment: His group supported and helped him with a lot of his book-work
- Student G comment: Quite a few absences but caught up with his book-work after he returned. He was sitting in a good boys group,
- Student K comment: He does not ask for help- ever. Teacher needs to ask him to come and show what he is doing. Tries hard.

5 students made no improvement.

- Student A comment: I worked hard on that relationship. Can't pinpoint a reason why he has not improved. Gave plenty of guidance.
- Student C comment: Often late to class - after I had done the briefing, Tried quite hard.
- Student M comment: When I stood over him every minute he would do something. Otherwise he wasted all his time. Capable - not actually badly behaved but needs constant help.
- Student P comment: Very limited and aware of own limitations so perhaps as a cover up - started silly behaviour. I would speak to him but he responded like a 6 year. Lovely kid who needs an alternative education programme at High School

### Conclusion:

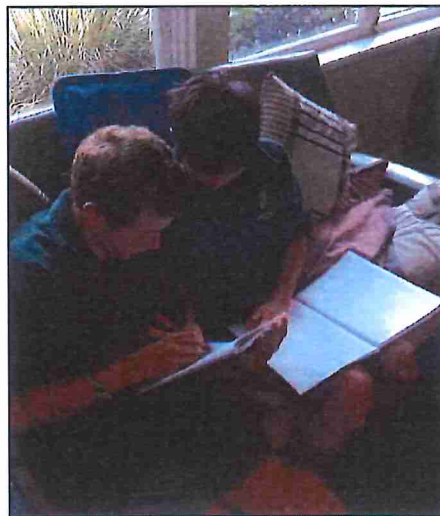
- It may have helped to have the students identified earlier and we finished interventions early to get these results in - so the actual length of time isn't sufficient to give us time to try and make a difference
- What is a measure of success? If they produce something and are happy in the environment - that is as important as assessing written components.
- Recommendations in the future are to give serious thought to placement/seating - being next to positive role models who are supportive correlates with the teina/tuakana model and wasn't one of our interventions but something that made a noticeable difference.
- Support ie adult learning assistants are important as teachers cannot give the time required for some individuals.

Julie Anderson  
Technology Team Leader



# **Writing**

## **Target Report for the Board of Trustees**



**Date: October 2019**

**Kim Robertson**



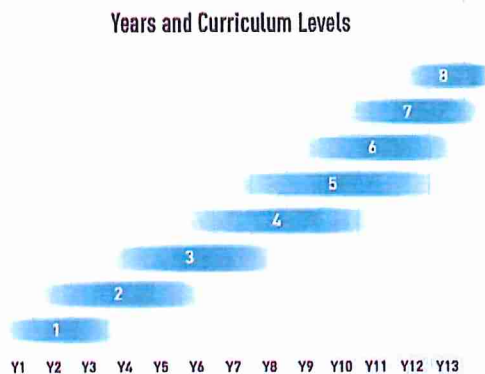


# Kirkwood Intermediate School

## Writing Assessment Term 3 2018

### Re-adjustment of Targets for Board of Trustees

To identify the updated 2018 Target Group all students were assessed using Preliminary OTJ data. The OTJ Curriculum Level for each student was determined using several different assessment tasks including a sample.



Assessment Levels Key

1	Level 1
2B	Level 2 Basic
2P	Level 2 Proficient
2A	Level 2 Advanced
3B	Level 3 Basic
3P	Level 3 Proficient
3A	Level 3 Advanced
4B	Level 4 Basic
4P	Level 4 Proficient
4A	Level 4 Advanced
5+	Level 5 & Above

### Year 7 Target Group

The 2019 Year 7 Target Group includes Māori and Pasifika Ākonga working below 3A, according to the National Curriculum Levels, at the beginning of Term 1.

**The aim: to move those students at 3A or above by the end of Term 3.**

The Target Group included 23 students.

### Year 7 Summary

#### Year 7 Ākonga including Target Group Term 1

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	3	7	11	20	33	41	27	12	2	1	0	157
Overall %	2%	4%	7%	13%	21%	26%	17%	8%	1%	1%	0%	100%
Female	0	1	3	6	16	19	15	7	2	1	0	70
Male	3	6	8	14	17	22	12	5	0	0	0	87
NZ European	2	5	6	14	27	30	20	8	0	1	0	113
Māori	1	1	2	2	2	6	4	2	1	0	0	21
Pasifika	0	1	2	2	2	2	0	1	0	0	0	10
MELAA	0	0	1	0	0	0	0	0	0	0	0	1
Asian	0	0	0	2	2	3	3	1	1	0	0	12

#### Year 7 Ākonga including Target Group Term 3

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	4	5	10	18	28	37	37	15	6	3	0	163
Overall %	2%	3%	6%	11%	18%	23%	23%	9%	4%	1%	0%	100%
Female	0	2	1	5	13	16	22	9	4	2	0	74
Male	4	3	9	13	15	21	15	6	2	1	0	89
NZ European	3	2	6	9	24	29	23	12	4	3	0	115
Māori	0	0	4	3	1	7	6	1	1	0	0	23
Pasifika	0	1	0	3	2	0	4	1	0	0	0	11
MELAA	0	1	0	0	0	0	0	0	0	0	0	1
Asian	1	1	0	3	1	1	4	1	1	0	0	13

### **Target Group Progress:**

There was 1 student assessed at 2B in Term 1, at the end of Term 3 they were assessed as

- 2B 1

There were 4 students assessed at 2P in Term 1, at the end of Term 3 they were assessed as

- 2P 2
- 2A 2

There were 4 students assessed at 2A in Term 1, at the end of Term 3 they were assessed as

- 2A 3
- 3B 1

There were 6 students assessed at 3B in Term 1, at the end of Term 3 they were assessed as

- 3B 1
- 3P 3
- 3A 2

There were 8 students assessed at 3P in Term 1, at the end of Term 3 they were assessed as

- 3P 3
- 3A 5

**13 Year 7 Māori and Pasifika Ākonga made progress and 7 Year 7 Māori and Pasifika Ākonga met the target.**

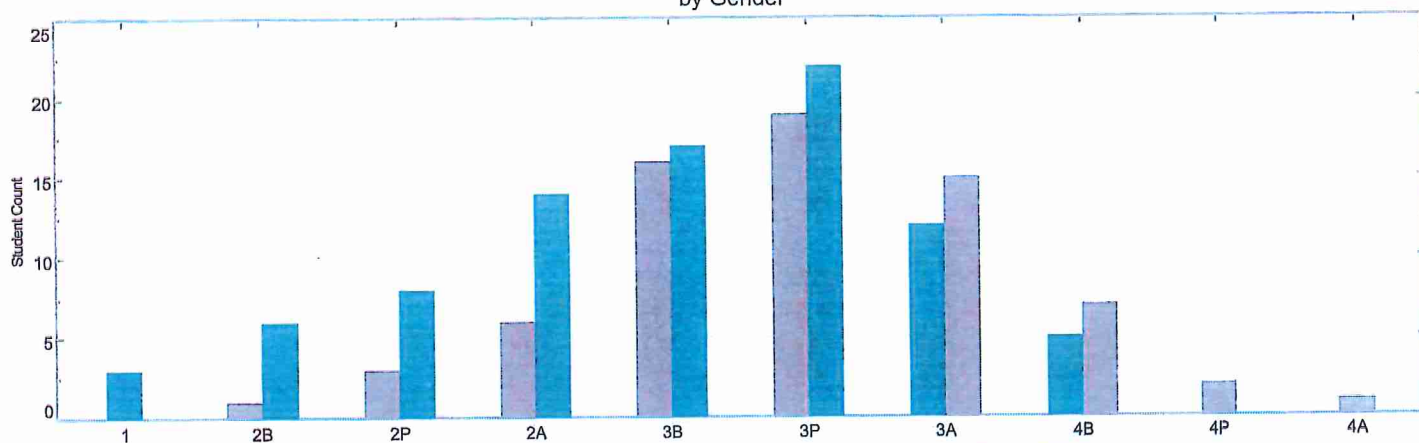
### **Year 7 Graphs and Tables**

- Year 7 student achievement by Gender by number
- Year 7 student achievement by Ethnic Summary by number
- Year 7 student achievement by Māori, Pasifika and Other by number



## 2019 Year 7 Writing Target Report Term 1

by Gender



by Gender  
 Board Target Reports Data 2019 Writing 1st Female Board Target Reports Data 2019 Writing 1st Male

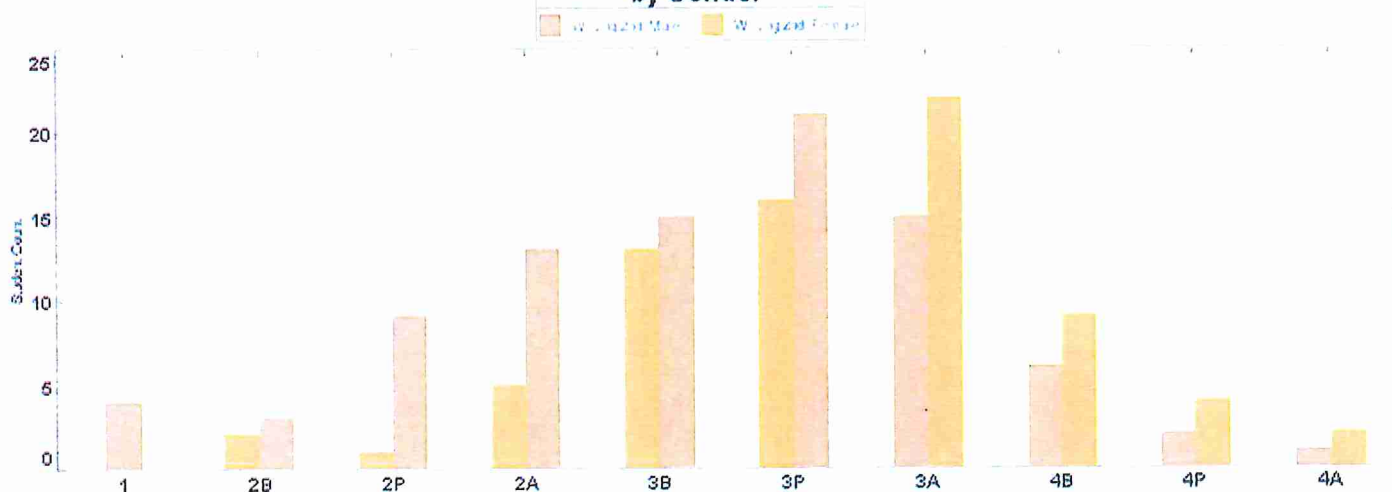
Assessment Title	Property Title	Gender	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Writing 1st	Female		1	3	6	16	19	15	7	2	1	70
		Male	3	6	8	14	17	22	12	5			87
Total			3	7	11	20	33	41	27	12	2	1	167

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## 2019 Year 7 Writing Target Report Term 3

by Gender



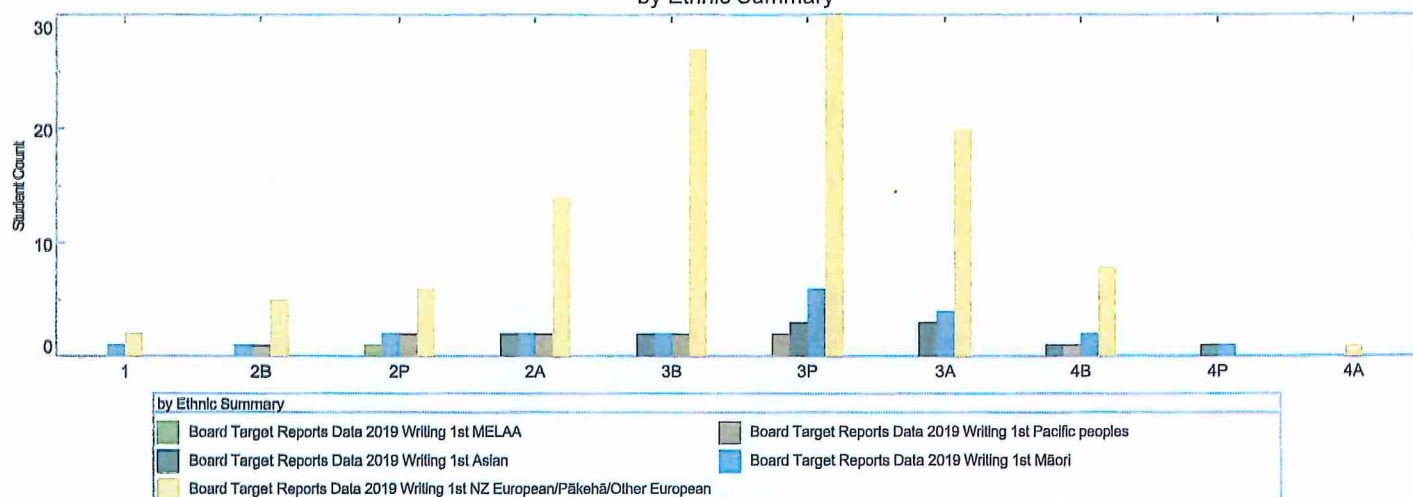
Assessment	Property	Gender	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Writing 2nd	Female		2	1	5	13	16	22	9	4	2	74
		Male	4	3	9	13	15	21	15	6	2	1	89
		Grand Total	4	5	10	18	28	37	37	15	6	3	163

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## 2019 Year 7 Writing Target Report Term 1

by Ethnic Summary



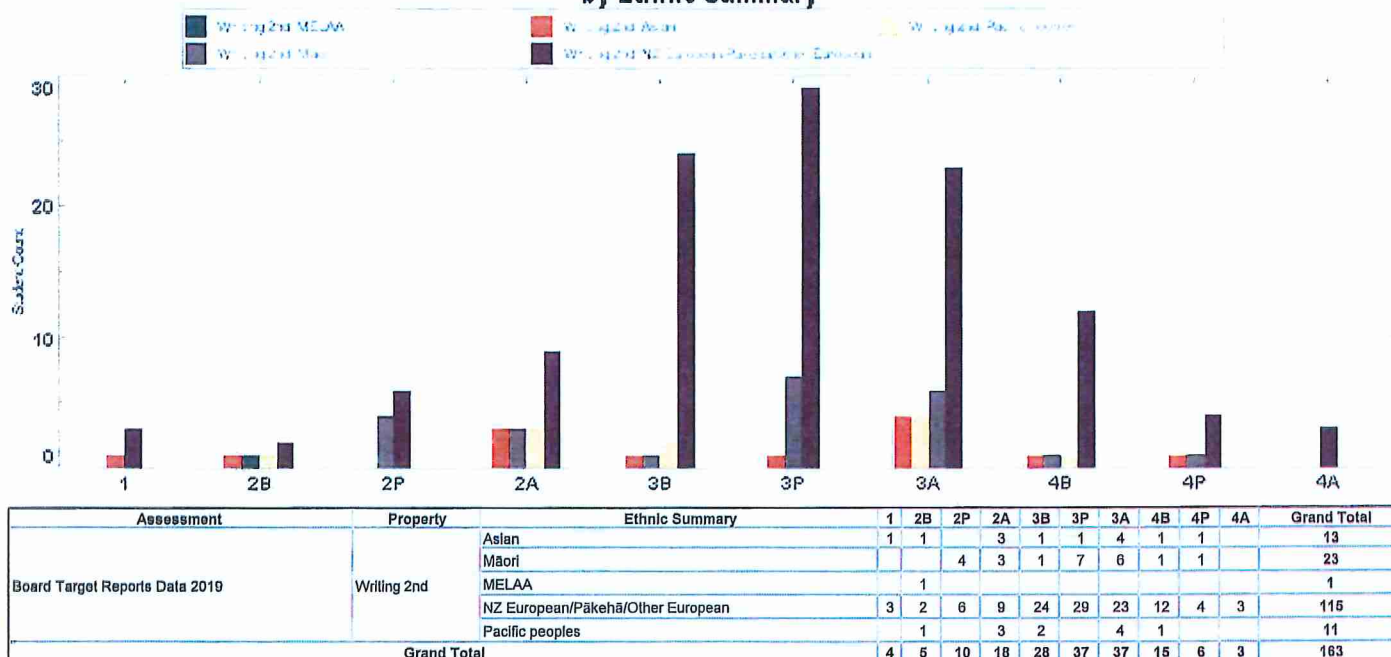
Assessment Title	Property Title	Ethnic Summary Group	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Writing 1st	Asian				2	2	3	3	1	1		12
		Māori	1	1	2	2	2	6	4	2	1		21
		MELAA			1								1
		NZ European/Pākehā/Other European	2	5	6	14	27	30	20	8		1	113
		Pacific peoples		1	2	2	2	2		1			10
Total			3	7	11	20	33	41	27	12	2	1	157

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## 2019 Year 7 Writing Target Report Term 3

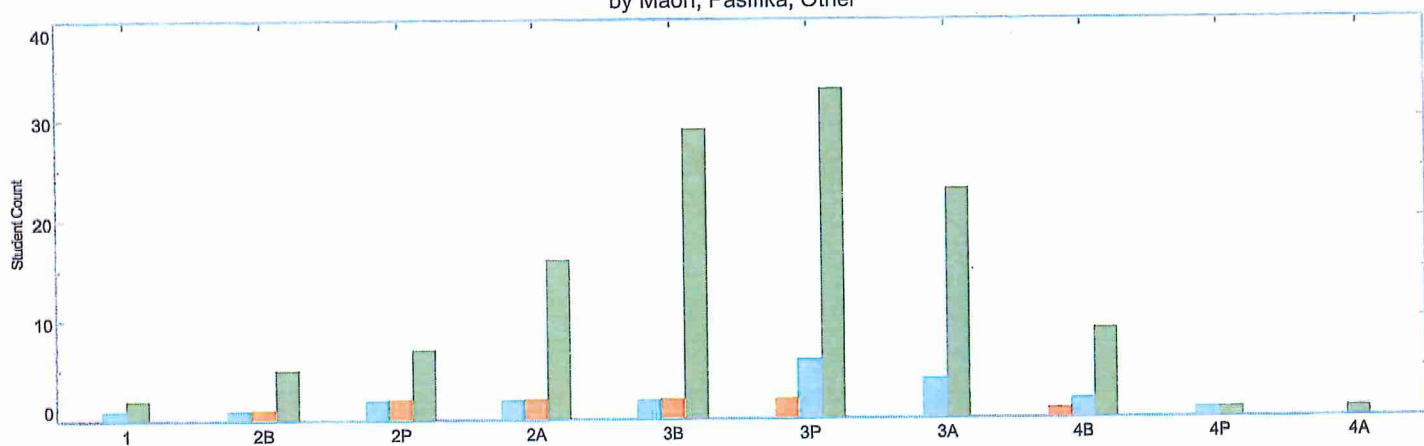
by Ethnic Summary



Assessment	Property	Ethnic Summary	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Writing 2nd	Asian	1	1		3	1	1	4	1	1		13
		Māori			4	3	1	7	6	1	1		23
		MELAA			1								1
		NZ European/Pākehā/Other European	3	2	6	9	24	29	23	12	4	3	115
		Pacific peoples		1		3	2		4	1			11
Grand Total			4	5	10	18	28	37	37	15	6	3	163

## 2019 Year 7 Writing Target Report Term 1

by Maori, Pasifika, Other



by Maori Pasifika Other

Board Target Reports Data 2019 Writing 1st Pasifika Board Target Reports Data 2019 Writing 1st Maori Board Target Reports Data 2019 Writing 1st Other

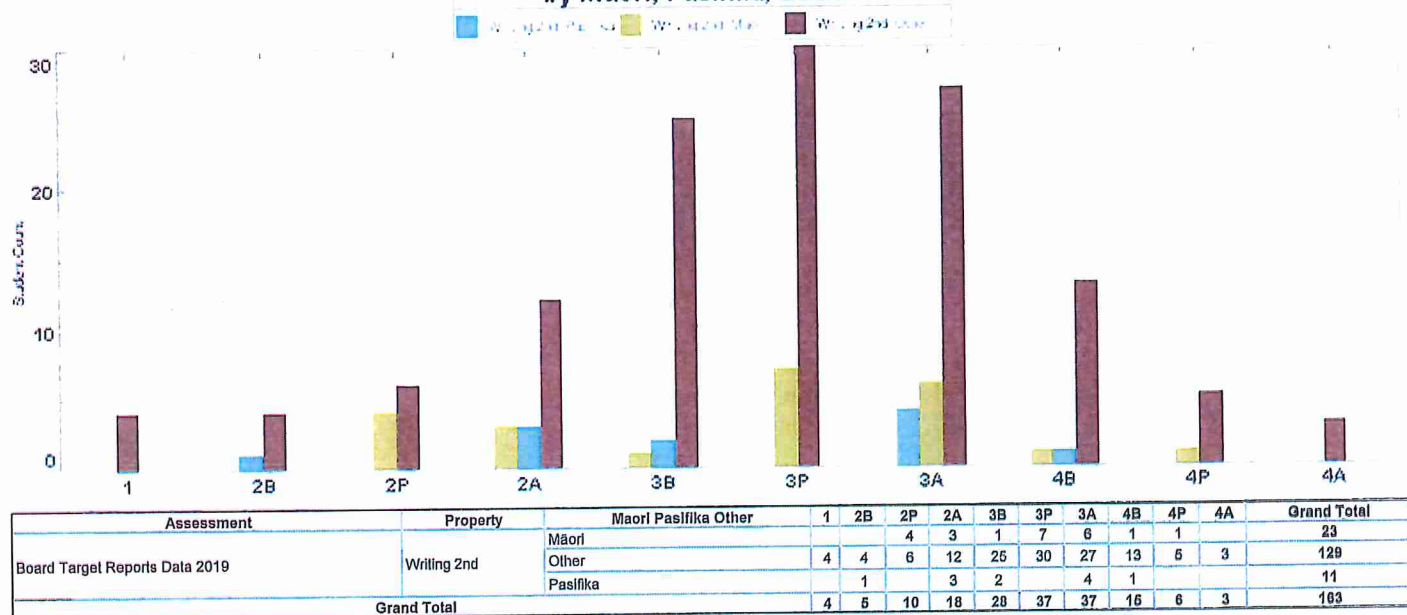
Assessment Title	Property Title	Ethnicity	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Writing 1st	Māori	1	1	2	2	2	6	4	2	1		21
		Other	2	5	7	16	29	33	23	9	1	1	126
		Pasifika		1	2	2	2	2		1			10
Total			3	7	11	20	33	41	27	12	2	1	157

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## 2019 Year 7 Writing Target Report Term 3

by Maori, Pasifika, Other



Assessment	Property	Maori Pasifika Other	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Writing 2nd	Māori			4	3	1	7	6	1	1		23
		Other	4	4	6	12	26	30	27	13	6	3	129
		Pasifika		1		3	2		4	1			11
Grand Total			4	5	10	18	28	37	37	16	6	3	163



## Year 8 Target Group

The 2019 Year 8 Target Group includes Māori and Pasifika Ākonga working below 4P, according to the National Curriculum Levels, at the beginning of Term 1.

**The aim: to move those students at 4P or above by the end of Term 3.**

The Target Group includes 17 students.

### Year 8 Summary

Year 8 Ākonga including Target Group Term 1

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	4	6	4	11	16	27	36	22	18	7	0	151
Overall %	2%	4%	2%	7%	11%	18%	24%	15%	12%	5%	0%	100%
Female	0	2	1	3	3	8	16	8	13	5	0	59
Male	4	4	3	8	13	19	20	14	5	2	0	92
NZ European	1	1	2	7	7	18	24	13	13	5	0	91
Māori	0	1	0	1	4	2	1	1	1	0	0	11
Pasifika	0	1	0	1	1	2	2	0	1	0	0	8
MELAA	0	0	1	0	1	0	3	2	0	0	0	7
Asian	3	3	1	2	3	5	6	6	3	2	0	34

Year 8 Ākonga including Target Group Term 3

	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	5+	Total
Overall Number	3	3	5	7	16	20	34	32	29	6	6	161
Overall %	2%	2%	3%	4%	10%	12%	21%	20%	18%	4%	4%	100%
Female	0	0	2	1	4	7	12	16	14	3	4	63
Male	3	3	3	6	12	13	22	16	15	3	2	98
NZ European	1	0	1	3	11	11	25	17	20	4	5	98
Māori	0	0	1	1	2	4	2	0	1	0	1	12
Pasifika	0	0	1	0	2	0	2	2	0	0	0	7
MELAA	0	0	0	1	0	0	2	2	2	0	0	7
Asian	2	3	2	2	1	5	3	11	6	2	0	37

The Target Group now includes 16 students. One student from the Target group in Term 1 has no data.

### Target Group Progress:

There was 2 student assessed at 2B in Term 1, at the end of Term 3 they were assessed as

- 2P 2

There were 2 students assessed at 2A in Term 1, at the end of Term 3 they were assessed as

- 3B 2

There were 4 students assessed at 3B in Term 1, at the end of Term 3 they were assessed as

- 2A 1
- 3B 1
- 3A 2

There were 4 students assessed at 3P in Term 1, at the end of Term 3 they were assessed as

- 3B 1
- 3P 2
- 4B 1

There were 3 students assessed at 3A in Term 1, at the end of Term 3 they were assessed as

- 3P 1
- 3A 2

There were 1 students assessed at 4B in Term 1, at the end of Term 3 they were assessed as

- 4P 1

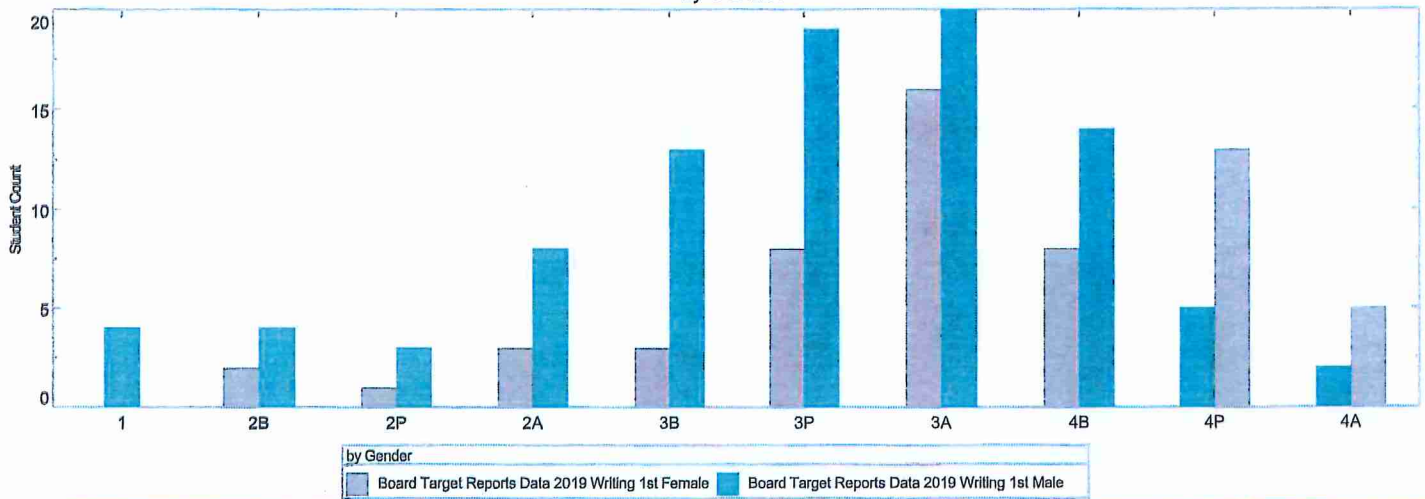
**10 Year 7 Māori and Pasifika Ākonga made progress and 1 Year 8 Māori and Pasifika Ākonga met the target.**

### **Year 8 Graphs and Tables**

- Year 8 student achievement by Gender by number
- Year 8 student achievement by Ethnic Summary by number
- Year 8 student achievement by Māori, Pasifika and Other by number

## 2019 Year 8 Writing Target Report Term 1

by Gender



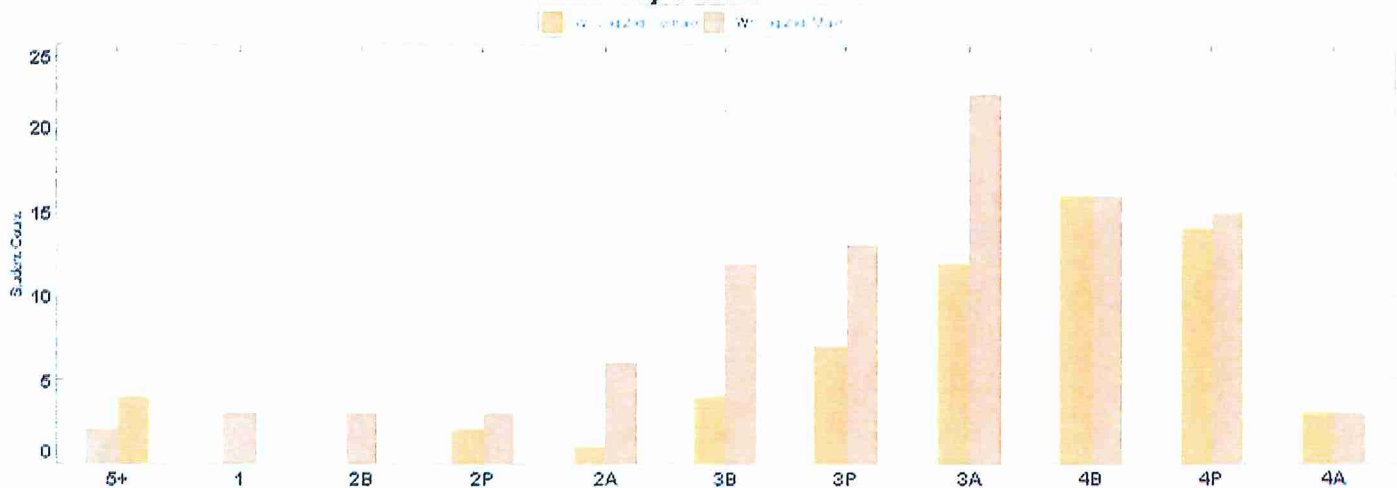
Assessment Title	Property Title	Gender	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Writing 1st	Female		2	1	3	3	8	16	8	13	5	59
		Male	4	4	3	8	13	19	20	14	5	2	92
Total			4	6	4	11	16	27	36	22	18	7	151

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## 2019 Year 8 Writing Target Report Term 3

by Gender



Assessment	Property	Gender	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Writing 2nd	Female	4			2	1	4	7	12	16	14	3	63
		Male	2	3	3	3	6	12	13	22	16	15	3	98
Grand Total			6	3	3	5	7	16	20	34	32	29	6	161

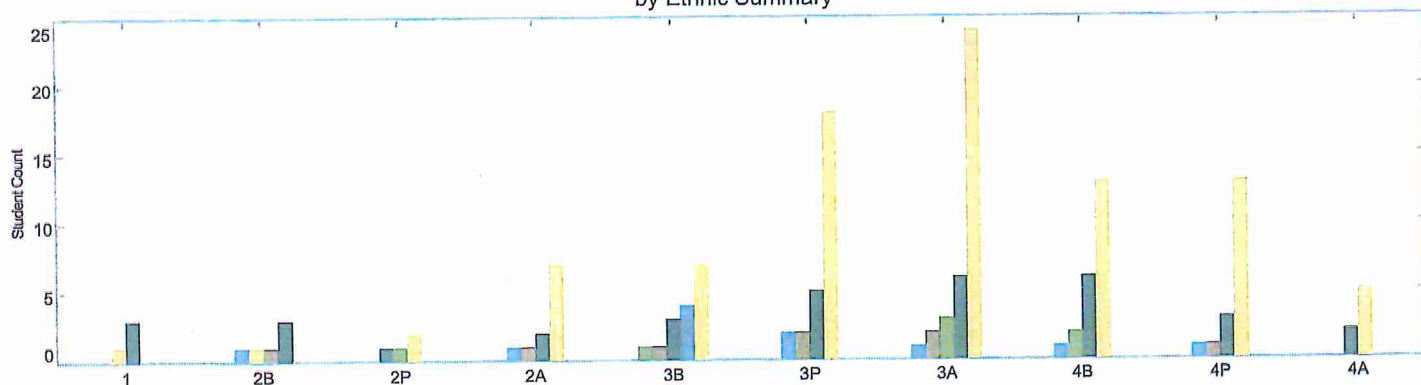
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## 2019 Year 8 Writing Target Report Term 1

by Ethnic Summary



by Ethnic Summary

Board Target Reports Data 2019 Writing 1st Pacific peoples

Board Target Reports Data 2019 Writing 1st MELAA

Board Target Reports Data 2019 Writing 1st Māori

Board Target Reports Data 2019 Writing 1st Asian

Board Target Reports Data 2019 Writing 1st NZ European/Pākehā/Other European

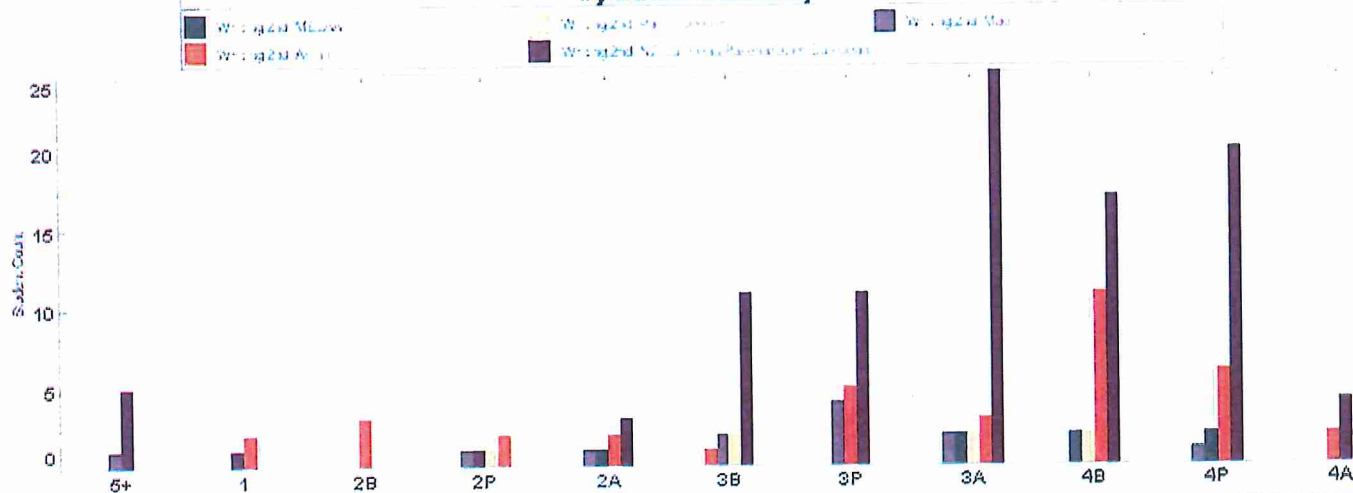
Board Target Reports Data 2019 Writing 1st NZ European/Pākehā/Other European													
Assessment Title	Property Title	Ethnic Summary Group	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Writing 1st	Asian	3	3	1	2	3	5	6	6	3	2	34
		Māori		1		1	4	2	1	1	1		11
		MELAA			1		1		3	2			7
		NZ European/Pākehā/Other European	1	1	2	7	7	18	24	13	13	5	91
		Pacific peoples		1		1	1	2	2		1		8
Total			4	6	4	11	16	27	36	22	18	7	151

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## 2019 Year 8 Writing Target Report Term 3

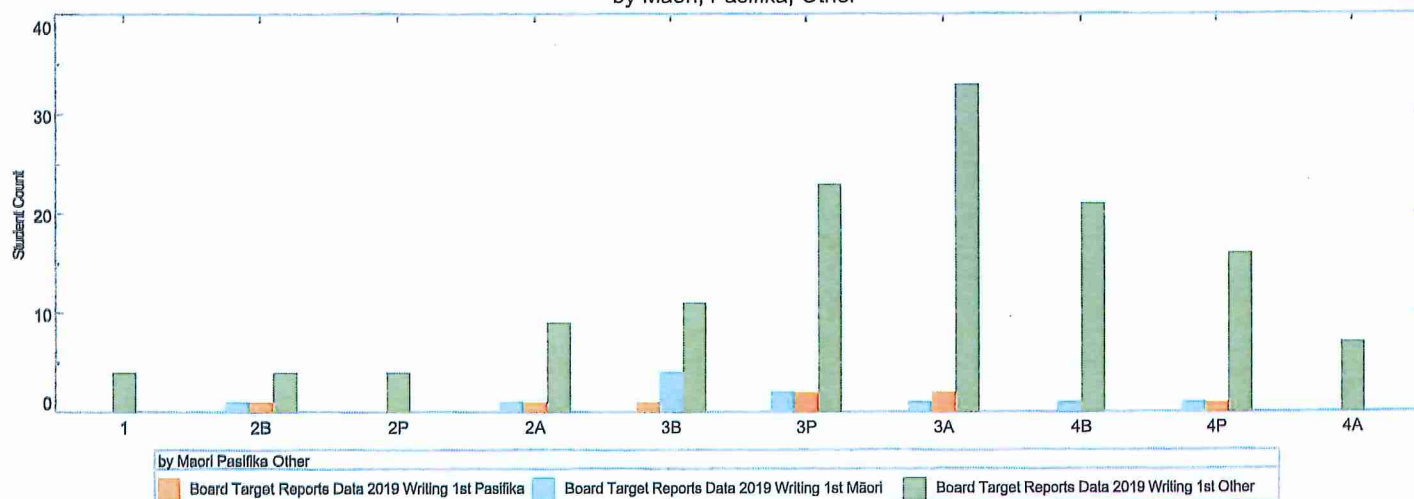
by Ethnic Summary



Assessment	Property	Ethnic Summary	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Writing 2nd	Asian		2	3	2	2	1	5	3	11	6	2	37
		Māori	1			1	1	2	4	2		1		12
		MELAA					1			2	2	2		7
		NZ European/Pākehā/Other European	5	1		1	3	11	11	25	17	20	4	90
		Pacific peoples					1		2	2	2			7
	Grand Total		6	3	3	5	7	16	20	34	32	29	6	181

## 2019 Year 8 Writing Target Report Term 1

by Maori, Pasifika, Other



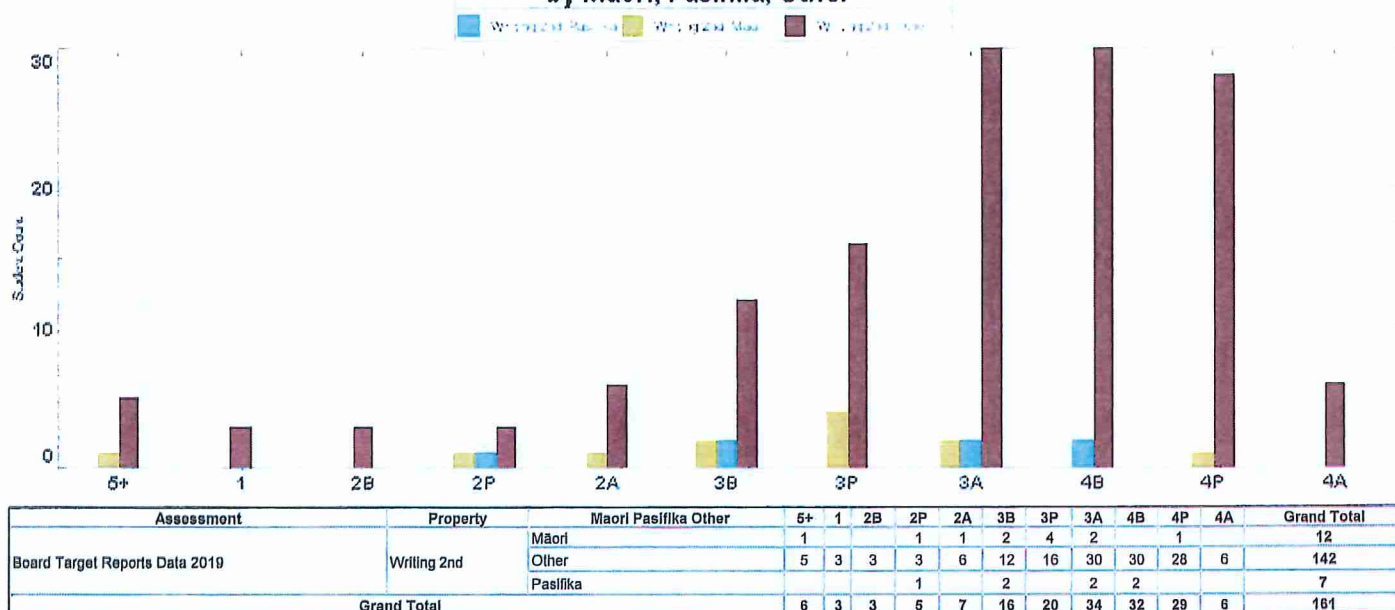
Assessment Title	Property Title	Ethnicity	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Total
Board Target Reports Data 2019	Writing 1st	Māori		1		1	4	2	1	1	1		11
		Other	4	4	4	9	11	23	33	21	16	7	132
		Pasifika		1		1	1	2	2		1		8
Total			4	6	4	11	16	27	36	22	18	7	151

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## 2019 Year 8 Writing Target Report Term 3

by Maori, Pasifika, Other



Assessment	Property	Maori Pasifika Other	5+	1	2B	2P	2A	3B	3P	3A	4B	4P	4A	Grand Total
Board Target Reports Data 2019	Writing 2nd	Māori	1			1	1	2	4	2		1		12
		Other	5	3	3	3	6	12	16	30	30	28	6	142
		Pasifika				1		2		2	2			7
Grand Total			6	3	3	5	7	16	20	34	32	29	6	161

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## Interventions:

- Teachers will have the list of the target group students and monitor their progress throughout the year to have more accurate and clear idea of their individual achievement. In team meetings the needs of the Target Students to be discussed.  
*Kaiako were given the target list and assessment information on April 9 2019.*
- Teachers will use the school wide assessment that the Curriculum Director designed to have consistency in assessing which curriculum level students' have attained.  
*Inconsistencies have shown up in how the assessment has been implemented across the school. Once the current curriculum review has been completed, the assessment of Reading, Writing and Maths will be reviewed.*
- School wide assessment to be revised throughout the year to ensure it reflects our Writing curriculum focus.  
*There are still differences in views around the value of using any rubric or marking criteria in marking, as well as differences in teams around moderation. It is important that we gain consistency in our approach going forward. Whole school moderation for some Writing samples would help to encourage consistent marking across the school. This is recommended when Assessment is reviewed.*
- Teachers will continue to integrate Writing into other areas of the curriculum to provide a contrast with the set genre and allow for comparison between genre.  
*This approach has been adopted by some kaiako. As the curriculum review occurs it is recommended that we adopt a more flexible approach to genre. This would see kaiako covering genre in response to class interests and needs.*
- During termly moderation, teams will select exemplars of the students work. These will be given to team members and a copy included in the assessment folder.  
*The Year 7 team has completed 2 exemplar booklets so far this year. They expect to complete a 3<sup>rd</sup> in the 4<sup>th</sup> term.  
The Year 8 team has completed 1 exemplar booklet so far and hopes to complete another in Term 4.*
- Moderation will occur once per term in teams. This will ensure that marking remains consistent between teachers.  
*This has happened in both teams, however, as mentioned above the approach to moderation differs between the teams and this has the potential to affect consistency.*
- Writing leader to continue to support teachers to have sound knowledge and teaching skills in Writing.  
*While I have worked with individual kaiako this year who sort support, there has been no school wide focus on Writing this year.*
- Parents notified of their child's level in Writing and informed of progress throughout the year.  
*Whānau have been informed of progress through the reports in Term 2 and will also be notified in the reports in Term 4. They have also had 2 opportunities for parent interviews during the school year.*
- Extension Writing opportunities will be available to students.  
*Weekly extension classes have been offered in Year 7 and 8. These were taught by Janine Climo and Lavinia Buckenham-Baines. We really appreciate their support in offering these extension opportunities without causing disruption to regular classes by splitting them.*



- Introduction of Kirkwood Writing Competitions. Winners of these contests will be able to apply for Blues.  
*These have continued from last year and have generated interest in Writing for those ākonga who have entered.*
- The Wordlab Spelling Programme has been introduced this year. Continued support will be provided to ensure teachers are confident with this programme.  
*Kaiako are beginning to use the programme. Support will need to continue for the programme to be used confidently by all staff. Final results from the Schonell Spelling test will be interesting to see how successful the programme is for the classes who have used it well.*
- The Schonell Spelling Test has been adopted by the school this year. This gives teachers a spelling age for students.  
*Kaiako have responded positively to knowing their students spelling ages and being able to share this with whānau. It is recommended that we discontinue the Kirkwood Spelling Tests from Term 2 and 3 as these do not relate to class spelling programmes and do not inform whānau of progress. Kaiako would be able to implement the test in their own class if they had reason.*

## Target Specific Interventions

While the above are important interventions that help students make progress in Reading, they are not necessarily interventions specific to our target students. Each team made their own interventions which are explained below.

## Year 7 Interventions

The Year 7 team looked at research around Māori and Pasifika ākonga, which linked achievement to strong relationships.

**“An important new insight we gained through this research was how critical this relationship is for these students in low decile schools. It is our conclusion that the forming of the right kind of relationship is, for these students, a prerequisite for learning to take place” (Hill and Hawk, 2000).**

After discussion, we felt that many Māori and Pasifika ākonga do not push forward for feedback and interaction with kaiako as other ākonga do. Therefore, it can take longer to form relationships with some Māori and Pasifika students. It also means that Māori and Pasifika ākonga may miss necessary help or feedback.

With this in mind, we wondered what we could do to increase the interactions we have with these ākonga.

Here are some examples of how we may have increased interactions (interactions differed depending on class and ākonga):

- Selecting target ākonga to work through problems or share ideas on the mat in small group work first
- Key morning conversations
- Being picked for jobs that involve a catch up or chat time i.e. netball manager
- Extra checks during the day
- Increased focus on positive reinforcement where appropriate

We decided on a tick sheet to log our interactions with our Māori and Pasifika ākonga. This was not aimed at directly affecting ākonga achievement, but to hopefully affect kaiako behaviour as we were reminded to increase the interactions with our Maori and Pasifika ākonga.

We tracked our interactions with target students for a number of weeks, but found keeping track of day to day conversations inaccurate due to their, often, spontaneous occurrence. Instead we discussed the interactions we were using at team meetings and this helped to keep our focus through the year.

Despite not tracking interactions consistently, Year 7 kaiako felt our focus did alter our behaviour and brought building relationships with target ākonga to the forefront, however, depending on the ākonga or target numbers per class we did not feel we connected equally with all target ākonga.

Kim Robertson  
Year 7 Team Leader

## **Year 8 Interventions**

- All team members recognise that being culturally responsive and developing relationships with Māori and Pasifika students has a huge impact on student achievement.
- We discussed ideas to be able to track the achievement of target students. Many of the ideas are things we currently do already, such as attendance and completion of work. However, this does not tell us if our students are achieving or not. It simply becomes a tokenistic checklist.
- We looked at the list of target students and discussed individuals and their personalities, traits and possible children of concern. These students (children of concern) we have addressed regularly at team meetings.
- Discussion around if there was anything that would hinder their achievement, "roadblocks" and investigate culturally sensitive teaching opportunities for Term 3.
- Making use of Tamara's skill and leadership to further integrate Te Reo into everyday programmes.
- We identified that Mathematics is an area that our target students are not doing as well. Article from AKO Winter 2018 - Stunning results from culturally responsive maths. Aims to build a sense of safety in both cultural identity and group problem solving. Showing extraordinary progress.

Chris Gaut  
Year 8 Team Leader

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Kim Robertson  
Year 7 Team Leader

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Chris Gaut  
Year 8 Team Leader



## Technology Interventions

### Methodology:

Technology teachers identified 12 Year 7 and 4 Year 8 as target Maori and Pacifica students. These were chosen from the classroom teacher lists i.e. target students in Math, Reading and Writing by gathering data from technology assessment results. The 16 students did not achieve a minimum Level 3B in several different technology areas.

Intervention strategies included:

- Checking portfolios each lessons - sighting it, assisting/modelling e.g. starting sentences, prompting, encouraging to complete written work to an acceptable standard
- Engaging in conversations to develop relationships
- Teacher using te reo Maori - instructions and inquiry question eg. instead of writing 'family' on the board - 'whanau'

### Results:

4 of the 12 students achieved the target level, 3 achieved a higher level than the target

- Student E comment: The portfolio improved halfway through, became engaged. He was paired with a good boy who had the best portfolio in the room - this made him 'step up' his efforts. Good quality information was recorded that showed deep level thinking
- Student F comment: His group supported and helped him with a lot of his book-work
- Student G comment: Quite a few absences but caught up with his book-work after he returned. He was sitting in a good boys group,
- Student K comment: He does not ask for help- ever. Teacher needs to ask him to come and show what he is doing. Tries hard.

5 students made no improvement.

- Student A comment: I worked hard on that relationship. Can't pinpoint a reason why he has not improved. Gave plenty of guidance.
- Student C comment: Often late to class - after I had done the briefing, Tried quite hard.
- Student M comment: When I stood over him every minute he would do something. Otherwise he wasted all his time. Capable - not actually badly behaved but needs constant help.
- Student P comment: Very limited and aware of own limitations so perhaps as a cover up - started silly behaviour. I would speak to him but he responded like a 6 year. Lovely kid who needs an alternative education programme at High School.

### Conclusion:

- It may have helped to have the students identified earlier and we finished interventions early to get these results in - so the actual length of time isn't sufficient to give us time to try and make a difference
- What is a measure of success? If they produce something and are happy in the environment - that is as important as assessing written components.
- Recommendations in the future are to give serious thought to placement/seating - being next to positive role models who are supportive correlates with the teina/tuakana model and wasn't one of our interventions but something that made a noticeable difference.
- Support ie adult learning assistants are important as teachers cannot give the time required for some individuals.

Julie Anderson  
Technology Team Leader

