

ALLENTON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3274

Principal: Bruce Tilby

School Address: 110 Harrison Street, Ashburton 7700

School Postal Address: 110 Harrison Street, Ashburton 7700

School Phone: 03-3086495

School Email: office@allenton.school.nz

Accountant / Service Provider:

89 Nazareth Avenue
Christchurch
Ph: 03 338 4444



ALLENTON SCHOOL

Annual Report - For the year ended 31 December 2022

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Allenton School

Member of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Hamish Tait	Presiding Member	Re-elected Sep 22	Sep-25
Bruce Tilby	Principal		
Michael Wong	Parent Rep	Elected Nov 14	Aug-22
Craig Jakich	Parent Rep	Elected Jun 19	Aug-22
Andy Grant	Parent Rep	Re-elected Sep 22	Sep-25
Liz McCallum	Parent Rep	Elected Dec 21	Aug-22
Bronwyn Hortin	Staff Rep	Elected Sep 22	Sep-25
Liz Reeder	Parent Rep	Elected Dec 20	Dec-23
Stacey Stoddart	Parent Rep	Elected Sep 22	Sep-25
Jacklyn Pow	Parent Rep	Elected Sep 22	Sep-25

Allenton School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Hamish Tait

Full Name of Presiding Member

DocuSigned by:

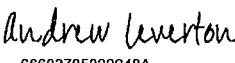
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Signature of Presiding Member

5/24/2023

Date:

Andrew Leverton

Full Name of Principal

DocuSigned by:

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Signature of Principal

5/24/2023

Date:

Allenton School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,281,809	3,104,801	3,037,328
Locally Raised Funds	3	71,336	18,000	40,030
Interest Income		7,739	2,000	2,546
Gain on Sale of Property, Plant and Equipment		-		
Total Revenue		3,360,884	3,124,801	3,079,904
Expenses				
Locally Raised Funds	3	21,078	-	12,841
Learning Resources	4	2,691,931	2,585,864	2,663,274
Administration	5	203,300	176,025	144,440
Finance		1,542	1,800	2,887
Property	6	410,833	403,985	382,014
Loss on Disposal of Property, Plant and Equipment		-	-	333
		3,328,684	3,167,674	3,205,789
Net Surplus / (Deficit) for the year		32,200	(42,873)	(125,885)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		32,200	(42,873)	(125,885)

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

Allenton School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		345,413	345,413	397,358
Total comprehensive revenue and expense for the year		32,200	(42,873)	(125,885)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	73,940
Equity at 31 December		377,613	302,540	345,413

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

Allenton School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	73,497	158,106	146,667
Accounts Receivable	8	247,076	172,536	176,136
GST Receivable		3,988	-	22,007
Prepayments		-	-	771
Investments	9	201,715	250,000	299,273
Funds Receivable for Capital Works Projects	14	64,809	-	87,738
		591,085	580,642	732,592
Current Liabilities				
Accounts Payable	11	193,576	195,536	241,621
Provision for Cyclical Maintenance	12	132,242	130,000	126,443
Finance Lease Liability	13	37,129	39,000	39,463
Funds held for Capital Works Projects	14	13,491	-	164,291
		376,438	364,536	571,818
Working Capital Surplus/(Deficit)		214,647	216,106	160,774
Non-current Assets				
Property, Plant and Equipment	10	238,772	151,761	230,763
		238,772	151,761	230,763
Non-current Liabilities				
Provision for Cyclical Maintenance	12	26,966	41,327	21,884
Finance Lease Liability	13	48,840	24,000	24,240
		75,806	65,327	46,124
Net Assets		377,613	302,540	345,413
Equity		377,613	302,540	345,413

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

Allenton School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		982,423	831,436	886,334
Locally Raised Funds		55,706	17,934	53,834
Goods and Services Tax (net)		18,019	4,352	(17,966)
Payments to Employees		(576,454)	(472,276)	(590,599)
Payments to Suppliers		(413,408)	(313,204)	(282,835)
Interest Paid		(1,542)	(1,800)	(2,887)
Interest Received		6,655	2,658	2,756
Net cash from/(to) Operating Activities		71,399	69,100	48,637
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(333)
Purchase of Property Plant & Equipment (and Intangibles)		(69,928)	(30,204)	(28,500)
Purchase of Investments		(141,715)	(15,214)	(1,173)
Proceeds from Sale of Investments		239,273	-	
Net cash from/(to) Investing Activities		27,630	(45,418)	(30,006)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	73,940
Finance Lease Payments		8,106	(42,636)	(38,949)
Funds Administered on Behalf of Third Parties		(127,872)	-	63,463
Net cash from/(to) Financing Activities		(119,766)	(42,636)	98,454
Net increase/(decrease) in cash and cash equivalents		(20,737)	(18,954)	117,085
Cash and cash equivalents at the beginning of the year	7	146,667	177,060	29,582
Cash and cash equivalents at the end of the year	7	125,930	158,106	146,667

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

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

Allenton School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Allenton School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

For Integrated Groups this note should also include the following:

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

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

j) 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.

k) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

l) Funds held for Capital works

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

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

m) Provision for Cyclical Maintenance

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

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

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

n) Financial Instruments

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

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

o) 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.

p) Budget Figures

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	982,423	868,652	828,673
Teachers' Salaries Grants	2,062,509	2,003,664	1,976,170
Use of Land and Buildings Grants	236,877	232,485	232,485
	<u>3,281,809</u>	<u>3,104,801</u>	<u>3,037,328</u>

The school has opted in to the donations scheme for this year. Total amount received was \$60,450.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	15,150	7,000	8,803
Trading	27,662	-	7,157
Fundraising & Community Grants	314	-	-
Other Revenue	28,210	11,000	24,070
	<u>71,336</u>	<u>18,000</u>	<u>40,030</u>
Expenses			
Extra Curricular Activities Costs	8	-	143
Trading	21,070	-	12,698
	<u>21,078</u>	<u>-</u>	<u>12,841</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>50,258</u>	<u>18,000</u>	<u>27,189</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	113,820	127,900	106,535
Library Resources	4,253	5,000	1,834
Employee Benefits - Salaries	2,481,076	2,353,464	2,460,841
Staff Development	16,705	20,500	15,768
Depreciation	76,077	79,000	78,296
	<u>2,691,931</u>	<u>2,585,864</u>	<u>2,663,274</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,775	5,775	4,850
Board Fees	3,760	6,000	3,920
Board Expenses	8,660	7,000	2,636
Communication	4,031	4,300	3,617
Consumables	10,880	12,000	11,102
Other	50,115	52,650	44,694
Employee Benefits - Salaries	111,720	80,000	65,364
Insurance	8,359	8,300	8,257
	203,300	176,025	144,440

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	13,900	10,500	11,861
Consultancy and Contract Services	47,718	46,000	45,672
Cyclical Maintenance Provision	14,786	23,000	(823)
Grounds	2,126	4,000	3,598
Heat, Light and Water	21,019	17,000	17,523
Rates	6,744	6,500	6,395
Repairs and Maintenance	20,902	20,500	23,378
Use of Land and Buildings	236,877	232,485	232,485
Employee Benefits - Salaries	46,761	44,000	41,925
	410,833	403,985	382,014

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	73,497	158,106	146,667
Cash and cash equivalents for Statement of Cash Flows	73,497	158,106	146,667

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	21,678	500	6,048
Interest Receivable	1,429	500	345
Banking Staffing Underuse	52,433	-	-
Teacher Salaries Grant Receivable	171,536	171,536	169,743
	<u>247,076</u>	<u>172,536</u>	<u>176,136</u>
Receivables from Exchange Transactions	23,107	1,000	6,393
Receivables from Non-Exchange Transactions	223,969	171,536	169,743
	<u>247,076</u>	<u>172,536</u>	<u>176,136</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	201,715	250,000	299,273
	<u>201,715</u>	<u>250,000</u>	<u>299,273</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Building Improvements	40,037				(5,455)	34,582
Furniture and Equipment	77,184	19,604			(13,334)	83,454
Information and Communication Technology	32,458	2,254			(16,250)	18,461
Textbooks	-				-	-
Leased Assets	65,872	66,600	(4,370)		(39,137)	88,965
Library Resources	15,212				(1,901)	13,310
Balance at 31 December 2022	<u>230,763</u>	<u>88,458</u>	<u>(4,370)</u>	<u>-</u>	<u>(76,077)</u>	<u>238,772</u>

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	185,921	(151,339)	34,582	185,921	(145,884)	40,037
Furniture and Equipment	413,737	(330,283)	83,454	394,133	(316,949)	77,184
Information and Communication T	419,585	(401,124)	18,461	417,331	(384,875)	32,458
Textbooks	-	-	-	-	-	-
Leased Assets	191,969	(103,004)	88,965	177,809	(111,937)	65,872
Library Resources	86,176	(72,866)	13,310	86,176	(70,964)	15,212
Balance at 31 December	1,297,388	(1,058,616)	238,772	1,261,370	(1,030,609)	230,763

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	3,590	10,000	58,389
Accruals	10,220	6,000	5,850
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	171,536	171,536	169,743
Employee Entitlements - Leave Accrual	8,230	8,000	7,639
	193,576	195,536	241,621
Payables for Exchange Transactions	193,576	195,536	241,621
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	193,576	195,536	241,621

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	148,327	148,327	149,150
Increase to the Provision During the Year	10,881	23,000	(823)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>159,208</u>	<u>171,327</u>	<u>148,327</u>
Cyclical Maintenance - Current	132,242	130,000	126,443
Cyclical Maintenance - Non current	26,966	41,327	21,884
	<u>159,208</u>	<u>171,327</u>	<u>148,327</u>

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

The School's cyclical maintenance schedule details annual painting and other significant cyclical maintenance work to be undertaken. The costs associated to this annual work will vary depending on the requirements during the year.

13. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	37,516	39,000	39,463
Later than One Year and no Later than Five Years	48,840	24,000	24,240
Future Finance Charges	(387)	-	-
	<u>85,969</u>	<u>63,000</u>	<u>63,703</u>
Represented by			
Finance lease liability - Current	37,129	39,000	39,463
Finance lease liability - Non current	48,840	24,000	24,240
	<u>85,969</u>	<u>63,000</u>	<u>63,703</u>

14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Block 6,7,17 Heating & Window replacement		-	17,469	(17,469)		-
SIP Hall		(87,738)	126,563	(25,334)		13,491
Heat Pumps		-	64,678	(64,678)		-
Property modifications		164,291		(223,641)		(59,350)
LSM Visual impairment		-	26,586	(29,330)		(2,744)
Phone upgrade		-	25,469	(28,184)		(2,715)
Totals		76,553	260,765	(388,636)	-	(51,318)

Represented by:

Funds Held on Behalf of the Ministry of Education	13,491
Funds Receivable from the Ministry of Education	64,809

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
SIP Hall		20,238	200,000	307,977		(87,738)
Heat Pumps		1,709		1,709		-
Property modifications		(8,857)	270,000	96,852		164,291
Totals		13,090	470,000	406,538	-	76,553

Represented by:

Funds Held on Behalf of the Ministry of Education	164,291
Funds Receivable from the Ministry of Education	87,738

15. 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.

16. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,760	3,920
<i>Leadership Team</i>		
Remuneration	450,725	556,970
Full-time equivalent members	4	5
Total key management personnel remuneration	454,485	560,890

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee and Property Committee that meet 8 and 8 respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	-	2.00
110-120	2.00	1.00
	2.00	3.00

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

17. Contingencies

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

Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

Holidays Act Compliance – schools payroll

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

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

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

18. Commitments

(a) Capital Commitments

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

- (a) \$464,542 contract for Property Modifications to be completed in 2023, which will be fully funded by the Ministry of Education. \$270,000 has been received of which \$320,493 has been spent on the project to date; and
- (b) \$342,530 contract for Hall Upgrade to be completed in 2023, which will be fully funded by the Ministry of Education. \$326,563 has been received of which \$333,311 has been spent on the project to date.
- (c) \$64,678 contract for Heatpumps funded by the Ministry of Education. The project is fully funded by the Ministry and \$64,678 has been received of which \$64,678 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

19. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	73,497	158,106	146,667
Receivables	247,076	172,536	176,136
Investments - Term Deposits	201,715	250,000	299,273
Total Financial assets measured at amortised cost	<u>522,288</u>	<u>580,642</u>	<u>622,076</u>

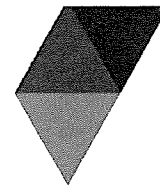
Financial liabilities measured at amortised cost

Payables	193,576	195,536	241,621
Finance Leases	85,969	63,000	63,703
Total Financial Liabilities Measured at Amortised Cost	<u>279,545</u>	<u>258,536</u>	<u>305,324</u>

20. Events After Balance Date

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

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



Student Achievement Target Commentary and Analysis of Variance for Reading 2022

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 use this template to report school-level data on Achievement Levels.

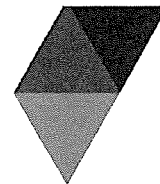
Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	25/11/2022
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School Name:	Allenton	School Number:	3274
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Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	41	10.6%	68	17.5%	128	33.0%	151	38.9%	388
Māori	5	13.9%	4	11.1%	8	22.2%	19	52.8%	36
Pasifika	12	27.3%	13	29.5%	12	27.3%	7	15.9%	44
Asian	1	3.4%	4	13.8%	10	34.5%	14	48.3%	29
European/Pākehā/Other European	20	7.5%	41	15.4%	96	36.1%	109	41.0%	266
All other ethnicities including MELAA (not published)	3	23.1%	6	46.2%	2	15.4%	2	15.4%	13
Male	33	15.6%	46	21.8%	65	30.8%	67	31.8%	211
Female	8	4.5%	22	12.4%	63	35.6%	84	47.5%	177

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	5	7.0%	32	45.1%	25	35.2%	9	12.7%	71
After 2 years at school	12	18.2%	7	10.6%	15	22.7%	32	48.5%	66
After 3 years at school	8	12.5%	5	7.8%	16	25.0%	35	54.7%	64
End of Year 4	8	13.3%	7	11.7%	16	26.7%	29	48.3%	60
End of Year 5	4	6.3%	7	10.9%	26	40.6%	27	42.2%	64
End of Year 6	4	6.3%	10	15.9%	30	47.6%	19	30.2%	63



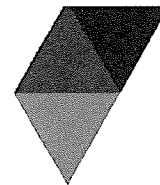
Group	Total Students	Well Below/Below %	At/Above %
All Students	388	28	72
Maori	36	25	75
Pasifika	44	57	43
European/Pakeha	266	23	77
Male	211	37	63
Female	177	17	83

Group	Total Students	Well Below/Below %	At/Above %
Y1	71	52	48
Y2	66	29	71
Y3	64	20	80
Y4	60	25	75
Y5	64	17	83
Y6	73	19	81

A note about this year's data:

We have two major factors that have impacted our results. It is important to note these before reading further analysis of data.

1. We have changed Student Management Systems - from Assembly to Hero. Teachers have adapted to this well. However, due to the way Hero's data analysis tools work, we have made some changes to what we are reporting in the Junior School. Previously, data from students End of 1st year at school and End of 2nd year at school was captured and analysed. In 2022 we made the decision to change this to either their End of 1st/2nd Year at school or their half year data - whichever is later in the school year. We feel this is appropriate as it gives us a more realistic picture of achievement, we are reporting on the most current information, and it allows us to catch students who may have been struggling for several terms, even though their End of 1st/2nd year data was correctly stating that they were achieving satisfactorily earlier in the year.
2. Usually in the junior school, Overall Teacher Judgements in Reading have been made mostly on the basis of reading tests (called running records) where numbers of words read accurately are calculated, and their ability to correct errors in their reading when they realise they have made mistakes are tracked. These reading tests have also been done on "seen texts" at lower reading levels, these are books that students have already had a



chance to practice. In 2022 OTJs in reading have been made on results in Structured Literacy assessments to a greater degree. We look forward to sharing with the School Board about why these changes are important, and will do this in 2023, but want to communicate our reassurance in this approach. We know that this is the correct pedagogy to use to build a much stronger foundation in literacy that will improve reading and writing progress as students track through the school. The reading result at Year 1 reflects the change in teaching approach and assessment tool.

It must also be said that with another broken year with a (shorter) lockdown, reintegration anxiety, covid illness (children, teachers, families) and children perhaps having diminished immunity to other illnesses, and families catching up on holidays, visiting grandparents etc. our data has shown strong resilience. We have mostly held relatively steady, though boys and Pasifika students in particular show concerning percentages of achievement, and have shown improvements in some cases.

NAG2A (b)(i) Areas of Strength

Curriculum area: Reading

Discussion:

Data at the end of 2022 shows:

- Maori achievement, at 75% at or above the curriculum expectation, is 3% higher than the overall student population at 72%. 52.8% of our Maori students are achieving above curriculum expectations in reading.
- Year 3 (80%), Year 5 (83%) and Year 6 (81%) data shows that students in these areas of the school are achieving the annual aim of 80% at or above curriculum expectations.
- 83% of our female students are achieving at or above curriculum expectations.

NAG2A (b)(i) Areas for Improvement

Curriculum area: Reading

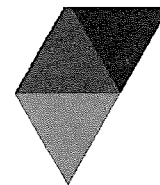
Discussion:

Data at the end of 2022 shows:

57% of our Pasifika students (25 out of 44 students) are achieving below or well below expected curriculum levels. A small improvement from 61% in 2021. Please note that a large majority of these students are also on our ESOL register (unable to quote exact numbers as this information is not yet loaded on to Hero SMS, it will be in 2023.)

37% of our Male students are achieving below or well below expected curriculum levels, a decline from 31% of Males below or well below in 2021.

48% of our Year 1 students are achieving below or well below expected curriculum levels, showing the effect of a change in pedagogy and assessment tool, this needs to



be tracked forward and investigated further in 2023 to ensure this is not a general trend in reading achievement.

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

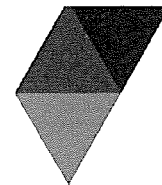
Discussion:

Data has been collected from classroom teachers in regard to the student's achievement against expected curriculum levels at all year levels within the school. Teachers have reached their Overall Teacher Judgements using Structured Literacy assessments - (letter sounds, letter sound patterns and "Heart words" - those that don't follow a phonological pattern), Running Records, and comprehension focused assessments - (Informal Prose Inventory and E-asttle assessments). Data has then been compared from the end of 2020, 2021 and 2022 to identify improvement, no change or decline in cohort achievement.

Students identified below and well below are targeted in classes, through specific teacher targeting, involving closer assessment of needs, specialist assessments (which for some has lead to 1-1 support provided by outside agencies), and some teacher aide support. The BOOST programme has run in the middle school, and the junior school have had the RT Lit (Resource Teacher of Literacy) targeting groups and developing teachers.

While achievement levels are a useful tool to analyse, they are a snap shot. More importantly in many cases is the analysis of improvement over time. It should be recognised that for a student who is having difficulty in a subject area, it is a feat in itself to achieve 1 year's progress, as to be below or well below, they have previously been achieving significantly less than a year's progress. "Catching up" requires more than one year's progress, the learning needs to be accelerated beyond that of their peers.

Responsible and careful analysis of data means that we need to be mindful of numbers of students in cohorts and what makes a significant change in percentages, making sure that we identify genuine trends that are statistically valid.



Reading 20 21 22 Results

	Well Below						Below						At						Above					
	2020		2021		2022		2020		2021		2022		2020		2021		2022		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	25	6.5	18	4.8	41	10.6	87	22.7	69	18.3	68	17.5	142	37	151	40.2	128	33	130	33.9	138	36.7	151	38.9
Maori	2	5.9	1	2.9	5	13.9	8	23.5	7	20	4	11.1	16	47.1	17	48.6	8	22.2	8	23.5	10	28.6	19	52.8
Pasifika	7	12.6	8	17.4	12	27.3	22	39.3	20	43.5	13	29.5	19	33.9	14	30.4	12	27.3	8	14.3	4	8.7	7	15.9
Asian	3	8.3	1	3	1	3.4	3	8.3	4	12	4	13.8	12	33.3	12	16.4	10	34.5	18	50	16	48.5	14	48.3
European/Pakeha	13	5.2	8	3.2	20	7.5	51	20.4	36	14.3	41	15.4	92	36.8	102	40.6	96	36.1	94	37.6	105	41.8	109	41
Other incl. MELAA	0	0	0	0	3	23.1	3	37.5	2	18.2	6	46.2	3	37.5	6	54.6	2	15.4	2	25	3	27.3	2	15.4
Male	19	9.5	15	7.6	33	15.6	54	27	47	23.7	46	21.8	74	37	79	39.9	65	30.8	53	26.5	57	28.8	67	31.8
Female	6	3.3	3	1.7	8	4.5	33	17.9	22	12.4	22	12.4	68	37	72	40.5	63	35.6	77	41.9	81	45.5	84	47.5

Please note the following section compares cohort data, eg. Year 2 2020 data is shown beside Year 3 2021 and Year 4 2022

	Well Below						Below						At						Above					
	2020		2021		2022		2020		2021		2022		2020		2021		2022		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Year 1 2022					5	7					32	45.1					25	35.2					9	12.7
Year 2 2022			0	0	12	18.2			18	29.5	7	10.6			16	26.2	15	22.7			27	44.3	32	48.5
Year 3 2022	0	0	2	3.1	8	12.5	21	38.2	15	23.4	5	7.8	21	38.2	23	35.9	16	25	25	34.3	24	37.5	35	54.7
Year 4 2022	5	7.5	3	5.2	8	13.3	23	28.4	9	15.5	7	11.7	19	28.4	31	53.5	16	26.7	24	40	15	25.9	29	48.3
Year 5 2022	8	11	6	9.1	4	6.3	8	43.8	4	6.1	7	10.9	32	43.8	33	50	26	40.6	23	35.4	23	34.9	27	42.2
Year 6 2022	4	6.7	4	6.3	4	6.3	8	40	10	15.6	10	15.9	24	40	30	46.9	30	47.6	25	39.1	20	31.3	29	30.2

Red – decrease in achievement (increase in well below/below numbers and a decrease in at/above numbers), Green – improvement in achievement (decrease in well below/below numbers and an increase in at/above numbers).

Data that hasn't been highlighted has not made a significant change. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

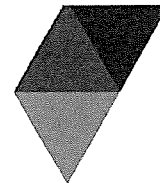
Students at Year 1 can't be well below as they have not attended school long enough to be 1 or 2 full years below expected levels. Students at Year 2 generally can't be well below as they have not attended school long enough to be 2 full years below expected levels, unless a teacher has been able to make a judgement based on secure information including special learning needs.

NAG2A (b) (iv) Progress Statement

Our School has made significant progress in providing a Structured Literacy Approach to learning reading this year. This has been particularly a focus for the Junior School, where most of this learning should take place. The BOOST programme has taken place again with 20 students in the Middle School taking part in 2022, this was not a full year due to covid restrictions. The Resource Teacher of Literacy, worked with the junior school to work with targeted students as well as lead the Junior School Teachers through how to implement structured literacy. No Reading Recovery Programme has been provided in 2022.

A range of teaching resources (Structured Literacy Manuals, teaching support materials) have been purchased, as well as continual refreshment of reading materials that students have access to. This includes a cull of school journal material and purchase of new reading texts. This is important to ensure that all of our student population are reflected equitably in reading material. The school has continued to use a range of digital book resources as part of class programmes, and for students to access at home.

Reading is taught in individual classrooms in the middle and senior school, allowing students to learn from each other in multi-level situations as well as specific reading level focused teaching. In the Junior School, reading interchange has occurred when Covid Levels allowed, which gives teachers the opportunity to target specific reading level groups.



Over all students, 72% are achieving at or above expected curriculum levels, this is a decrease of just under 5% compared to last year's result of 76.9% achieving at or above curriculum levels. However if you remove the Year 1 data (reasoning explained in "A note about this year's data"), the remainder of the school is at 77% at or above. When considering the continued effect of Covid this shows our data is holding steady during less than desirable teaching and learning conditions. We are definitely looking forward to a less disrupted school year. When analysing students who are below or well below expected curriculum levels, the majority of these students have an SLD, are ESOL, and/or have a pastoral, attendance or behavioural issue that is affecting their learning. This is important to consider when planning interventions, often the barrier to learning is one that affects the student globally, not simply in reading.

75% of our Maori students are achieving at or above the expected curriculum level (27 out of 36 students). In 2020 this was 62%, and in 2021 it was 77.2%, this is pleasing that this increase has held steady. This continues a fantastic change in a trend that had previously been dropping for a number of years.

The number of Pasifika students achieving at or above the curriculum expectation rose from 39% at the end of 2021 to 43% at the end of 2022. While this is a slight increase (effectively 2 students) from last year, this is a disturbing statistic, and an indicator of the need to target interventions towards Pasifika children - including Teacher Aide Support, ESOL support and working with families to improve their literacy and ability to create a literacy-rich environment.

When considering barriers to learning for the 24 Pasifika students achieving below or well below expected curriculum levels, the students fall under one or more of these categories: New, on our Pastoral Care Register, and/or Extreme Poor Attendance, ESOL, have an SLD or a diagnosed behavioural issue. Some of these families were very reluctant to return their children to school as they felt vulnerable/frightened by the effects of Covid. These labels are not excuses, they are useful tools to guide us in how to address achievement levels.

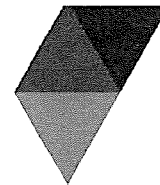
It should be noted that at Year 3, 4 and 5, there are 54.7%, 48.3% and 42.2% (respectively) of students achieving above the national standard. This shows that many of our students are doing very well.

A more concerning result is that only 63% of male students are achieving at or above expected curriculum levels compared to 83% of female students. There needs to be very deliberate action to improve this. Boys need to have specific reading material purchased that inspires them. They need to see that reading is a male activity - actions could include making sure that Dads/Significant men in student's lives learn the importance of reading, and have opportunities to read with their boys, we need to find a male author to visit, and we need to provide time and spaces for boys to be calm and read.

The main 2022 target was to:

Raise achievement of all students in reading to 80% at or above the expected Curriculum Level.

Our overall achievement in 2022 at or above expected curriculum levels was 72%.



Other targets included raising achievement to at/above in specific year and ethnic groups.

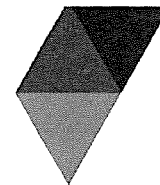
2021 Year 2 (target: lift achievement of 8 students). We went from 18 children below/well below to 19 children.

2021 Year 3 (target: lift achievement of 7 students). We went from 17 students below/well below to 13 below/well below.

2021 Year 4 (target: lift achievement of 4 students). We went from 12 students below/well below to 15 below/well below.

2021 Year 5 (target: lift achievement of 2 students). We went from 10 students below/well below to 11 below/well below.

2021 Year 6 (target: lift achievement of 3 students). We stayed at 14 students below/well below.



It was not surprising to see how often Structured Literacy was mentioned as a useful approach. As teachers continue to develop their skills in teaching it, and students have an opportunity to learn it over a longer period of time in a settled school year, we should see more results.

Of the 51 target students, 14 (27%) made progress of greater than 1 year, moving from Well Below to Below, or Below to At or Above. 12 (24%) Students made progress of less than a year, moving from Below to Well Below. 7 of these students left the school during the year, (14%).

Factors affecting these students' achievement include their access to reading during lockdown and at home. For Pasifika students, ESOL is a major factor. Having a diagnosis of Specific Learning Difficulties (SLD eg. Dyslexia), or probable/possible SLD (waiting on a Seabrook McKenzie assessment) have a large impact on achievement. We have a significant number of students across the school who are experiencing a long wait-time for SLD assessments, and then even greater wait time for tutoring. School is able to support parents financially with both of these, but can not change the waiting list.

BOOST continues to be an effective programme for Middle School students.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion:

The impact of Covid over 2021 and 2022 is evident in our results. Our most vulnerable students and families have been impacted the most.

Many students with greater learning needs have struggled even further because of inconsistent attendance, therefore not receiving regular teaching, or accessing support programmes. We have not been able to support our ESOL students and their families in particular.

We are doing well at identifying when a student has a Specific Learning Difficulty and doing our best to progress assessment and then specialist 1-1 tutoring, however we are unable to speed up the wait time for both of these.

We need time (not extra, just more) for teachers to progress their ability to apply Structured Literacy methods in their classrooms.

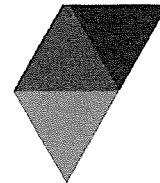
Target 1: To raise achievement of all students from 72% at/above to 80% at/above curriculum expectations.

Target 2: To raise boys achievement from 63% at/above to 80% at/above curriculum expectations.

Target 3: To implement Structured Literacy Programmes across the school, raising achievement of the current Year 1, Year 2, Year 4 groups in particular to 80%.

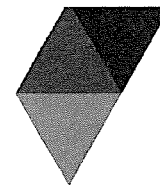
Target 4: To raise achievement from 43% of Pasifika students to 70% at/above.

Target 5: To support students who enter Allenton School as their second or greater school. Extend this to families.



How?

- Implementation and strengthening of Structured Literacy Programmes across the school.
- To motivate boys in Reading by purchasing texts to engage them in particular, to invite a male author to workshop with boys about reading and writing. To encourage Dads and boys reading together - plan events, information about this.
- To have older boys and Pasifika students in the school reading to and with younger boys and girls, especially those at lower levels themselves, benefits for both.
- To run Newcomers Club to help students settle quickly into Allenton School.
- To engage Pasifika families in Literacy Activities, opening our school library once or twice a week after school hours and encouraging families to visit. eg. Story Time - a teacher reads a big book, and then time to browse and share books.
- To ensure Pasifika ESOL students are front loaded with texts that will be used in class, eg. Reading through and discussing meaning with a TA before reading it in class. To use texts thematically, eg. several different texts all about the same topic to reduce the cognitive load on learning the context as well as the reading skills.
- To specifically select texts that relate to students' life experiences and ethnicities.
- Plan events to engage Pasifika families in our school - sharing of culture and skills, then building in literacy.



Student Achievement Target Commentary and Analysis of Variance for Writing 2022

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 use this template to report school-level data on Achievement Levels.

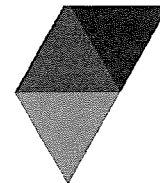
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Date:	25/11/2022
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School Name:	Allenton	School Number:	3274
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Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	23	5.9%	68	17.5%	235	60.6%	62	16.0%	388
Māori	3	8.3%	9	25.0%	20	55.6%	4	11.1%	38
Pasifika	9	20.5%	11	25.0%	20	45.5%	4	9.1%	44
Asian	1	3.4%	5	17.2%	19	65.5%	4	13.8%	29
European/Pākehā/Other European	8	3.0%	39	14.7%	169	63.5%	50	18.8%	266
All other ethnicities including MELAA (not published)	2	15.4%	4	30.8%	7	53.8%	0		13
Male	20	9.5%	51	24.2%	123	58.3%	17	8.1%	211
Female	3	1.7%	17	9.6%	112	63.3%	45	25.4%	177

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		0		67	94.4%	4	5.6%	71
After 2 years at school	0		5	7.6%	53	80.3%	8	12.1%	66
After 3 years at school	3	4.7%	20	31.3%	35	54.7%	6	9.4%	64
End of Year 4	3	5.0%	12	20.0%	30	50.0%	15	25.0%	60
End of Year 5	9	14.1%	14	21.9%	27	42.2%	14	21.9%	64
End of Year 6	8	12.7%	17	27.0%	23	36.5%	15	23.8%	63



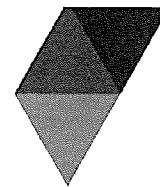
Group	Total Students	Well Below/Below %	At/Above %
All Students	388	23	77
Maori	36	33	67
Pasifika	44	45	55
European/Pakeha	266	18	82
Male	211	34	66
Female	177	11	89

Group	Total Students	Well Below/Below %	At/Above %
Y1	71	0	100
Y2	66	8	92
Y3	64	36	64
Y4	60	25	75
Y5	64	36	64
Y6	73	34	66

A note about this year's data:

We have two major factors that have impacted our results. It is important to note these before reading further analysis of data.

1. We have changed Student Management Systems - from Assembly to Hero. Teachers have adapted to this well. However, due to the way Hero's data analysis tools work, we have made some changes to what we are reporting in the Junior School. Previously, data from students End of 1st year at school and End of 2nd year at school was captured and analysed. In 2022 we made the decision to change this to either their End of 1st/2nd Year at school or their half year data - whichever is later in the school year. We feel this is appropriate as it gives us a more realistic picture of achievement, we are reporting on the most current information, and it allows us to catch students who may have been struggling for several terms, even though their End of 1st/2nd year data was correctly stating that they were achieving satisfactorily earlier in the year.
2. When we set up Writing Overall Teacher Judgements on Hero, we left out a pre-writing score that teachers could select. This means that at Year 1 and 2, the number of below and well-below students isn't accurate. We will rectify this for next year's data.



It must also be said that with another broken year with a (shorter) lockdown, reintegration anxiety, covid illness (children, teachers, families) and children perhaps having diminished immunity to other illnesses, and families catching up on holidays, visiting grandparents etc. our data has shown strong resilience. We have mostly held relatively steady, though boys and Pasifika students in particular show concerning percentages of achievement, while other groups have shown improvements in some cases.

NAG2A (b)(i) Areas of Strength

Curriculum area: Writing

Discussion:

Data at the end of 2022 shows:

- European/Pakeha students achieving 82% at/above expected Curriculum Levels.
- Year 2 data shows that 92% of students in this year group are achieving the annual aim of 80% at or above curriculum expectations.
- 89% of our female students are achieving at or above curriculum expectations.

NAG2A (b)(i) Areas for Improvement

Curriculum area: Writing

Discussion:

Data at the end of 2022 shows:

45% of our Pasifika students (20 out of 44 students) are achieving below or well below expected curriculum levels. This was 42% in 2021. Please note that a large majority of these students are also on our ESOL register (unable to quote exact numbers as this information is not yet loaded on to Hero SMS, it will be in 2023.)

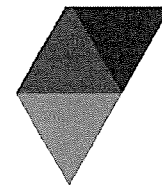
33% of our Maori students are achieving below or well below expected curriculum levels, this was 31.5% of Maori below or well below in 2021.

36% of our Year 3 and Year 5 students are achieving below or well below expected curriculum levels. In 2021, the Year 3 cohort were achieving 81.2% at and above expected levels. The Year 5 cohort were achieving 77.3% at and above expected levels in 2021.

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Discussion:

Data has been collected from classroom teachers in regard to the student's achievement against expected curriculum levels at all year levels within the school. Teachers have reached their Overall Teacher Judgements using E-asttle Writing Assessment tools, including assessing set pieces and looking at independent writing



tasks across other learning tasks. Data has then been compared from the end of 2020, 2021 and 2022 to identify improvement, no change or decline in cohort achievement.

Students identified below and well below are targeted in classes, through specific teacher targeting, involving closer assessment of needs, specialist assessments (which for some has lead to 1-1 support provided by outside agencies), and some teacher aide support. The BOOST programme has run in the middle school, and the junior school have had the RT Lit (Resource Teacher of Literacy) targeting groups and developing teachers.

While achievement levels are a useful tool to analyse, they are a snap shot. More importantly in many cases is the analysis of improvement over time. It should be recognised that for a student who is having difficulty in a subject area, it is a feat in itself to achieve 1 year's progress, as to be below or well below, they have previously been achieving significantly less than a year's progress. "Catching up" requires more than one year's progress, the learning needs to be accelerated beyond that of their peers.

Responsible and careful analysis of data means that we need to be mindful of numbers of students in cohorts and what makes a significant change in percentages, making sure that we identify genuine trends that are statistically valid.

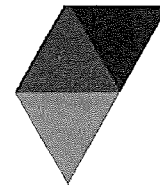
Writing 20 21 22 Results

	Well Below						Below						At						Above					
	2020		2021		2022		2020		2021		2022		2020		2021		2022		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	6.3	21	5.6	23	5.9	85	22.1	64	17.0	68	17.5	206	53.7	229	60.9	235	60.6	69	18	62	16.5	62	16
Maori	4	11.8	1	2.9	3	8.3	8	23.5	10	28.6	9	25	17	50	23	65.7	20	55.6	5	14.7	1	2.9	4	11.1
Pasifika	7	12.5	11	23.9	9	20.5	25	44.6	13	28.3	11	25	21	37.5	17	37	20	45.5	3	5.4	5	10.9	4	9.1
Asian	3	8.3	1	3	1	3.4	4	11.1	2	6.1	5	17.2	23	63.9	23	69.7	19	65.5	6	16.7	7	21.2	4	13.8
European/Pakeha	10	4	8	3.2	8	3	45	18	36	14.3	39	14.7	140	56	159	63.4	169	63.5	55	22	48	19.1	50	18.8
Other incl. MELAA	0	0	0	0	2	15.4	3	37.5	3	27.3	4	30.8	5	62.5	7	63.6	7	53.8	0	0	1	9.1	0	0
Male	20	10	19	9.6	20	9.5	59	29.5	43	21.7	51	24.2	97	48.5	118	59.6	123	58.3	24	12	18	9.1	17	8.1
Female	4	2.2	2	1.1	3	1.7	26	14.1	21	11.8	17	9.6	109	59.2	111	62.4	112	63.3	45	24.5	44	24.7	45	25.4
Please note the following section compares cohort data, eg. Year 2 2020 data is shown beside Year 3 2021 and Year 4 2022																								
	Well Below						Below						At						Above					
	2020		2021		2022		2020		2021		2022		2020		2021		2022		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Year 1 2022					0	0					0	0					67	94.4					4	5.6
Year 2 2022			0	0	0	0			9	14.8	5	7.6			50	82	53	80.3			2	3.3	8	12.1
Year 3 2022	0	0	2	3.1	3	4.7	14	25.5	10	15.6	20	31.3	38	69.1	50	78.1	35	54.7	3	5.5	2	3.1	6	9.4
Year 4 2022	2	3	0	0	3	5	14	21	16	27.6	12	20	48	68.7	33	56.9	30	50	5	7.5	9	15.5	15	25
Year 5 2022	7	9.6	6	9.1	9	14.1	19	26	9	13.6	14	21.9	34	46.6	33	50	27	42.2	13	17.8	18	27.3	14	21.9
Year 6 2022	4	6.7	7	11	8	12.7	12	20	11	17.2	17	27	32	53.3	37	57.8	23	36.5	12	20	9	14.1	15	23.8

Red – decrease in achievement (increase in well below/below numbers and a decrease in at/above numbers), Green – improvement in achievement (decrease in well below/below numbers and an increase in at/above numbers).

Data that hasn't been highlighted has not made a significant change. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

Students at Year 1 can't be well below as they have not attended school long enough to be 1 or 2 full years below expected levels. Students at Year 2 can't be well below as they have not attended school long enough to be 2 full years below expected levels, unless a teacher has been able to make a judgement based on secure information including special learning needs.



NAG2A (b) (iv) Progress Statement

Our School has made significant progress in providing a Structured Literacy Approach to literacy learning this year. This has been particularly a focus for the Junior School, where most of this learning should take place. The BOOST programme has taken place again with 20 students in the Middle School taking part in 2022, this was not a full year due to covid restrictions. The Resource Teacher of Literacy, worked with the junior school to work with targeted students as well as lead the Junior School Teachers through how to implement structured literacy.

A range of teaching resources (Structured Literacy Manuals, teaching support materials) have been purchased. These cover reading, writing and spelling skills.

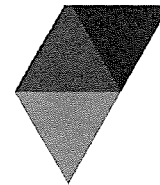
Writing is taught in individual classrooms in the junior and senior school, allowing students to learn from each other in multi-level situations as well as specific reading level focused teaching. In the Middle School, collaborative writing has been run when Covid and other timetabled items have allowed it. This allows students to build writing mileage through mixed ability independent writing tasks, and allows teachers to target learning needs more closely in ability groups.

Over all students, 77% are achieving at or above expected curriculum levels, this is the same as last year's result of 77.4% achieving at or above curriculum levels. When considering the continued effect of Covid this shows our data is holding steady during less than desirable teaching and learning conditions. We are definitely looking forward to a less disrupted school year. When analysing students who are below or well below expected curriculum levels, the majority of these students have an SLD, are ESOL, and/or have a pastoral, attendance or behavioural issue that is affecting their learning. This is important to consider when planning interventions, often the barrier to learning is one that affects the student globally, not simply in reading.

67% of our Maori students are achieving at or above the expected curriculum level. In 2021 this was 68.6%. It is good to see that this data has held steady. While imbalance against our European/Pakeha and whole school population is unbalanced, it is good to see that in a compromised learning year, this has not declined.

The number of Pasifika students achieving at or above the curriculum expectation rose from 47.9% at the end of 2021 to 55% at the end of 2022. While this is a slight increase (effectively 3 students) from last year, this is still a disturbing statistic, and an indicator of the need to target interventions towards Pasifika children - including Teacher Aide Support, ESOL support and working with families to improve their literacy and ability to create a literacy-rich environment.

When considering barriers to learning for the 24 Pasifika students achieving below or well below expected curriculum levels, the students fall under one or more of these categories: New, on our Pastoral Care Register, and/or Extreme Poor Attendance, ESOL, have an SLD or a diagnosed behavioural issue. Some of these families were very reluctant to return their children to school as they felt vulnerable/frightened by the effects of Covid. These labels are not excuses, they are useful tools to guide us in how to address achievement levels.



A more concerning result is that only 66% of male students are achieving at or above expected curriculum levels compared to 89% of female students. There needs to be very deliberate action to improve this. Boys need to have specific writing tasks and resources purchased that inspire them. They need to see that writing is purposeful and a male activity - actions could include making sure that Dads/Significant men in student's lives learn the importance of writing, and have opportunities to write with their boys, we need to find a male author to visit, and we need to provide time and spaces for boys to be excited about writing in real contexts.

The main 2022 target was to:

Raise achievement of all students in writing to 80% at or above the expected Curriculum Level.

Our overall achievement in 2022 at or above expected curriculum levels was 77%.

Other targets included raising achievement to at/above in specific year and ethnic groups.

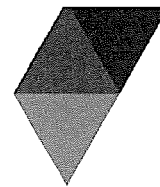
2022 Year 2 (target: lift achievement of 5 students). We went from 9 children below/well below to 4 children.

2022 Year 3 (target: lift achievement of 5 students). We went from 12 students below/well below to 23 below/well below.

2022 Year 4 (target: lift achievement of 4 students). We went from 16 students below/well below to 15 below/well below.

2022 Year 5 (target: lift achievement of 6 students). We went from 15 students below/well below to 23 below/well below.

2022 Year 6 (target: lift achievement of 9 students). We went from 18 students below/well below to 25 below/well below.



It was not surprising to see how often Structured Literacy was mentioned as a useful approach. As teachers continue to develop their skills in teaching it, and students have an opportunity to learn it over a longer period of time in a settled school year, we should see more results.

Of the 61 target students, 15 (25%) made progress of greater than 1 year, moving from Well Below to Below, or Below to At. 5 (8%) Students made progress of less than a year, moving from Below to Well Below. 10 Target students left the school during the year, (16%).

Factors affecting these students' achievement include their access to writing during lockdown and Literacy Levels at home. For Pasifika students, ESOL is a major factor. Having a diagnosis of Specific Learning Difficulties (SLD eg. Dyslexia), or probable/possible SLD (waiting on a Seabrook McKenzie assessment) have a large impact on achievement. We have a significant number of students across the school who are experiencing a long wait-time for SLD assessments, and then even greater wait time for tutoring. School is able to support parents financially with both of these, but can not change the waiting list.

BOOST continues to be an effective programme for Middle School students.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion:

The impact of Covid over 2021 and 2022 is evident in our results. Our most vulnerable students and families have been impacted the most.

Many students with greater learning needs have struggled even further because of inconsistent attendance, therefore not receiving regular teaching, or accessing support programmes. We have not been able to support our ESOL students and their families in particular.

We are doing well at identifying when a student has a Specific Learning Difficulty and doing our best to progress assessment and then specialist 1-1 tutoring, however we are unable to speed up the wait time for both of these.

We need time (not extra, just more) for teachers to progress their ability to apply Structured Literacy methods in their classrooms.

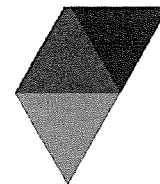
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Target 2: To raise boys achievement from 66% at/above to 80% at/above curriculum expectations.

Target 3: To implement Structured Literacy Programmes across the school, raising achievement of the current Year 3 and Year 5 groups in particular to 80%.

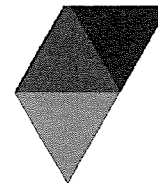
Target 4: To raise achievement from 55% of Pasifika students to 70% at/above.

Target 5: To support students who enter Allenton School as their second or greater school. Extend this to families.



How?

- Implementation and strengthening of Structured Literacy Programmes across the school.
- To motivate boys in Writing by purchasing resource materials to engage them in particular, to invite a male author to workshop with boys about reading and writing. To encourage Dads and boys writing together - plan events, information about this.
- To have older boys and Pasifika students in the school writing with younger boys and girls, especially those at lower levels themselves, benefits for both.
- To run Newcomers Club to help students settle quickly into Allenton School.
- To engage Pasifika families in Literacy Activities, opening our school library once or twice a week after school hours and encouraging families to visit. eg. Story Time - a teacher writes a shared story with the children, and then time to browse and share books.
- To ensure Pasifika ESOL students are front loaded with vocabulary that will be used in class, eg. Reading through and discussing meaning with a TA before writing about the topic in class. To use texts thematically, eg. several different texts all about the same topic to reduce the cognitive load on learning the context as well as the writing skills.
- To specifically select learning tasks that relate to students' life experiences and ethnicities.
- Plan events to engage Pasifika families in our school - sharing of culture and skills, then building in literacy.



Student Achievement Target Commentary and Analysis of Variance for Mathematics 2022

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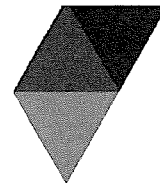
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Date:	25/11/2022
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School Name:	Allenton	School Number:	3274
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Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	28	7.2%	75	19.3%	200	51.5%	85	21.9%	388
Māori	6	16.7%	5	13.9%	18	50.0%	7	19.4%	36
Pasifika	7	15.9%	13	29.5%	20	45.5%	4	9.1%	44
Asian	1	3.4%	3	10.3%	17	58.6%	8	27.6%	29
European/Pākehā/Other European	11	4.1%	49	18.4%	141	53.0%	65	24.4%	266
All other ethnicities including MELAA (not published)	3	23.1%	5	38.5%	4	30.8%	1	7.7%	13
Male	18	8.5%	37	17.5%	100	47.4%	56	26.5%	211
Female	10	5.6%	38	21.5%	100	56.5%	29	16.4%	177

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		6	8.5%	59	83.1%	6	8.5%	71
After 2 years at school	2	3.0%	14	21.2%	41	62.1%	9	13.6%	66
After 3 years at school	4	6.3%	19	29.7%	26	40.6%	15	23.4%	64
End of Year 4	8	13.3%	8	13.3%	27	45.0%	17	28.3%	60
End of Year 5	8	12.5%	11	17.2%	27	42.2%	18	28.1%	64
End of Year 6	6	9.5%	17	27.0%	20	31.7%	20	31.7%	63
End of Year 7									
End of Year 8									



NAG2A (b)(i) Areas of Strength

Curriculum area: Mathematics

Discussion:

Data at the end of 2022 shows:

19.4% of our Maori students are achieving above the expected curriculum level (7 out of 36 students). In 2021, this was 2.9%, an improvement of 16.5%.

86.2% of our Asian students are achieving at or above the expected curriculum level (25 out of 29 students).

74% of boys are achieving at or above expected curriculum levels. (156 out of 211 students). 26.5% of boys are achieving above expected curriculum levels - an improvement from 13.7% in 2021.

91.5% of Year 1 students are achieving at or above expected curriculum levels. (65 out of 71 students).

77.5% of our European/Pakeha students are achieving at or above expected curriculum levels (206 out of 266 students) an increase from 72.8% in 2021.

31.7% of our Year 6 students are achieving above expected curriculum levels. (20 out of 63 students).

28.1% of our Year 5 students are achieving above expected curriculum levels. (18 out of 64 students).

45.4% of our Pasifika students (20 out of 44 students) are achieving below or well below expected curriculum levels. This is an improvement from 52.2% in 2021.

73.4% of students at Year 4 are achieving at or above expected curriculum levels. At the end of 2021 when these students were Year 3s, only 57% of these students were at or above expected curriculum levels.

Overall achievement in mathematics has risen from 71% in 2021 achieving at or above the expected curriculum level to 73.4% in 2022.

NAG2A (b)(i) Areas for Improvement

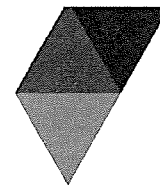
Curriculum area: Mathematics

Discussion:

Data at the end of 2022 shows:

45.4% of Pasifika students (20 out of 44 students) are achieving below or well below expected curriculum levels.

The number of Year 2 students achieving below or well below expected curriculum levels, has increased from 11.7% of students (7 out of 60 students) in 2021 to 24.2% (16 out of 66 students) in 2022.



The number of Year 3 students achieving below or well below expected curriculum levels, has increased from 25% of students (16 out of 64 students) in 2021 to 36% (23 out of 64 students) in 2022.

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

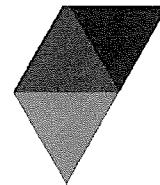
Discussion:

Data has been collected from classroom teachers in regard to the student's achievement against expected curriculum levels at all year levels within the school. Teachers have reached their Overall Teacher Judgements using a range of standardised assessments such as Gloss (Global Strategy Stage) across add/sub, mult/div and fractions, e-asTTle online adaptive and paper tests, classroom observations of student's mathematics achievement and behaviours, anecdotal notes regarding students progress, a basic facts test, PAT tests (Progressive Achievement Tests), and JAM (Junior Assessment of Mathematics). Data has then been compared from the end of 2021 to the end of 2022 to identify cohorts that have shown the greatest change.

Students identified below and well below are targeted in classes, through specific teacher targeting, and teacher aide support. The ALiM (Accelerated Learning in Mathematics) programme has continued to run this year. Students involved in the programme have had opportunities to build on what they know, to improve their basic facts knowledge, to improve their knowledge and understanding of what numbers mean and how they relate to each other. Their greatest gains are the belief that they can do maths and their growth in confidence to challenge themselves to learn more.

While many of the students involved in the programme are still achieving below curriculum levels, most of them have made 1 to 2 years progress. This is an accelerated rate of progress compared to their peers. 13 of the students are now achieving at one year below expected curriculum levels. With continued support they have a good chance of achieving at appropriate curriculum levels in 2023.

Mathematics Achievement Results 2020 - 2022



	Well Below						Below						At						Above					
	2020		2021		2022		2020		2021		2022		2020		2021		2022		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	6.3	23	6.1	28	7.2	108	28.1	86	22.9	75	19.3	185	48.2	211	56.3	200	51.5	67	17.4	55	14.7	85	21.9
Māori	2	5.9	3	8.6	6	16.7	11	32.4	6	17.1	5	13.9	18	52.9	25	71.4	18	50.0	3	8.8	1	2.9	7	19.4
Pasifika	7	12.5	8	17.4	7	15.9	24	42.9	16	34.8	13	29.5	18	32.1	18	39.1	20	45.5	7	12.5	4	8.7	4	9.1
Asian	2	5.6	2	6.1	1	3.4	7	19.4	2	6.1	3	10.3	14	38.9	19	57.6	17	58.6	13	36.1	10	30.3	8	27.6
European/Pakeha	13	5.2	10	4.0	11	4.1	65	26.0	58	23.2	49	18.4	128	51.2	142	56.8	141	53.0	44	17.6	40	16.0	65	24.4
Other incl. MELAA	0	0	0	0	3	23.1	1	12.5	4	36.4	5	38.5	7	87.5	7	63.6	4	30.8	0	0	0	0	1	7.7
Male	15	7.5	15	7.6	18	8.5	58	29.0	45	22.8	37	17.5	90	45.0	110	55.8	100	47.4	37	18.5	27	13.7	56	26.5
Female	9	4.9	8	4.5	10	5.6	50	27.2	41	23.0	38	21.5	95	51.6	101	56.7	100	56.5	30	16.3	28	15.7	29	16.4

Please note the following section compares cohort data, eg. Year 2 2020 data is shown beside Year 3 2021 and Year 4 2022

	Well Below						Below						At						Above					
	2020		2021		2022		2020		2021		2022		2020		2021		2022		2020		2021		2022	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Year 1					0						6	8.5					59	83.1					6	8.5
Year 2 2022			0	0	2	3.0			7	11.7	14	21.2			42	70	41	62.1			11	18.3	9	13.6
Year 3 2022	0	0	2	3.1	4	6.3	12	21.8	14	21.9	19	29.7	42	76.4	44	68.8	26	40.6	1	1.8	4	6.3	15	23.4
Year 4 2022	3	4.5	1	1.7	8	13.3	15	22.4	24	41.4	8	13.3	42	62.7	31	53.4	27	45.0	7	10.4	2	3.4	17	28.3
Year 5 2022	7	9.6	5	7.5	8	12.5	27	37.0	14	20.9	11	17.2	27	37.0	42	62.7	27	42.2	12	16.4	6	9.0	18	28.1
Year 6 2022	5	8.3	8	12.7	6	9.5	18	30.0	14	22.2	17	27.0	25	41.7	27	42.9	20	31.7	12	20.0	14	22.2	20	31.7

Red – decrease in achievement (increase in well below/below numbers and a decrease in at/above numbers), Green – improvement in achievement (decrease in well below/below numbers and an increase in at/above numbers).

Data that hasn't been highlighted has not made a significant change due to the number of students. It is important to see that while a percentage may have increased, sometimes the number of students has dropped, and the reverse of this.

Students at Year 1 can't be below or well below as they have not attended school long enough to be 1 or 2 full years below expected levels. Students at Year 2 can't be well below as they have not attended school long enough to be 2 full years below expected levels, unless a teacher has been able to make a judgement based on secure information including special learning needs.

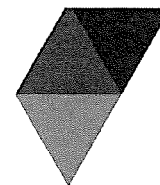
NAG2A (b) (iv) Progress Statement

This year four junior teachers did Mathematics PLD over three terms, (as well as their other 2 PLD focuses) led by Carol Efford. Chris Miller and Carol Efford participated in the Ministry initiative 'Just in Time Maths' which emphasized retention and fluency, rich problem solving, balanced programmes and assessment. There has been no intensive PLD in mathematics for other staff since 2018. We continued to provide the ALiM (Accelerated Learning in Mathematics) programme to groups of students this year which is an intensive Maths Recovery Programme.

The teaching of mathematics is complex and while the content does not really change the methods of teaching do. At Allenton school students learn mathematics in a variety of ways with an emphasis on problem solving where children explain and show their thinking and in doing so, learn from each other. All children are challenged to build on what they know and are encouraged to apply what they have learnt in other contexts. It is hoped the messages from the Just in Time PLD will assist us as an interim step to the new Mathematics Curriculum due to arrive in 2024.

A range of equipment has been purchased across all areas of the school. This has focused on topping up Numeracy Teaching Equipment, the purchase of calculators, and equipment to assist in the teaching of measurement, statistics and geometry.

Over all students, 73.5% are achieving at or above expected curriculum levels, this is a slight improvement compared to last year's result of 71% achieving at or above curriculum levels. Covid levels have continued to have an effect on student learning with many disruptions to classroom programmes, particularly during the first half of the



year. Many students who are achieving below and well below expected curriculum levels often have barriers to learning that can significantly hinder their progress across all curriculum areas, (eg SLDs, ESOL, attendance, pastoral and behavioural issues). These barriers are taken into consideration when planning classroom programmes and interventions to meet students' needs.

Boys and girls are now achieving at similar levels with 73.5% of boys and 73% of girls achieving at and above curriculum levels. There are 10% more boys achieving Above than girls.

The number of Māori students achieving at or above expected curriculum levels is similar to last year (74.3% in 2021 to 69.4% in 2022 - a difference of 1 child). It is good to see an increase of Māori students now achieving Above - from 2.9% in 2021 to 19.4% in 2022).

Here is the graph showing Maori achievement in maths. The pink line is sitting at 69%, the dark gray is at 83%. This is not a huge trend across other groups in particular, but this one is marked.

Percentage of students at or above

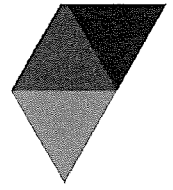


The number of Pasifika students achieving at or above the curriculum expectation at the end of 2020 was 45% and 48% at the end of 2021. This year, the percentage of Pasifika students achieving at or above the curriculum expectation is 54.6%. While these results are an indication of steady improvement, the levels of Pasifika students achieving below curriculum levels continues to be concerning.

When considering barriers to learning for the 20 Pasifika students achieving below or well below expected curriculum levels, the students fall under one or more of these categories: New, on our Pastoral Care Register, and/or Extreme Poor Attendance, ESOL, have an SLD or a diagnosed behavioural issue. These labels are not excuses, they are useful tools to guide us in how to address achievement levels.

The number of students achieving above and well above expected curriculum levels have dropped this year for both Year 2 and Year 3. In Year 2 from 88.3% in 2021 to 75.7% in 2022 and in Year 3 from 75.5% in 2021 to 64% in 2022. This may be a reflection of the mathematics PLD that four of the junior teachers undertook this year. They have deepened their understanding of the mathematics curriculum and the progression children work through and therefore their OTJs have become more accurate.

Our 2022 targets were:



Target 1: To raise achievement of all students in mathematics from 71% in 2021 to 76% in 2022 at or above the expected Curriculum Level.

Our overall achievement in 2022 at or above expected curriculum levels was 73.4%.

Target 2: To raise achievement of Maori students in mathematics from 74.3% in 2021 to 80% in 2022 at or above the expected curriculum level.

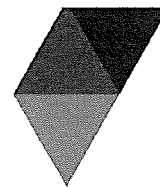
69.4% of Maori students achieved at or above expected curriculum levels.

Target 3: To raise Pasifika achievement from 47.8% to 70% at or above the expected curriculum level in 2022.

Pasifika achievement lifted slightly to 54.6% (2 students) at or above the expected curriculum level.

Target 4: To better support students who enter Allenton School as their second or greater school.

Newcomer's Club was run throughout the year but was disrupted due to Covid.



Of the 52 Target Students, it was very pleasing to see that 15 students (highlighted in yellow) made two years progress with 10 of them now achieving At expected curriculum levels. Three other students were able to move from Below Curriculum Expectations to At in 2022. While 26 students made one year's progress these children are still achieving below expected curriculum levels and will continue to be targeted in 2023 to maintain and build on progress made.

It was also pleasing to see that the other students who we collected specific information about did not drop to Well Below. To maintain their Below level, they had to make one whole year's progress in mathematics. Of the 11 targeted Pasifika children involved in ALiM, 8 of them made one year's progress, one two years progress and 2 are now achieving at expected curriculum levels. Five of these students were achieving 3-4 years below expected curriculum levels when they entered the ALiM programme. Students who made less progress were often absent, (eg one student attended 25 out of 39 ALiM sessions) and struggled to understand mathematical language.

Teachers have identified successful strategies they used to help these students to progress. They included: breaking tasks down into smaller steps, extra time given to process, working with other students in small groups, challenging them, use of repetition, use of materials to show and develop understanding, support with maths language, one to one assistance and TA support.

Several factors can have a significant impact on student learning of mathematics. These include: taking part in an ALiM programme, development of an improved attitude and growth mindset about mathematics, language barriers due to ESOL, basic facts mastery, pastoral care issues and attendance.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

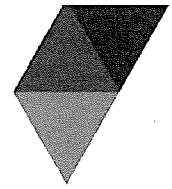
Discussion:

Covid has continued to have an impact on students' learning of mathematics. The first half of the year saw large numbers of students (and some teachers) absent for anywhere from one to three weeks as family members became affected. Teachers provided activities for home learning but the success of this was dependent on the wellness of family members and their ability to help their children. It was difficult for teachers to maintain consistent mathematics programmes with the frequency of children coming and going. Despite this we have effective mathematics programmes and support in place and our students have continued to make steady progress as evidenced by an overall increase in the data.,

In 2023 we will continue to target specific groups for further support.

Specific actions to be taken next year include:

- Targeting students who are achieving in Literacy, but not in Mathematics. Track their achievements termly.
- Provide teachers with activities that promote culturally responsive teaching especially for Pasifika and Māori students.



- The continuation of a Newcomers Club to reduce the time taken to settle in to a new school and effective learning to occur again.
- Provide explicit support and induction for teachers who did not work through our PLD to ensure that programmes are applied effectively and consistently across classes, including new teachers.
- Opportunities to review and refresh mathematics pedagogy in some staff meetings and mathematics PLD workshops to be offered twice a term.
- Further purchase of equipment as needed, to continue this being a priority for effective teaching.
- Trial the new mathematics long term plan (over a two year cycle) which was co-constructed with the Just in Time Advisor.
- Provide opportunities to inform parents about the way mathematics is taught at Allenton School and invite them in to observe the teaching of mathematics in action.
- To collate information about gaps that have been noticed in student's learning, and share this with the teaching area that has come before. Eg. Seniors will feedback to middles, middles to juniors and year 2s to year 1s. This information will also drive our Long Term Planning in Mathematics.
- Provide an ALiM (Accelerated Learning in Mathematics) programme to students identified as Below Curriculum Expectations in Mathematics. There will be a strong emphasis on links between the ALiM programme and classroom programme.
- A key part of being a good mathematician is being able to think logically. Provide teachers with logical thinking games that promote problem solving and discussion.
- From professional development with junior teachers it was evident that a focus on place value for the Year 3 and Year 4 students in 2023 would be beneficial. Provide games to teachers that build this important knowledge.

Our 2023 targets will be:

Target 1: To raise the achievement of all students in mathematics from 73.4% in 2022 to 80% in 2023 at or above the expected Curriculum Level.

Target 2: To raise the achievement of Maori students in mathematics from 69.4% in 2022 to 80% in 2023 at or above the expected curriculum level.

Target 3: To raise Pasifika achievement from 54.6% in 2022 to 70% at or above the expected curriculum level in 2023.

Target 4: To better support students who enter Allenton School as their second or greater school.

INTRODUCTION

Allenton School believes that every child will be empowered to achieve their best and become lifelong learners. Our Vision is, Together we learn and grow. *Me akotahi hei orange mō te katoa.*

Allenton School opened in 1897 and is situated in the west Ashburton suburb of Allenton. It is the largest contributing school in the Mid Canterbury area - with a starting roll of 380 growing to 443 at the end of this year.

The school has approximately 68% New Zealand Pakeha, Maori 11%, Pasifika 13%, 6 % Asian and 1% of other ethnic groups. The school has a current decile ranking of 7.

We have developed our understanding of Kia Hikitia and the Pasifika Action Plan over the last few years and are making culturally responsive practice commonplace at every level at our school. The talented support staff are organised by our SENCO and they are an integral, very supportive aspect of classroom programmes and school routines, especially supporting our increasing number of ELL pupils – an aspect that is exciting for our school and community.

The school is organised into three syndicates, Junior - NE to Year 2, Middle - Year 3 and 4 and Senior - Year 5 and 6. We are a PB4L school and are now working at the Tier 2 level. We have a very positive culture within our students, staff and wider community where we have worked hard on our Allenton School ACE key competencies of Aroha, Self-Management, Always thinking, Communicating and Effort. These are embedded throughout all aspects of our teaching and learning programme.

The school provides a friendly and safe environment for the children to carry out their learning. We believe we provide students with a level of education that forms the foundation to build on in the years ahead. Class programmes continued to ensure students had a good grasp of the essential skills in literacy and numeracy, with the major focus being around student voice and developing the capabilities of our student learners.

Through the opportunities children receive both in and outside the classroom we aim to ensure children gain the self-confidence to progress and achieve at their individual level and fulfil their undoubted potential.

Professional Learning Development for staff in 2022 continued the focus on New Pedagogies for Deep Learning and focused on effective pedagogy, with the aim of developing and enhancing teacher practice, and developing student-learning capability.

With this more innovative and holistic professional learning development, we collaborated to enhance our pedagogical practice through the use of formative assessment and the development of student agency. The ability to work collaboratively and effectively as a team is one of the great advantages we have at Allenton School.

We also focused our professional learning on the development of Structured Literacy practices across our school, noting that many teachers have been integrating aspects of this into their literacy programme for many years.

Kiwisport Statement - Allenton School, 2022

The Kiwisport funding of \$6,232.00 was used to assist with physical education programmes and relevant equipment. The funding primarily paid the salary of Sean Stagg (from Sports Canterbury) who worked with our students each week on physical education skills and games.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF ALLENTON SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor Allenton 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 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 24 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

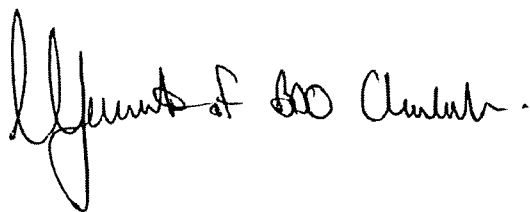
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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