

ORMOND SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2631

Principal: Jonathan Poole

School Address: 45 Whitmore Road, Ormond

School Postal Address: Whitmore Road RD 1, Gisborne, 4071

School Phone: 06 862 5725

School Email: office@ormond.school.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

ORMOND SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
-------------	------------------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

Ormond 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.

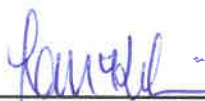
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

FIONA MCKIBBIN

Full Name of Presiding Member



Signature of Presiding Member

31 May 2023

Date:

Jonathan Poole

Full Name of Principal



Signature of Principal

31 May 2023

Date:

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

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	984,437	854,374	874,601
Locally Raised Funds	3	167,471	28,150	32,014
Interest Income		2,310	2,000	343
		1,154,218	884,524	906,958
Expenses				
Locally Raised Funds	3	25,685	11,000	24,771
Learning Resources	4	765,408	678,469	730,925
Administration	5	77,378	56,771	57,226
Finance		458	751	535
Property	6	140,483	137,533	128,278
Loss on Disposal of Property, Plant and Equipment	11	618	-	-
		1,010,030	884,524	941,735
Net Surplus / (Deficit) for the year		144,188	-	(34,777)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		144,188	-	(34,777)

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

Ormond School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	2022	2022	2021
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	238,039	246,827	267,126
Total comprehensive revenue and expense for the year	144,188	-	(34,777)
Contributions from the Ministry of Education			
Network Upgrade	-	-	5,690
Equity at 31 December	382,227	246,827	238,039
Accumulated comprehensive revenue and expense	382,227	246,827	238,039
Equity at 31 December	382,227	246,827	238,039

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.

Ormond 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	173,579	123,405	383,007
Accounts Receivable	8	57,451	47,490	57,543
GST Receivable		3,148	5,884	-
Prepayments		5,027	4,684	5,480
Inventories	9	1,060	934	726
Investments	10	350,000	50,000	50,000
Funds Receivable for Capital Works Projects	16	9,177	-	880
		599,442	232,397	497,636
Current Liabilities				
GST Payable		-	-	33,834
Accounts Payable	12	71,556	75,975	72,910
Revenue Received in Advance	13	228	-	-
Provision for Cyclical Maintenance	14	-	11,691	11,908
Finance Lease Liability	15	10,524	9,842	8,091
Funds held for Capital Works Projects	16	230,770	-	261,562
		313,078	97,508	388,305
Working Capital Surplus/(Deficit)		286,364	134,889	109,331
Non-current Assets				
Property, Plant and Equipment	11	152,615	150,120	158,706
		152,615	150,120	158,706
Non-current Liabilities				
Provision for Cyclical Maintenance	14	46,534	25,317	28,568
Finance Lease Liability	15	10,218	12,865	1,430
		56,752	38,182	29,998
Net Assets		382,227	246,827	238,039
Equity		382,227	246,827	238,039

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

Ormond 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		283,263	223,717	237,998
Locally Raised Funds		165,549	25,600	32,114
Goods and Services Tax (net)		(36,982)	-	39,718
Payments to Employees		(136,873)	548,015	(166,301)
Payments to Suppliers		(125,944)	(755,060)	(104,524)
Interest Paid		(458)	(751)	(535)
Interest Received		2,310	2,000	343
Net cash from/(to) Operating Activities		150,865	43,521	38,813
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(8,610)	(15,000)	(6,057)
Purchase of Investments		(300,000)	-	-
Net cash from/(to) Investing Activities		(308,610)	(15,000)	(6,057)
Cash flows from Financing Activities				
Finance Lease Payments		(10,518)	(10,083)	(11,394)
Funds Administered on Behalf of Third Parties		(41,165)	-	256,678
Net cash from/(to) Financing Activities		(51,683)	(10,083)	245,284
Net increase/(decrease) in cash and cash equivalents		(209,428)	18,438	278,040
Cash and cash equivalents at the beginning of the year	7	383,007	104,967	104,967
Cash and cash equivalents at the end of the year	7	173,579	123,405	383,007

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.

Ormond School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Ormond 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 14.



Useful lives of property, plant and equipment

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

Critical Judgements In applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) 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 a comparison to recent market transactions.

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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee 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.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) 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 Comprehensive Revenue and Expense.

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

r) Shared Funds

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

s) 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.

t) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

v) 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.

w) Budget Figures

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

x) 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	270,847	223,717	256,183
Teachers' Salaries Grants	625,386	548,015	547,078
Use of Land and Buildings Grants	77,970	82,642	71,340
Other Government Grants	10,234	-	-
	984,437	854,374	874,601

The school has opted in to the donations scheme for this year. Total amount received was \$13,950.

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	100,075	-	880
Fees for Extra Curricular Activities	17,868	3,600	9,110
Trading	2,258	2,550	4,150
Fundraising & Community Grants	47,270	15,000	16,888
Other Revenue	-	7,000	986
	167,471	28,150	32,014
Expenses			
Extra Curricular Activities Costs	20,433	5,500	9,458
Trading	3,169	(1,500)	5,837
Fundraising & Community Grant Costs	2,083	-	9,476
Other Locally Raised Funds Expenditure	-	7,000	-
	25,685	11,000	24,771
Surplus for the year Locally raised funds	141,786	17,150	7,243

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	16,858	20,570	16,723
Employee Benefits - Salaries	711,185	624,683	679,485
Staff Development	3,028	3,644	1,796
Depreciation	34,337	29,572	32,921
	765,408	678,469	730,925

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,914	4,906	4,332
Board Fees	2,850	3,350	3,455
Board Expenses	955	800	809
Communication	1,637	2,200	1,561
Consumables	13,164	3,750	3,038
Other	7,010	6,090	5,967
Employee Benefits - Salaries	31,946	18,965	23,679
Insurance	6,214	6,070	4,924
Service Providers, Contractors and Consultancy	8,688	10,640	9,461
	77,378	56,771	57,226

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	5,311	3,650	4,538
Cyclical Maintenance Provision	6,058	8,440	7,358
Grounds	14,106	10,250	9,196
Heat, Light and Water	8,190	8,000	8,138
Repairs and Maintenance	7,380	6,300	8,555
Use of Land and Buildings	77,970	82,642	71,340
Security	594	600	565
Employee Benefits - Salaries	20,874	17,651	18,588
	140,483	137,533	128,278

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	173,579	123,405	383,007
Cash and cash equivalents for Statement of Cash Flows	173,579	123,405	383,007

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

Of the \$173,579 Cash and Cash Equivalents and \$350,000 of Investments \$230,770 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	2,150	100	-
Receivables from the Ministry of Education	-	-	3,791
Banking Staffing Underuse	512	-	2,875
Teacher Salaries Grant Receivable	54,789	47,390	50,877
	<u>57,451</u>	<u>47,490</u>	<u>57,543</u>
Receivables from Exchange Transactions	2,150	100	-
Receivables from Non-Exchange Transactions	55,301	47,390	57,543
	<u>57,451</u>	<u>47,490</u>	<u>57,543</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	756	532	427
Uniforms	304	402	299
	<u>1,060</u>	<u>934</u>	<u>726</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	350,000	50,000	50,000
Total Investments	<u>350,000</u>	<u>50,000</u>	<u>50,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	106,417	-	-	-	(6,984)	99,433
Furniture and Equipment	18,442	5,647	(618)	-	(7,596)	15,875
Information and Communication Technology	17,682	4,770	-	-	(7,875)	14,577
Leased Assets	12,185	18,447	-	-	(11,384)	19,248
Library Resources	3,980	-	-	-	(498)	3,482
Balance at 31 December 2022	158,706	28,864	(618)	-	(34,337)	152,615

The net carrying value of equipment held under a finance lease is \$19,248 (2021: \$12,185)

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	200,359	(100,926)	99,433	200,359	(93,942)	106,417
Furniture and Equipment	184,415	(168,540)	15,875	182,383	(163,941)	18,442
Information and Communication Technology	111,103	(96,526)	14,577	161,866	(144,184)	17,682
Leased Assets	56,910	(37,662)	19,248	38,463	(26,278)	12,185
Library Resources	61,106	(57,624)	3,482	61,106	(57,126)	3,980
Balance at 31 December	613,893	(461,278)	152,615	644,177	(485,471)	158,706

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	1,434	16,579	11,355
Accruals	4,914	4,332	2,516
Employee Entitlements - Salaries	54,789	47,390	50,877
Employee Entitlements - Leave Accrual	10,419	7,674	8,162
	<u>71,556</u>	<u>75,975</u>	<u>72,910</u>
Payables for Exchange Transactions	71,556	75,975	72,910
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>71,556</u>	<u>75,975</u>	<u>72,910</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income Received in Advance	228	-	-
	<u>228</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	40,476	28,568	33,118
Increase to the Provision During the Year	8,224	8,440	8,224
Other Adjustments	(2,166)	-	(866)
Provision at the End of the Year	<u>46,534</u>	<u>37,008</u>	<u>40,476</u>
Cyclical Maintenance - Current	-	11,691	11,908
Cyclical Maintenance - Non current	46,534	25,317	28,568
	<u>46,534</u>	<u>37,008</u>	<u>40,476</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	10,418	9,842	8,246
Later than One Year and no Later than Five Years	10,218	12,865	1,624
Future Finance Charges	106	-	(349)
	<u>20,742</u>	<u>22,707</u>	<u>9,521</u>
Represented by			
Finance lease liability - Current	10,524	9,842	8,091
Finance lease liability - Non current	10,218	12,865	1,430
	<u>20,742</u>	<u>22,707</u>	<u>9,521</u>

16. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Library Relocation Stage 1		219420	224,792	-	(6,066)	-	218,726
Storm Water, Drain, Sewer Remediation		221299	2,634	4,346	(7,120)	-	(140)
A, G, H Roof, Window & Cladding		221301	34,136	-	(22,092)	-	12,044
Staff Toilet Refurb		221298	(880)	-	(8,157)	-	(9,037)
Totals			<u>260,682</u>	<u>4,346</u>	<u>(43,435)</u>	<u>-</u>	<u>221,593</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	230,770
Funds Receivable from the Ministry of Education	(9,177)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Library Relocation Stage 1		219420	(1,672)	241,558	(15,094)	-	224,792
A, G: Distribution Bd & Lighting Replacement		completed	(1,450)	1,073	377	-	-
Heating Replacements		completed	(714)	715	(1)	-	-
Storm Water, Drain, Sewer Remediation		221299	(1,250)	36,061	(32,177)	-	2,634
A, G, H Roof, Window & Cladding		221301	-	42,000	(7,864)	-	34,136
Staff Toilet Refurb		221298	-	-	(880)	-	(880)
Totals			<u>(5,086)</u>	<u>321,407</u>	<u>(55,639)</u>	<u>-</u>	<u>260,682</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	261,562
Funds Receivable from the Ministry of Education	(880)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,850	3,455
<i>Leadership Team</i>		
Remuneration	345,496	319,467
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	348,346	322,922

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 (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 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	140 - 150	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
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	1.00	-
	1.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People	-	-

20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

\$294,440 contract for the Library Relocation Stage 1 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$241,558 has been received of which \$22,832 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$47,553 contract for the Storm Water, Drain, Sewer Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$40,407 has been received of which \$40,547 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the A,G,H Roof, Window & Cladding as agent for the Ministry of Education. This project is fully funded by the Ministry and \$42,000 has been received of which \$29,956 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$75,000 contract for the Staff Toilet Refurb as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$9,037 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$294,440 contract for the Library Relocation Stage 1 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$241,558 has been received of which \$16,766 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$47,553 contract for the Storm Water, Drain, Sewer Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$36,061 has been received of which \$33,427 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the A,G,H Roof, Window & Cladding as agent for the Ministry of Education. This project is fully funded by the Ministry and \$42,000 has been received of which \$7,864 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the Staff Toilet Refurb as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$880 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Cash and Cash Equivalents	173,579	123,405	383,007
Receivables	57,451	47,490	57,543
Investments - Term Deposits	350,000	50,000	50,000
Total Financial assets measured at amortised cost	581,030	220,895	490,550

Financial liabilities measured at amortised cost

Payables	71,556	75,975	72,910
Finance Leases	20,742	22,707	9,521
Total Financial Liabilities Measured at Amortised Cost	92,298	98,682	82,431

23. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Napier region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

24. Comparatives

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

Ormond School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Warren Milligan	Presiding Member	Elected	Sep 2022
Jonathan Poole	Principal	ex Officio	
Sonia Gardner	Parent Representative	Elected	Sep 2025
Jerry Cook	Parent Representative	Elected	Sep 2025
Simon Bousfield	Parent Representative	Elected	Sep 2025
Damien Macpherson	Parent Representative	Elected	Sep 2025
Vicki Briant	Parent Representative	Elected	Sep 2022
Phylis Broughton	Parent Representative	Elected	Sep 2022
Erin Grey	Parent Representative	Elected	Sep 2022
Geoff Wright	Parent Representative	Elected	Sep 2022
Fiona McKibbin	Staff Representative	Elected	Sep 2025

Ormond School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,383 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Ormond School Board:

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ORMOND SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Ormond School (the School). The Auditor-General has appointed me, Talia Anderson-Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 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.

-22-

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, 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.



Talia Anderson-Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand



School name: Ormond School	School number: 2631
----------------------------	---------------------

Focus: Writing
Strategic Aim: To increase learner achievement in writing.
Annual Aim: All learners who are achieving 'well below' and 'below' Curriculum Expectations will have achieved accelerated (more than one year) progress over the year. Increase the number of learners achieving 'at' or 'above' the Curriculum Expectations.
Target: - All Students currently WELL BELOW or BELOW their expected Curriculum Expectations Level at the end of 2021 will have made more than one years progress by the end of 2022.
Baseline data: Beginning Data 2022 - based on the end of year 2021 Curriculum Expectations Data. End of 2021 data: End of 2021 data: Total of 107 learners enrolled at Ormond School, 20 have been at school less than 40 weeks and have been included in OTJ data. <ul style="list-style-type: none"> • 107 students • 14% (15/107) achieving Above the Curriculum expectations • 59% (66/107) achieving At the Curriculum expectations • 21% (23/107) achieving Below the Curriculum expectations • 6% (7/107) achieving Well Below the Curriculum expectations Māori Student Data: 41 students <ul style="list-style-type: none"> • 14% (6/41) achieving Above the Curriculum expectations • 53% (22/41) achieving At the Curriculum expectations

- 24% (10/41) achieving **Below** the Curriculum expectations
- 10% (4/41) achieving **Well Below** the Curriculum expectations

Asian Student Data

- 2 Students
- 100% (2/2) achieving **AT** the Curriculum expectations

Other data commentary: Female vs Male:

44 female: 32 **at and above** = 73%, 10 **below** = 23%, 2 **well below** = 5% vs 63 male: 41 **at and above** = 65%, 17 **below** = 27%, 2 **well below** = 3%

End of 2022 data:

Total of 99 learners enrolled at Ormond School, 11 have been at school less than 40 weeks and have been included in OTJ data.

- 99 students
- 4% (4/99) achieving **Above** the Curriculum expectations
- 68% (67/99) achieving **At** the Curriculum expectations
- 19% (19/99) achieving **Below** the Curriculum expectations
- 9% (3/99) achieving **Well Below** the Curriculum expectations

Māori Student Data:

43 students

- 0% (0/43) achieving **Above** the Curriculum expectations
- 60% (25/43) achieving **At** the Curriculum expectations
- 26% (11/43) achieving **Below** the Curriculum expectations
- 14% (6/43) achieving **Well Below** the Curriculum expectations

Asian Student Data

3 Students

- 100% (3/3) students achieving **AT** Curriculum expectations

Other data commentary: Female vs Male.

43 female (34 **at and above** = 79%, 8 **below** = 19%, 1 **well below** = 2%) vs 56 male (44 **at and above** = 79%, 10 **below** = 18%, 2 **well below** = 4%)

Actions (what did we do?)

- Teachers Aids to support classroom programmes.
Mrs Devine ran the Quick 60 programme. This involves reading and writing based around a series of books. Small groups of 4 learners and 8 from Rimu and 6 from Pohutukawa went through this with her. Mrs T took readers in Karaka and Kowhai. This helped with reading mileage and increased awareness of working with print.
- STEPS WEB -Online
This online programme was used with pohutukawa. The engagement was there but we failed to see the lift in spelling levels from this so was discontinued.
- Assessment For Learning.
These practices were used in all classrooms. Clarity on what was being taught was clear, success criteria set and children could say what they were learning and see the relevance - why. Professional Development by all staff helped here and conversations between teachers on the classroom practices helped focus the teaching.
- Resource Teacher of Literacy - RT Lit.
We were lucky enough to have Fiona McKibbon and Sharon Kelso come into our school and work with our learners in literacy. This was a 1 on 1 situation and promoted writing and reading with those students identified as being at risk of falling behind their levels. The work with students was alongside what was happening in the classroom and this made double dipping their learning. An accelerating practice.
- Daily writing in all classes.
This was happening as seen through observations by the Literacy Leader. Guided writing and reading with spelling and sounds learning to build writing skills happens on a daily basis in our school. Learning to write and writing to learn is developed across the school along with learning to read and reading to learn. Both writing and reading have a focus and a purpose.
- Reading Recovery.
Nicole Torrie trained in Reading Recovery and had 4 students work with her through the year.this is on a daily basis. This programme uses both reading and writing to lift the levels of the students who have had 2 years at school and have been identified as being at risk of falling behind. 1 student will be discontinued as they have reached an acceptable level and 3 students will be carried over to 2023 to complete their course
- Reading Recovery Small Groups.
Raquel Parsons took small groups of students each day to build their levels in reading and writing using the principles of Reading Recovery in a group situation. These students were younger than those on the Reading Recovery programme and was designed to be the stop gap before they slipped behind and needed Reading Recovery. We also received funding from the Kāhui Ako to fund a teacher to support re-engagement back into school. This funding was used to support our junior school with early literacy support.
- Writing Intervention.
Over the year Michelle Dodds took 14 students for writing intervention. This was to lift the levels of those who were teetering on the point of

falling behind their expected level. This small group intervention worked alongside the classroom programme building the confidence and knowledge of the learners. Using purposeful topics and oral language to support their writing made the students have greater success with their writing.

Outcomes (what happened?)

Our writing data is collected from our classroom writing programme. The writing is assessed through the content of the writing the students do. This includes ideas, organisation of these, sentence structure, spelling and language and structure - the type of writing and what it needs.

- 9 students have made accelerated progress
- 1 student went from Well Below to Below
- 6 students have moved from Below to At
- 2 students went from At to Above
- 9 students have made less than their expected progress and have dropped levels.
- 3 students went from Below to Well Below.
 - 1 of these students has been diagnosed as dyslexic and is receiving tutoring during class time from Freedom Literacy, paid by the parents.
 - 1 Student has been diagnosed as Autistic and needs longer processing time for learning.
 - 1 student has been screened by Freedom Literacy and may have dyslexia but has a high level of absenteeism and has retention problems for learning.
- 6 students went from At to Below.
 - 4 of these students have less than 90% attendance. 2 students do not easily communicate when in a learning situation and therefore will not ask for help or guidance.
 - 1 student has trouble maintaining focus on the task set and can be distributive in class, taking away the learning focus.
 - 2 of these students are receiving tuition from Freedom Literacy in school time, taking valuable classtime and this can put students feeling they are not keeping up with the class. These students have been at their expected level and have dropped and so we know that they can achieve at the expected level so they will be targeted learners in 2023
- 63 students maintained / made expected progress.

Reasons for the variance (why did it happen?)

There are 28 students at the end of 2022 that are Below and Well Below in writing.
10 students have been identified as making negative or positive shifts.

10 students are Well Below.

- 7 students have made progress but it has not been enough to lift their levels.
- 1 student while having positive shifts in social behaviour is still not able to manage focused learning in literacy enough to show as a learning level. This student has interventions from speech language and child development. Assessments have been done and reports are due next week. This will give us an idea if there are underlying problems due to cognitive development. This child has an application in for Ongoing Resource Funding - ORS which we hope will be favourably looked at.
- 1 student has been diagnosed as Autistic and needs longer processing time for learning.
- 2 students have trouble recalling learning and a referral to CHAMHs by family GP to see if there are barriers to this. These 2 students have a group referral with RTLb for sustained learning focus.
- 5 of these students have less than 90% attendance, again highlighting the need for good attendance to help with learning.
- 1 student has a hearing problem that has had a late diagnosis which has impacted on their learning.
- 3 students dropped their levels from Below to Well Below and all 3 have referrals into RTLb and RTILit.

18 students are Below in their writing levels

- 11 students maintained their levels only making expected progress.
- 6 students dropped from At to Below. We know that these students can be at their expected level and would look at lifting the expectations for these students.
- 1 student made accelerated progress and lifted from Well Below to Below.
- 2 of these students are Y1, with more than 40 weeks at school. They have dropped because they are placed AT for the first year but they have not made progress.
- 1 is not always ready to learn in the classroom situation and 1 is not yet comfortable to communicate freely with others, hindering learning.
- 11 of these students have attendance less than 90% - again this hinders progress.
- 4 students are Y5 students and the benchmark has been lifted for these students and change in genre for writing can have an impact on their levels.
- 4 students are Y2. Their main impact on their learning is their attendance and using the success criteria for increased awareness of their task.

Evaluation / Reflection

Writing levels have lifted from the end of 2021. This progress is due to literacy practices we have put in place to support and guide our learners in writing and reading. In 2023 we will be making sure we continue to analyse in depth the data obtained from our students to inform teaching next steps and not what they already can do. Finding ways to get the students to transfer their reading knowledge to their written knowledge and create engaged readers and writers will be ongoing in 2023. We are still not where we would like to be with 85% of our learners at or above their expected level.

Where to next?

- Reading Recovery will continue with Raquel Parsons retraining.
- Assessment For Learning practices continuing to give clarity to reading and writing and get students able to self assess and find their next learning.
- Beating the summer dip by teaching from the level they finish up at the end of 2022- keeping high expectations going.
- RTLit interventions and referrals for those students at risk of dropping below the expected level.
- Accelerated programme continuing with double dipping those students for increased enthusiasm and confidence with writing and reading.
- Monitoring of target learners done at staff meetings with ideas to move students shared.
- Using our data more deeply to find gaps and strengths in our students and to inform teaching and learning in our classrooms.
- Promote oral language as a way of increasing our written language. Develop the phonemic awareness of all students.
- Investigate spelling practices that could be implemented across the school.
- Making sure that learning tasks when away from the teacher are to support learning already done.
- Schoolwide inquiry on spelling rules to build the skill level of teachers.
- Investigate PLD specifically targeting writing and the teaching of writing.



School name: Ormond School	School number: 2631
Focus: Maths	
Strategic Aim: To increase learner achievement in Mathematics.	
Annual Aim: All learners who are achieving 'well below' and 'below' Curriculum Expectations will have achieved accelerated (more than one year) progress over the year. Increase the number of learners achieving 'at' or 'above' the Curriculum Expectations.	
Target: All Students currently WELL BELOW or BELOW their expected Curriculum Expectations Level at the end of 2020 will have made more than one years progress by the end of 2021.	
Baseline data: Beginning Data 2022 - based on the end of year 2021 Curriculum Expectations Data. End of 2021 data: Total of 107 learners enrolled at Ormond School, 20 have been at school less than 40 weeks and have been included in OTJ data. <ul style="list-style-type: none">• 107 students• 9% (10/107) achieving Above the Curriculum expectations• 71% (75/107) achieving At the Curriculum expectations• 17% (19/107) achieving Below the Curriculum expectations• 3% (3/107) achieving Well Below the Curriculum expectations Māori Student Data: 41 students <ul style="list-style-type: none">• 7% (3/41) achieving Above the Curriculum expectations• 59% (24/41) achieving At the Curriculum expectations• 32% (13/41) achieving Below the Curriculum expectations• 2% (1/41) achieving Well Below the Curriculum expectations	

Asian Student Data

- 2 Students
- 50% (2/2) students achieving **AT** the Curriculum expectations

Other data commentary: Other data commentary: Female vs Male.

- 44 female (1 **above** = 2%, 30 **at** = 69%, 12 **below** = 27%, 1 **well below** = 2%) vs 63 male (9 **above** = 14%, 45 **at** = 72%, 7 **below** = 11%, 2 **well below** = 3%)

End of 2022 data:

Total of 99 learners enrolled at Ormond School, 20 have been at school less than 40 weeks and have been included in OTJ data.

- 99 students
- 4% (4/99) achieving **Above** the Curriculum expectations
- 75% (74/99) achieving **At** the Curriculum expectations
- 14% (14/99) achieving **Below** the Curriculum expectations
- 7% (7/99) achieving **Well Below** the Curriculum expectations

Māori Student Data:

43 students

- 2% (31/43) achieving **Above** the Curriculum expectations
- 67% (29/43) achieving **At** the Curriculum expectations
- 19% (8/43) achieving **Below** the Curriculum expectations
- 12% (5/43) achieving **Well Below** the Curriculum expectations

Asian Student Data

- 3 Students
- 100% (3/3) students achieving **AT** the Curriculum expectations

Other data commentary: Other data commentary: Female vs Male.

- 43 female (30 **at** = 70%, 10 **below** = 23%, 3 **well below** = 7%) vs 56 male (4 **above** = 7%, 44 **at** = 79%, 4 **below** = 7%, 4 **well below** = 7%)

Actions (what did we do?)

- AFL practices used in maths lessons
- AFL modelling and PD
- Modelling Books used in classes
- Maths Week
- Data analysed and needs based lessons
- Teachers' inquiries based on maths and improved outcomes for students.
- Hands-on experiences and use of materials
- Introduction of "Talk Moves" for maths
- Digital devices used with online programmes- Maths Whizz, Math Hub
- Meaningful context for the learners.
- Front Loading for Senior students on new maths learning
- Accelerate teacher of maths
- Distance learning during lockdown
- Target learners were the focus of hub meetings where robust discussion was had about where these children were at, what has worked or not worked for them and what the teachers could try next to have a greater impact on their learning. These discussions are formalized each term in the tier support document.
- Maths lead teacher has done professional readings on dyscalculia and maths anxiety, this is yet to be explored as a whole staff.
- Maths moderation continues each data gathering cycle to ensure teachers OTJ accurately reflect the students achievement
- There has been a focus on introducing the mathematical strategy then using it in word problems in order for the learners to have to transfer their knowledge and apply it.
- Holiday maths challenge held in the October holidays, as we had held another successful Maths week with home challenges, then the following week we entered into another lockdown where parents were responsible for supporting home learning.
- Senior leaders attended a 3 day workshop "Leading through Learning" which is another powerful tool to grow capability with having important discussions that support teachers in order for them to support their learners to make accelerated progress.

Outcomes (what happened?)

Of the 99 learners...
4 learners are Above
74 learners are At
15 learners are below
6 learners are well below

The 99 learners includes 11 year 0/1 students who have not yet been at school for 1 year and so are all AT as they are yet to reach the end of their first year at school. We are closely monitoring the progress of 1 of these learners who just started school (7 weeks ago) and is currently at Stage 1 (should be Stage 2/3 after one year at school).

Please note: the target cohort has gone from 26 to 25, as one of the learners in this group is no longer at Ormond School.

5/6 of the target learner cohort who moved from Below to At mid-year, have maintained this.

- 2 of these learners are Māori.
- Assessment for learning pedagogy is becoming embedded in teacher practice and this is reflected in the progress of learners.
- Learning Journals allows students to clearly see where they are at, where they need to be and what they need to do to close this gap.
- For 3 of these learners, workshops have been structured to follow the same pattern - learn a strategy, practice equations and use it to solve word problems, with clear learning intentions and success criteria. These strategies have been revisited throughout term 3 and 4 so that knowledge is refreshed and practiced. Number knowledge and basic facts have also been focussed on during workshop time. The slides created with hybrid learning in mind for these workshops are accessible on the class website for anyone learning from home and for rewindable learning.
- For 1 of these learners, their positive attitude and engagement in workshops has been noticed. The model of learn it, practice it and prove it is working for them.
- 1 learner has a positive attitude and is engaged in Maths and has been able to transfer strategy knowledge to solving word problems which has been a group focus.
- The Maths Whizz programme has been engaging for these learners and as it is based on the New Zealand Maths Curriculum, it supports what is being learnt in classes and is accessible from home.

1 learner from the target learner cohort has moved from Well Below to Below.

- This learner's attendance is at 76% (nearly 1 term absent - MOE recommends 95%), however attendance has been more consistent in the second half of the year. While they are still not achieving at the expected level, they have made accelerated progress (1 year's progress in 6 months). This learner has an improved attitude towards Maths and is making more of an effort to get involved in group instruction and discussions.

1 learner from the target cohort who had moved to At mid year, is now Below.

- This learner was new to the school at the very end of last year, has a good attitude towards Maths but lacks confidence.

1 learner is now Below who was not in the original target cohort.

- This learner has not made expected progress, due to attitude and effort. Their confidence holds them back and they prefer not to answer questions.

1 learner has gone from Below to Well Below

- This learner attends Reading Recovery at Maths time, so they miss some sessions. They are slow at processing and easily distracted during group instruction.

Reasons for the variance (why did it happen?)

Of the other 17 learners currently identified as Below or Well Below:

- 2 learners did not make expected progress and historically tend to teeter between below and at. Their attention to number strategies is varied at instruction time. Attitudes can hinder involvement in discussions.
- 1 learner who is diagnosed with autism is part of a group referral to RTLB.
- 1 learner who is not diagnosed yet, is under child development, speech therapy, psychologist and has teacher aide support to monitor behaviour. This learner has only had full days at school in the second half of the year.
- 1 learner is transient, having left Ormond School at the end of last year and starting back at Ormond School again in Term 3. This learner has a good attitude towards Maths but is not retaining new knowledge or strategies, despite repeated attempts.
- 1 learner is new to school this year. They have poor attendance at 56% (nearly 2 terms absent, MOE recommends 95%), with little schooling prior to starting at Ormond School. It has recently been discovered that they are deaf in one ear, we are waiting to be advised on a hearing aid. They have made some progress and effort and attitude towards Maths has improved greatly.
- 1 learner has health issues and poor attendance at 82% (MOE recommends 95%). Their effort and attitude towards Maths hinders their progress.
- 1 learner has been picked up by RTLB, parents have made a referral through their GP for an assessment and we are now waiting for this to happen.
- 1 learner has a diagnosis for trauma, we are awaiting further information around next steps and support. They are in Reading Recovery so miss some Maths sessions, and miss Friday sessions due to Speech Therapy.
- 1 learner has a good attitude to Maths but finds it hard to focus, needs lots of repetition for new learning to be cemented, has made some progress but overall, not the expected rate of progress.
- 1 learner has poor attendance at 79% (MOE recommends 95%). Their attitude and effort hinders their progress.
- 1 learner has poor attendance at 81%. They miss some Maths sessions due to Reading Recovery and their attitude and effort hinders their progress.
- 1 learner, new to our school at the very end of last year, has poor attendance at 80% (MOE recommends 95%). It has recently been discovered that they are deaf in one ear and we are waiting to be advised on a hearing aid. They have a poor attitude towards school and learning.
- 1 learner has poor attendance at 76% (nearly 1 term, MOE recommends 95%). They have made expected progress, but not accelerated progress and therefore remain below.
- 1 learner has poor attendance at 87% (MOE recommends 95%). This learner lacks confidence and while they have made expected progress they remain below as they did not make accelerated progress.
- 1 learner has low attendance at 85% (MOE recommends 95%). They have a good attitude to Maths and have made expected progress, but not accelerated progress.
- 1 learner has been recently diagnosed with dyslexia, has had family trauma and has low confidence. They have made expected progress, but not accelerated progress and therefore remain below.

Evaluation / Reflection

We need to ensure target learners continue to make the accelerated progress required to reach the end of the year benchmarks by checking in regularly with classroom teachers as to how the target learners are going and what they need support with (both teacher and learner) as there will be no specialist teacher double dosing in term 3.

Target learners were the focus of hub meetings where robust discussion was had about where these children were at, what has worked or not worked for them and what the teachers could try next to have a greater impact on their learning. These discussions are formalized each term in the tier support document.

We will investigate Dyscalculia and Maths Anxiety to see what effective strategies we can implement into classroom practice to support learners, and ensure that we continue to triangulate data so that we are not basing a student's achievement level on just one test but putting weight to teachers observations of what these students are doing in the more relaxed setting of the classroom and small and individual teaching situations.

Continue with AFL PLD which is currently working to upskill all staff with practice analyse conversations so staff members can observe each other and help them set next steps to help improve learning outcomes for all students. This will then continue with Effective Feedback.

Continue to focus on Māori learners and aim to accelerate the progress of these learners to better match the whole school achievement rates, some Maori learners have made accelerated progress, new enrolments have affected the total percentages in this cohort. Assessment for learning practices has led to accelerated progress for some Māori learners.

Where to next?

Continue to embed AFL pedagogy into our teaching practice

- Conduct our own observations and PACs
- Continue to be supported by the Kahui Ako
- Continue to promote key learning messages and shared language of learning schoolwide

Areas of Need identified: (to be developed into Teacher Inquiries in 2023)

- Year 5/6
 - Basic facts knowledge needs to be cemented
 - Use of problem solving word problems/real life Maths
- Year 4
 - Stage 5/6 strategies - moving on from counting on/back, place value and imaging
 - Fractions
 - Continued word problems/real life Maths situations
- Year 3

- Basic facts
- Higher level strategies eg. using multiplication instead of repeated addition
- Continued word problems/real life Maths situations.

- Year2/3
 - Basic facts
 - Multiplication/division strategies

- Year 0/1
 - Number knowledge and strategies
 - Basic Facts

Double dosing of Maths for target learners

- If the budget allows, a specialist teacher working with target learners in Maths would be beneficial to help accelerate learning

Contact the Kahui Ako early next year about support/resources/PLD in basic facts and proportions and ratios.

- Investigate Dyscalculia and Maths Anxiety to see what effective strategies we can implement into classroom practice to support learners.



School name: Ormond School	School number: 2631
----------------------------	---------------------

Focus: Reading
Strategic Aim: To increase learner achievement in Reading
Annual Aim: All learners who are achieving 'well below' and 'below' Curriculum Expectations will have achieved accelerated (more than one year) progress over the year. Increase the number of learners achieving 'at' or 'above' the Curriculum expectations.
Target: - All Students currently WELL BELOW or BELOW their expected Curriculum Expectations Level at the end of 2020 will have made more than one years progress by the end of 2022.
Baseline data: Beginning Data 2022 - based on the end of year 2021 Curriculum Expectations Data. End of 2021 data: Total of 107 learners enrolled at Ormond School, 20 have been at school less than 40 weeks and have been included in OTJ data. <ul style="list-style-type: none"> • 107 students • 32% (36/107) achieving Above the Curriculum expectations • 50.0% (55/107) achieving At the Curriculum expectations • 16.0% (18/107) achieving Below the Curriculum expectations • 2% (2/107) achieving Well Below the Curriculum expectations Māori Student Data: 41 students <ul style="list-style-type: none"> • 31% (13/41) achieving Above the Curriculum expectations • 38% (16/41) achieving At the Curriculum expectations • 29% (12/41) achieving Below the Curriculum expectations • 2% (1/41) achieving Well Below the Curriculum expectations

Asian Student Data

2 Students

- 100% (2/2) students achieving **Above** Curriculum expectations

Other data commentary: Female vs Male.

44 female (37 **at and above** = 84%, 5 **below** = 11%, 2 well **below** = 5%) vs 63 male (54 **at and above** = 83%, 31 **at** = 48%, 8 **below** = 14%, 3 well **below** = 5%)

End of 2022 data:

Total of 99 learners enrolled at Ormond School, 11 have been at school less than 40 weeks and have been included in OTJ data.

- 99 students
- 23% (23/99) achieving **Above** the Curriculum expectations
- 56.0% (55/99) achieving **At** the Curriculum expectations
- 18.0% (18/99) achieving **Below** the Curriculum expectations
- 3% (3/99) achieving **Well Below** the Curriculum expectations

Māori Student Data:

43 students

- 19% (8/43) achieving **Above** the Curriculum expectations
- 50% (21/43) achieving **At** the Curriculum expectations
- 26% (11/43) achieving **Below** the Curriculum expectations
- 5% (2/43) achieving **Well Below** the Curriculum expectations

Asian Student Data

3 Students

- 67% (2/3) students achieving **Above** Curriculum expectations
- 33% (1/3) students achieving **AT** Curriculum expectations

Other data commentary: Female vs Male.

43 female (34 **at and above** = 79%, 8 **below** = 19%, 1 well **below** = 2%) vs 56 male (44 **at and above** = 79%, 10 **below** = 6%, 2 well **below** = 4%)

Actions (what did we do?)

- Teachers Aids supporting class programmes.
- AFL practices in classrooms
- RT Lit working with students
- Reading recovery with students -4 Students + 4 in a group situation.
- Use of digital devices for building vocab and listening to good reading
- Careful choice of books for classroom lessons.
- Online programmes for promoting reading.
- A wide variety of reading approaches used to meet the identified target learning areas of the students.
- Planning guided reading lessons daily in each class
- High Interest books
- Use of Blooms higher thinking skills with higher readers
- Sets of books , rented high interest used in Rimu and Pohutukawa
- Multimodal - T shaped literacy used in Rimu, this is to broaden and widen reading sources, eg videos, article, journals, poems all on the same theme.
- Structured Literacy PD, undertaken all staff

Outcomes (what happened?)

Shifts for 99 students:

71 have made expected progress and maintained their level.

12 have made a positive shift

7 Have made a negative shift

9 students have no comparison data from mid year.

12 Students have made a positive shift. This is accelerated progress.

- 4 students went from Well Below to Below- While still being below their expected level this is a great improvement.
- 5 Students went from Below to At their expected level, this level needs to be maintained.
- 3 Students went from At to Above expected level.

7 Students have not made progress at all and this has caused them to drop in their levels.

- 1 Student went from Below to Well Below. This student has had 83% attendance, they are having intervention with speech language and have had an assessment with family trauma being identified as a barrier to learning. This child has been referred to the Resource Teachers For Learning Behaviour- RTLB as a group referral to help with learning. This student becomes a Target student in 2023.
- 4 Students went from At to Below- These students had attendance of 87%, 85%, 82%, 75% attendance. This is less than the 90% needed for consistent learning. This is a major concern. One of these students finds it difficult to be an active participant with their learning. One of these

students is not always ready to learn. 2 of these students have RTLB group referrals and are being monitored for transition into new classes for 2023. These students become target students in 2023

- 2 Students went from Above to At. - 1 student had attendance of 88% and the other 96%. These 2 students are both quiet learners and do not always ask for help when they are unsure of what is expected. They both have supportive homes and enjoy reading. While the drop in their levels does not place them in a level that is below where they should be, these students will become Target students in 2023 .

There are 21 students at the end of 2022 that are Below and Well Below in Reading.

7 students have been identified as making negative or positive shifts.

2 Students are Well Below:

- 1 student while having positive shifts in social behaviour is still not able to manage focused learning in literacy enough to show as a learning level. This student has interventions from speech language and child development. Assessments have been done and reports are due next week. This will give us an idea if there are underlying problems due to cognitive development. This child has an application in for Ongoing Resource Funding - ORS which we hope will be favourably looked at.
- 1 student has trouble recalling learning and a referral to CHAMHs by family GP to see if there are barriers to this. This child has a group referral in with RTLB for sustained learning focus

18 students are Below

- 1 student is new to the school and has come in with low levels in literacy.
- 12 of these students have attendance of less than 90%, Ranging from 55% - 85% . This is a large amount of time to be absent from learning
- 2 of these students have been identified by outside agencies as having dyslexia. They are receiving extra tuition during school time in the form of Structured Literacy. This is during class time and does not always follow the classroom program but the direction of the structured Literacy Program. From these 12 interventions including Reading Recovery in Small Groups, Resource Teacher of Literacy (RTLit) have been involved. It is frustrating when these students are not at school for these interventions and this is where lack of progress is noted.
- 2 of these students have been identified as having a hearing problem that has only just been picked up. This has made an impact as to what they have heard from guided lessons in class.
- 1 student is classified as autistic and although has made accelerate progress is still not yet achieved at the expected level
- 11/18 students have Maori as their ethnicity and are the classroom programmes catering for their way of learning?
- Y1 - 3 Students, Y2 - 3 students, Y3 - 4 students, Y4 -5 students, Y5 -3 students - Year 4 area is where the need to bring in interventions to help raise these levels.

Reasons for the variance (why did it happen?)

Of the current 21 learners identified as below or well below

- 1 student while having positive shifts in social behaviour is still not able to manage focused learning in literacy enough to show as a learning level. This student has interventions from speech language and child development. Assessments have been done and reports are due next week. This will give us an idea if there are underlying problems due to cognitive development. This child has an application in for Ongoing Resource Funding - ORS which we hope will be favourably looked at.
- 1 student has trouble recalling learning and a referral to CAMHs by family GP to see if there are barriers to this. This child has a group referral in with RTLB for sustained learning focus
- 1 student is new to the school and has come in with low levels in literacy.
- 13 of these students have attendance of less than 90%, Ranging from 55% - 85% . This is a large amount of time to be absent from learning
- 2 of these students have been identified by outside agencies as having dyslexia. They are receiving extra tuition during school time in the form of Structured Literacy. This is during class time and does not always follow the classroom program but the direction of the structured Literacy Program. From these 12 interventions including Reading Recovery in Small Groups, Resource Teacher of Literacy (RTLit) have been involved. It is frustrating when these students are not at school for these interventions and this is where lack of progress is noted.
- 2 of these students have been identified as having a hearing problem that has only just been picked up. This has made an impact as to what they have heard from guided lessons in class.
- 1 student is classified as autistic and although has made accelerate progress is still not yet achieved at the expected level
- 11/18 students have Maori as their ethnicity and are the classroom programmes catering for their way of learning?
- Y1 - 3 Students, Y2 - 3 students, Y3 - 4 students, Y4 -5 students, Y5 -3 students - Year 4 area is where the need to bring in interventions to help raise these levels.
- Raised levels were designed for engagement of readers.
- Regular - daily guided lessons.
- Reading recovery practices in classrooms
- Family and whanau are kept involved with the students' progress and how they can help at home.
- Promoted reading in classrooms
- Celebrated reading progress
- Extra learning activities are more linked to the reading focus.
- Students have clarity in their reading lessons and activities.
- Observations of good practices helped with teacher knowledge
- PM books online are available for all students
- PLD with Janet Craigie (Reading Recovery Tutor) for Junior teachers

Evaluation / Reflection

Reading is a strength at Ormond School.

Teacher's knowledge in how to teach reading is excellent and have effective classroom programmes has increased

AFL practices were used in Reading.

Observations of good practices and teachers videoing and reflecting on their teaching has helped build confidence and reinforce teacher

capabilities.

The Quick 60 programme has continued to be effective, even if large shifts are not seen, the double dosing is giving a solid base to these students. STEPs Web gave us free licences.

Many of the students who have come to Ormond School this year have levels lower than we would expect and this has had an effect on our data. Reading levels have improved from mid year where we saw a drop from the end of 2021.

We need to keep this going as we are not at a stage where we like to be with 85% of our learners at or above the expected reading level.

Where to next?

- Identified needs early in the new year from assessments at the end of this year.
- Targeted teaching to the needs of the students.
- Guided reading taken on a daily basis
- Learning Pathways from what we expect to see at levels (Connected to OTJ document)
- Purchasing of up to date readers - chosen by classroom teachers
- Discuss target students as a whole staff more regularly
- Effective feedback and assessment practices to and for learners
- Accelerated reading groups - double dosing
- Reading Recovery continuing - Training teacher and continuing contact group intervention
- RT Lit continuing
- Continue with mixed ability grouping in senior class
- Learners know their reading progressions and where to next
- Reading Observations by Teachers between classes
- Greater student agency actions around goal setting
- Use of quick 60 programme in classrooms for teachers and support staff
- Multimodal approach in the Senior Room continued for increased engagement and levels.
- Continue with AFL PLD, the results of the embedding of the AFL pedagogy are showing in the rates of accelerated progress in mathematics
- Continue to resource a specialist teacher for double dosing of target learners
- Look at the assessment schedule (across all curriculum areas (not just reading) and see what is fit for purpose and what is not and what we can change or improve with our data collection
- More sharing of assessment information with our learners
- Utilise the Kāhui Ako to support PLD in structured literacy