



CAMBRIDGE EAST SCHOOL

Kemureti ki te Rawhiti

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1700

Principal: Hamish Fenemor

School Address: Williams Street
Cambridge 3434

School Phone: 07 827 7651

School Email: office@cambridgeeast.school.nz

Accountant / Service Provider: Canterbury Education Services (CES)



CAMBRIDGE EAST SCHOOL

Annual Report - For the year ended 31 December 2022

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Cambridge East School

Members of the Board of Trustees

For the year ended 31 December 2022

| Name | Position | How Position Gained | Term Expires |
|----------------|------------------|---------------------|--------------|
| Paul Gascoigne | Presiding Member | Elected | Sep 2025 |
| Hamish Fenemor | Principal | ex Officio | |
| Rachel Wallis | Parent Rep | Elected | Sep 2025 |
| Amanda Abbott | Parent Rep | Elected | Sep 2025 |
| Matt Brown | Parent Rep | Elected | Sep 2025 |
| Sarah Nelson | Parent Rep | Elected | Sep 2025 |
| Robert Wells | Parent Rep | Elected | Sep 2025 |
| Renae Townsend | Staff Rep | Elected | Sep 2022 |
| Wayne Maher | Parent Rep | Elected | Jun 2022 |
| Matt Clarke | Parent Rep | Elected | Jun 2022 |
| Roger Scott | Parent Rep | Elected | Jun 2022 |
| Helen Edwards | Staff Rep | Elected | Jun 2022 |



Cambridge East School

Statement of Responsibility

For the year ended 31 December 2022

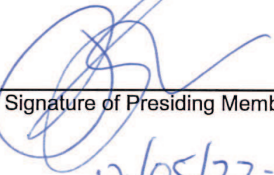
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

PAUL ANDREU GASCOIGNE
Full Name of Presiding Member


Signature of Presiding Member

17/05/23
Date:

HANINA BENJAMIN FENEMOR
Full Name of Principal


Signature of Principal

17/5/23
Date:

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

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|-------------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 3,652,650 | 3,160,861 | 3,435,169 |
| Locally Raised Funds | 3 | 160,515 | 187,000 | 154,191 |
| Interest Income | | 181 | - | 129 |
| Total Revenue | | 3,813,346 | 3,347,861 | 3,589,489 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 40,191 | 10,000 | 35,315 |
| Learning Resources | 4 | 2,749,651 | 2,453,164 | 2,691,763 |
| Administration | 5 | 239,760 | 211,651 | 198,310 |
| Finance | | 2,198 | 2,682 | 4,160 |
| Property | 6 | 828,693 | 669,772 | 735,002 |
| Loss on Disposal of Property, Plant and Equipment | | 6,125 | - | 16,408 |
| | | 3,866,618 | 3,347,269 | 3,680,958 |
| Net Surplus / (Deficit) for the year | | (53,272) | 592 | (91,469) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | (53,272) | 592 | (91,469) |

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



Cambridge East School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 127,238 | 105,374 | 189,803 |
| Total comprehensive revenue and expense for the year | | (53,272) | 592 | (91,469) |
| Contributions from the Ministry of Education | | - | - | 28,904 |
| Contribution - Furniture and Equipment Grant | | 18,640 | - | - |
| Contribution - Te Mana Tuhono | | - | - | - |
| Equity at 31 December | | 92,606 | 105,966 | 127,238 |
| Accumulated comprehensive revenue and expense | | 92,606 | 105,966 | 127,238 |
| Reserves | | - | - | - |
| Equity at 31 December | | 92,606 | 105,966 | 127,238 |

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.



Cambridge East 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 | 99,085 | 1,103 | 161,234 |
| Accounts Receivable | 8 | 223,847 | 169,572 | 170,072 |
| GST Receivable | | 10,595 | - | 32,686 |
| Prepayments | | 16,665 | - | 17,300 |
| Inventories | 9 | 6,744 | 7,688 | 7,688 |
| Funds Receivable for Capital Works Projects | 15 | - | - | 797 |
| | | <u>356,936</u> | <u>178,363</u> | <u>389,777</u> |
| Current Liabilities | | | | |
| Accounts Payable | 11 | 414,385 | 346,553 | 345,768 |
| Revenue Received in Advance | 12 | 2,966 | - | 8,039 |
| Provision for Cyclical Maintenance | 13 | - | 12,081 | 19,881 |
| Finance Lease Liability | 14 | 8,622 | - | 21,674 |
| Funds held for Capital Works Projects | 15 | - | - | 86,251 |
| Funds held on behalf of COL Cluster | 16 | 178,058 | - | 121,630 |
| | | <u>604,031</u> | <u>358,634</u> | <u>603,243</u> |
| Working Capital Surplus/(Deficit) | | (247,095) | (180,271) | (213,466) |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 10 | 375,411 | 339,807 | 377,800 |
| | | <u>375,411</u> | <u>339,807</u> | <u>377,800</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 13 | 34,969 | 27,754 | 27,754 |
| Finance Lease Liability | 14 | 741 | 25,816 | 9,342 |
| | | <u>35,710</u> | <u>53,570</u> | <u>37,096</u> |
| Net Assets | | <u><u>92,606</u></u> | <u><u>105,966</u></u> | <u><u>127,238</u></u> |
| Equity | | <u><u>92,606</u></u> | <u><u>105,966</u></u> | <u><u>127,238</u></u> |

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



Cambridge East 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 | | 684,958 | 648,485 | 586,231 |
| Locally Raised Funds | | 139,261 | 179,461 | 162,935 |
| Goods and Services Tax (net) | | 22,091 | 32,686 | (22,002) |
| Payments to Employees | | (461,397) | (409,011) | (502,076) |
| Payments to Suppliers | | (332,717) | (329,585) | (333,179) |
| Interest Paid | | (2,198) | (2,682) | (4,160) |
| Interest Received | | 181 | - | 129 |
| Net cash from/(to) Operating Activities | | 50,179 | 119,354 | (112,122) |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (61,649) | (67,201) | (73,548) |
| Net cash from/(to) Investing Activities | | (61,649) | (67,201) | (73,548) |
| Cash flows from Financing Activities | | | | |
| Capital Contribution from Ministry of Education | | - | - | 28,904 |
| Finance Lease Payments | | (21,653) | (5,200) | (20,737) |
| Funds Administered on Behalf of Third Parties | | (29,026) | (207,084) | 340,365 |
| Net cash from/(to) Financing Activities | | (50,679) | (212,284) | 348,532 |
| Net increase/(decrease) in cash and cash equivalents | | (62,149) | (160,131) | 162,862 |
| Cash and cash equivalents at the beginning of the year | 7 | 161,234 | 161,234 | (1,628) |
| Cash and cash equivalents at the end of the year | 7 | 99,085 | 1,103 | 161,234 |

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.



Cambridge East School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Cambridge East 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 13.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

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) Finance Lease Payments

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



e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|------------------------------------------|-------------------------|
| Building improvements | 10-40 years |
| Board Owned Buildings | 10-40 years |
| Furniture and equipment | 4-15 years |
| Information and communication technology | 4 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |



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

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

Non cash generating assets

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

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

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

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

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) 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.

m) Funds Held in Trust

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

n) Funds held for Capital works

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



o) 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, all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense.

p) 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 school carries out painting maintenance of the whole school over a 7 to 15 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.

q) Financial Instruments

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

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

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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



2. Government Grants

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|-------------------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Government Grants - Ministry of Education | 740,263 | 687,563 | 713,851 |
| Teachers' Salaries Grants | 2,290,777 | 2,020,000 | 2,177,520 |
| Use of Land and Buildings Grants | 621,610 | 453,298 | 543,798 |
| | <u>3,652,650</u> | <u>3,160,861</u> | <u>3,435,169</u> |

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 | 51,373 | 74,000 | 68,489 |
| Curriculum related Activities - Purchase of goods and services | 58,246 | 18,000 | 30,718 |
| Fees for Extra Curricular Activities | 326 | - | 1,648 |
| Trading | 30,450 | 31,000 | 11,061 |
| Other Revenue | 20,120 | 64,000 | 42,275 |
| | <u>160,515</u> | <u>187,000</u> | <u>154,191</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 29,954 | - | 21,574 |
| Trading | 9,809 | 10,000 | 12,580 |
| Other Locally Raised Funds Expenditure | 428 | - | 1,161 |
| | <u>40,191</u> | <u>10,000</u> | <u>35,315</u> |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>120,324</u> | <u>177,000</u> | <u>118,876</u> |

4. Learning Resources

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|------------------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Curricular | 33,156 | 90,350 | 42,392 |
| Information and Communication Technology | 9,646 | 8,000 | 8,648 |
| Library Resources | 7,927 | 11,000 | 9,606 |
| Employee Benefits - Salaries | 2,605,436 | 2,216,370 | 2,531,902 |
| Staff Development | 14,933 | 17,250 | 17,037 |
| Depreciation | 78,553 | 110,194 | 82,178 |
| | <u>2,749,651</u> | <u>2,453,164</u> | <u>2,691,763</u> |



5. Administration

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Audit Fee | 5,575 | 5,408 | 5,408 |
| Board Fees | 5,040 | 4,500 | 5,535 |
| Board Expenses | 2,633 | 3,200 | 1,522 |
| Communication | 3,215 | 4,561 | 4,263 |
| Consumables | 893 | 1,500 | 1,313 |
| Other | 41,167 | 43,720 | 38,863 |
| Employee Benefits - Salaries | 158,132 | 129,762 | 114,712 |
| Insurance | 10,806 | 9,500 | 9,964 |
| Service Providers, Contractors and Consultancy | 12,299 | 9,500 | 16,730 |
| | 239,760 | 211,651 | 198,310 |

6. Property

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 19,948 | 21,400 | 20,843 |
| Consultancy and Contract Services | 51,826 | 49,820 | 46,597 |
| Cyclical Maintenance Provision | 10,474 | 16,474 | (2,548) |
| Grounds | 10,956 | 7,000 | 6,952 |
| Heat, Light and Water | 26,840 | 23,400 | 27,284 |
| Rates | 7,969 | 5,600 | 3,991 |
| Repairs and Maintenance | 31,687 | 34,000 | 30,169 |
| Use of Land and Buildings | 621,610 | 453,298 | 543,798 |
| Security | 348 | 3,348 | 1,667 |
| Employee Benefits - Salaries | 47,035 | 55,432 | 56,249 |
| | 828,693 | 669,772 | 735,002 |

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 | 99,085 | 1,103 | 161,234 |
| Cash and cash equivalents for Statement of Cash Flows | 99,085 | 1,103 | 161,234 |

Of the \$99,085 Cash and Cash Equivalents, \$178,058 should be held by the School on behalf of the COL cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.



8. Accounts Receivable

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--------------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Receivables | 16,681 | - | 500 |
| Teacher Salaries Grant Receivable | 207,166 | 169,572 | 169,572 |
| | <u>223,847</u> | <u>169,572</u> | <u>170,072</u> |
| Receivables from Exchange Transactions | 16,681 | - | 500 |
| Receivables from Non-Exchange Transactions | 207,166 | 169,572 | 169,572 |
| | <u>223,847</u> | <u>169,572</u> | <u>170,072</u> |

9. Inventories

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|-----------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Stationery | 506 | 7,688 | 464 |
| School Uniforms | 6,238 | - | 7,224 |
| | <u>6,744</u> | <u>7,688</u> | <u>7,688</u> |

10. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---------------------------------------------|--------------------------|---------------|----------------|------------|-----------------|----------------|
| 2022 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 141,989 | 16,155 | (4,860) | | (12,595) | 140,689 |
| Furniture and Equipment | 145,529 | 36,987 | (1,063) | | (25,982) | 155,471 |
| Information and Communication Technology | 37,952 | 22,513 | (202) | | (15,564) | 44,699 |
| Leased Assets | 29,486 | 1 | | | (20,727) | 8,760 |
| Library Resources | 22,844 | 7,369 | (736) | | (3,685) | 25,792 |
| Balance at 31 December 2022 | <u>377,800</u> | <u>83,025</u> | <u>(6,861)</u> | <u>-</u> | <u>(78,553)</u> | <u>375,411</u> |

The net carrying value of equipment held under a finance lease is \$8,760 (2021: \$29,486)

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 | Accumulated | Net Book | Cost or | Accumulated | Net Book |
| | Valuation | Depreciation | Value | Valuation | Depreciation | Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 403,554 | (262,865) | 140,689 | 403,924 | (261,935) | 141,989 |
| Furniture and Equipment | 390,536 | (235,065) | 155,471 | 386,634 | (241,105) | 145,529 |
| Information and Communication T | 102,062 | (57,363) | 44,699 | 149,170 | (111,218) | 37,952 |
| Leased Assets | 85,691 | (76,931) | 8,760 | 108,103 | (78,617) | 29,486 |
| Library Resources | 110,760 | (84,968) | 25,792 | 106,833 | (83,989) | 22,844 |
| Balance at 31 December | 1,092,603 | (717,192) | 375,411 | 1,154,664 | (776,864) | 377,800 |

11. Accounts Payable

| | 2022 | 2022 | 2021 |
|-------------------------------------------------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | (Unaudited) | (Unaudited) | |
| | \$ | \$ | \$ |
| Creditors | 170,519 | 167,006 | 149,006 |
| Accruals | 5,568 | 5,407 | 5,407 |
| Banking Staffing Overuse | 26,495 | - | 17,215 |
| Employee Entitlements - Salaries | 207,166 | 169,572 | 169,572 |
| Employee Entitlements - Leave Accrual | 4,637 | 4,568 | 4,568 |
| | <u>414,385</u> | <u>346,553</u> | <u>345,768</u> |
| Payables for Exchange Transactions | 414,385 | 346,553 | 345,768 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | | | |
| Payables for Non-exchange Transactions - Other | | | |
| | <u>414,385</u> | <u>346,553</u> | <u>345,768</u> |

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

| | 2022 | 2022 | 2021 |
|--------------------------|--------------|-------------|--------------|
| | Actual | Budget | Actual |
| | (Unaudited) | (Unaudited) | |
| | \$ | \$ | \$ |
| Other revenue in Advance | 2,966 | - | 8,039 |
| | <u>2,966</u> | <u>-</u> | <u>8,039</u> |



13. Provision for Cyclical Maintenance

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|-------------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 47,635 | 47,635 | 72,283 |
| Increase to the Provision During the Year | 10,474 | 15,320 | (2,548) |
| Use of the Provision During the Year | (23,140) | (23,120) | (22,100) |
| Provision at the End of the Year | <u>34,969</u> | <u>39,835</u> | <u>47,635</u> |
| Cyclical Maintenance - Current | - | 12,081 | 19,881 |
| Cyclical Maintenance - Non current | 34,969 | 27,754 | 27,754 |
| | <u>34,969</u> | <u>39,835</u> | <u>47,635</u> |

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan/painting quote.

14. 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 | 9,011 | - | 23,836 |
| Later than One Year and no Later than Five Years | 764 | - | 9,782 |
| Future Finance Charges | (412) | - | (2,602) |
| | <u>9,363</u> | <u>-</u> | <u>31,016</u> |
| Represented by | | | |
| Finance lease liability - Current | 8,622 | - | 21,674 |
| Finance lease liability - Non current | 741 | - | 9,342 |
| | <u>9,363</u> | <u>-</u> | <u>31,016</u> |

15. Funds Held for Capital Works Projects

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

| 2022 | Opening Balances | Receipts from MoE | Payments | Board Contributions | Closing Balances |
|----------------------|---------------------|----------------------|------------------|------------------------|---------------------|
| | \$ | \$ | \$ | \$ | \$ |
| Block C Grants | - | - | - | - | - |
| New Build Classrooms | (797) | - | - | 797 | - |
| Admin Upgrade | 86,251 | 63,732 | (156,526) | 6,543 | - |
| Totals | <u>85,454</u> | <u>63,732</u> | <u>(156,526)</u> | <u>7,340</u> | <u>-</u> |



| 2021 | Opening Balances | Receipts from MoE | Payments | Board Contributions | Closing Balances |
|----------------------|------------------|-------------------|-----------|---------------------|------------------|
| | \$ | \$ | \$ | \$ | \$ |
| New Build Classrooms | (797) | | | - | (797) |
| Admin Upgrade | (27,275) | 426,839 | (313,314) | - | 86,251 |
| MOE Fire Alarm | - | 2,530 | (2,530) | - | - |
| Cylinders and Keys | - | 580 | (580) | - | - |
| Totals | (28,072) | 429,949 | (316,424) | - | 85,454 |

16. Funds Held on Behalf of COL Cluster

Cambridge East School is the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry.

| | 2022 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|--------------------------------------|-------------|-------------------------|-------------|
| | \$ | \$ | \$ |
| Funds Held at Beginning of the Year | 121,630 | - | - |
| Funds Received from Cluster Members | 44,682 | - | 144,387 |
| Funds Received from MOE | 72,200 | - | |
| Funds Received from Slanza | - | - | 23,000 |
| Total funds received | 116,882 | - | 167,387 |
| Funds Spent on Behalf of the Cluster | 60,454 | - | 45,757 |
| Funds remaining | 56,428 | - | 121,630 |
| Funds Held at Year End | 178,058 | - | 121,630 |

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

| | 2022 Actual \$ | 2021 Actual \$ |
|------------------------------------------------------------------------|-------------------------------|-------------------------------|
| <i>Board Members</i> Remuneration | 5,040 | 5,535 |
| <i>Leadership Team</i> Remuneration Full-time equivalent members | 633,290 5 | 630,773 5 |
| Total key management personnel remuneration | 638,330 | 636,308 |

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

Principal

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

| | 2022 Actual \$000 | 2021 Actual \$000 |
|--------------------------------------------------|----------------------------------|----------------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 170 - 180 | 170 - 180 |
| Benefits and Other Emoluments | 4 - 5 | 4 - 5 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2022 FTE Number | 2021 FTE Number |
|-----------------------|----------------------------|----------------------------|
| 100-110 | 4 | 2 |
| 110-120 | 1 | 2 |
| 120-130 | 1 | 1 |
| | 6 | 5 |

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 contingent assets (except as noted below). (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

The Ministry'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.

Contingent Asset

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.

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 has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2022

(Capital commitments at 31 December 2021: \$85,454)

(b) Operating Commitments

There are no operating commitments as at 31 December (operating commitments as 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 Actual | 2022 Budget (Unaudited) | 2021 Actual |
|---------------------------------------------------|----------------|-------------------------------|----------------|
| Cash and Cash Equivalents | \$ 99,085 | \$ 1,103 | \$ 161,234 |
| Receivables | 223,847 | 169,572 | 170,072 |
| Total Financial assets measured at amortised cost | <u>322,932</u> | <u>170,675</u> | <u>331,306</u> |

Financial liabilities measured at amortised cost

| | | | |
|--------------------------------------------------------|----------------|----------------|----------------|
| Payables | 414,385 | 346,553 | 345,768 |
| Finance Leases | 9,363 | 25,816 | 31,016 |
| Total Financial Liabilities Measured at Amortised Cost | <u>423,748</u> | <u>372,369</u> | <u>376,784</u> |

23. Events After Balance Date

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

24. Comparatives

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

25. Going Concern

The School is experiencing financial difficulties. At balance date, the School has a working capital deficit for \$247,094 (2021: \$213,466). The financial difficulties have arisen mainly because the School has incurred several deficits over recent years. The School is managing this by tighter budgetary control to reduce future deficits.

These financial statements are prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources, so it may meet its obligations as they fall due.



Cambridge East School

Employment Policy Statement 2022

This statement is to knowledge that the Board for the year ending 31st December 2022 have completed the following tasks to ensure it complies with its own policies from SchoolDocs;

- Has followed the Review Schedule and Assurance checks in relation to Employment as part of it review cycle in 2022, this has included a review of Staff Wellbeing and Harassment Policies, along with our Appointment Procedure
- We have completed a Review of our EEO, including the development of an EEO Report to ensure we identify trends within appointments, and where possible make appointments to diversity within our staff
- As part of the appointment process, we ensure that applicants for employment are treated according to skills, qualifications and abilities without bias or discrimination
- As part of the review process, we ensure all policies and procedures are met to meet our obligations as a Good Employer



CAMBRIDGE EAST SCHOOL

Kemureti ki te Rawhiti



**Principal
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SCHOOL VISION

“Learning together today, empowering citizens of tomorrow.”

*Whakatauki – Ehara taku toa I te toa takitahi Engari, he toa takitini
(My Successes are not mine alone, they are ours – the greatest successes we will have are from working together)*

Students who are:

- Creative and Curious
- Effective communicators
- Self-motivated learners
- Innovative thinkers
- Respectful citizens,

And have a “can do” attitude through Resilience.

OUR BELIEFS

At Cambridge East School we believe that:

- Learning will be a stimulating, challenging experience.
- Learning is a shared partnership-students, staff, whanau/caregivers.
- All people will feel respected and valued.
- A positive, caring and safe environment is important to successful learning.
- All students can learn and find success.
- Collaboration is to be encouraged, as are individual strengths and talents.

In consultation with our school community, these values are priorities for our school:

KEY COMPETENCIES

Six Competencies:

- Collaboration
- Communication
- Citizenship
- Creativity
- Critical Thinking
- Character (as below)

Character Values:

- Sense of Duty – *Tangata Maarohirohi*
- Respect – *Whakaute*
- Honesty – *Pononga*
- Kindness – *Maakoha*
- Consideration and Concern – *Aroha Atu*
- Compassion – *Ngakau Aroha*
- Obedience – *Ngaawari*
- Responsibility – *Haepapa*

CAMBRIDGE EAST PRIMARY SCHOOL – SCHOOL SETTING

SCHOOL TYPE

Cambridge East is an urban, co-educational state primary contributing school.

SCHOOL COMMUNITY DESCRIPTION

Cambridge East Primary School is situated in the heart of a developing and growing residential area and enjoys proximity to the wonderful historical town of Cambridge as well as the Waikato Countryside and farming communities. Cambridge is one of the fastest growing towns in the Waikato and enjoys a strong local economy which has brought developing infrastructure, growing population and commerce making both the town and school vibrant, dynamic and full of opportunity.

Cambridge East School is located in the north-eastern area of the Cambridge Township. The school was established in 1955 with a four-classroom block and an opening roll of 146. Currently the school comprises 20 classrooms, and an administration area. A variety of facilities are housed within attractive grounds. These include a MakerSpace - multipurpose room, hall, library, media centre, resource room, swimming pool, storage sheds, 3 adventure playgrounds, 2 shade cloth areas and a shaded sandpit area. Many of these facilities have been gained in recent years as a result of a supportive school community.

While the school community's decile is high (10), a wide range of occupations is obvious in the families that contribute to the school and our Equity Index number of 421. A growing percentage of solo parent families are evident also. It is evident that an increasing number of families are relocating from Auckland and overseas, particularly the UK and South Africa, and contributing to our school community. The school roll is increasing as more in-fill housing and new subdivisions take effect in the school's catchment area. An enrolment scheme was put in place early in the 2005 school year. This is to manage the growth that is occurring locally, and to prevent overcrowding.

The roll traditionally ranges between 400 - 470 students but due to recent growth the roll is predicted to reach over 500 within the near future. Our students are mainly of European descent; with approximately 16% of the student roll have Maori heritage, with an increasing number of students from overseas origins.

Special features of the school include:

A school graphic (see above) that encapsulates our school's vision for learning, its core values, and the school motto. These are the touchstones that we live by at Cambridge East, and weave through everything we do.

We are fully networked computer access, along with Wi-Fi, in classrooms and administration areas, help to ensure access and learning in ICT for all students and staff.

A strength in, and commitment to the Performing Arts, Science and Technology curriculum is highlighted by our End Day (Enrich and Discover) programme which takes place on Friday's at school in which all students have the opportunity to participate in areas of interest, including learning Musical Instruments.

An increasing number of special programmes to meet the needs of our students. This includes a commitment to students who are identified as having a gift and/or talent in a particular area. Part-time teacher specialists are employed to teach identified students, as is much of our teacher aide resource.

A commitment to a shared partnership approach in learning; ensuring parents and caregivers are communicated with and informed in a variety of ways, as well as involved directly in all forms of learning.

Our school respects and values diversity, and recognises the unique position of Maori culture and our Unique location within Te Oko Horoi. We encourage this through the promotion of Te Reo and Tikanga Maori, which is part of the learning programme that the school provides. The school consults at least annually with the Maori community to report on achievement for Maori students and to develop plans and targets for improvement going forward.

We will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and Te Reo Maori (the Maori language) for students whose parents request it.

Cambridge East school's motto is "**Always My Best**", which is an expectation of our school community for the benefit of all students' learning.

CULTURAL DIVERSITY AND MĀORI DIMENSION

How will our school reflect:

New Zealand's cultural diversity

Cambridge East Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the uniqueness and value of all things Maori.

Learners at Cambridge East Primary School will:

- Be accepting of other cultures and differences
- Value each others heritage, culture and people
- Reflect the nature of multiculturalism in classroom activities
- Be involved in Tikanga Maori activities within the school setting (Kapa haka)
- Be able to introduce themselves using a Pepeha
- Be involved in Marae visits, Powhiri and Mihi Whakataua

Staff at Cambridge East Primary School will:

- Actively promote and facilitate cultural awareness, diversity and sensitivity through out the wider curriculum
- Continue to build links with Ngati Haua and Ngati Koroki as our local Mana Whenua along with the local Community Marae and Maungatautari Marae
- Attend Te Reo courses through Nga Hau e Wha (Cambridge Community Marae)
- Will seek opportunities to celebrate our uniqueness and cultural diversity
- Celebrate and acknowledge the cultures and diversity of the students, community and staff.

Groups Consulted: Board of Trustees, Community (Ongoing through community surveys and consultation evenings) along with Whanau hui

The unique position of the Māori culture

The school recognizes the National Education Priorities and is committed to improving the learning outcomes for our Maori students.

For our Learners this means:

- Tikanga Maori will be incorporated in the school curriculum wherever appropriate.
- Kapa Haka opportunities for all students.
- Te Reo incorporated into all class programmes through a sequential programme
- An expectation to develop respect through growing knowledge.
- Experience success as Maori

For our staff this means:

- Showing respect for Maori cultural values and protocols.
 - Having high expectations of Maori students.
 - Making a genuine effort to use correct pronunciations.
 - Understanding and applying basic Tikanga Maori and Te Reo Maori.
 - Understanding of what success is celebrated in Maori families
 - Be involved with Marae visits
 - Learn our local stories and about places of significance
- For school leadership this means:
- Analysing achievement related data for Maori students.
 - Setting specific targets related to improving achievement levels of Maori students.
 - Engagement of the Ka Hikitia strategy

For the Board of Trustees this means:

- Developing appropriate systems for consultation with our Maori community.
- The Board will ensure that all reasonable steps have been taken to provide the teaching of basic Tikanga Maori and Te Reo Maori as per the New Zealand Curriculum. For those parents who wish to have their children taught at a higher level of Te Reo the school is able to direct parents to local options including total immersion teaching.

*Whanau hui to be held. Maori community consulted via survey to ensure that policies, plans and targets for improving achievement of Maori will be established.



| Strategic Goal | Strategic Initiative | Actions |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Goal 1 Learner at the Centre <i>Learners and their whaanau are at the centre of education</i></p> | <p>1.1) Remodelling of the Learning Progressions for Literacy and Numeracy <i>Embedding</i></p> <p><i>NELP - Learner at the Centre, Quality Teaching & Leadership</i></p> <p>1.2) Provide opportunities for students to be Global Citizens through the connection of Language and Culture <i>Implementing</i></p> <p><i>NELP - Learner at the Centre, Barrier Free Education</i></p> <p>1.3) Continue to strength Whaanau Collaboration <i>Embedding</i></p> <p><i>NELP - Learner at the Centre, Quality Teaching & Leadership</i></p> | <p>1.1.1) Identify the key changes required as a result of the new Curriculum Learning and looking at matching our current Learning Progressions with "progress steps" in each phase of learning to ensure national expectations are being met</p> <p>1.1.2) Looking at the "common practices" and unpacking the impact these will have on our current classroom practice</p> <p>1.2.1) Provide opportunities for Teachers to upskill in Reo and Mandarin through both Language and Culture</p> <p>1.2.2) Complete Accreditation for International Students</p> <p>1.2.3) Further engage with Tongji Primary School with Cultural Classes and their exchange opportunity</p> <p>1.3.1) Continue to use Whaanau Hui to connect around Inquiry Planning and sharing opportunities, build out important events including Matariki, Te Wiki o Te Reo Maaori celebration events, Te Ohu Kaitiaki o te Kapua Iki, and bringing to life our CRT Learning through Te Ao Maaori programme</p> <p>1.3.2) Ensure we promote and engage with whaanau via Meet the Teacher/Feast on the Field, Inquiry Sharing and during Learning Conferences and Goal Setting opportunity</p> <p>1.3.3) Trail the use of a digital portfolio for our senior students to build in conjunction with whaanau, this will include digital mihi</p> |
| <p>Goal 2 Quality Teaching and Learning <i>Quality Teaching and Leadership make the difference for learners and their whaanau</i></p> | <p>2.1) Continue to bring to life our Cambridge East School Learning Ethos <i>Implementing</i></p> <p>2.2) Unpacking the Curriculum Refresh - Maataiaho <i>Implementing</i></p> <p><i>NELP - Learner at the Centre, Barrier Free Education</i></p> <p>2.3) Mana Enhancing Practices <i>Embedding</i></p> <p><i>NELP - Quality Teaching & Leadership</i></p> | <p>2.1.1) Unpacking how we can measure the impact and implementation of the Learning Ethos to get consistency across all centres within our kura</p> <p>2.1.2) Continue to look at Centre Sprints and Growth Cycle processes as a vehicle to help implement Learning Ethos within centres</p> <p>2.2.1) Inquiry Model - (Understand (big Ideas to be Explored), Know (Key Concepts to be brought to Life) and Do (Skill of Bringing their new learning to life, to share as experts with others). How do we match up our current Inquiry Model at Cambridge East School with Maataiaho</p> <p>2.2.2) Develop and implement a new look Health Implementation Plan to build into our 2023-2024 Inquiry Cycle</p> <p>2.3.1) Unpack and use Te Whare Tapu Whaa model when exploring the notion of well-being</p> <p>2.3.2) SLT to explore Niho Taniwha as a book study</p> <p>2.3.3) Utilise our Sequential Te Reo programme to link into Inquiry Learning as part an in-class Teacher Led approach</p> <p>2.3.4) Continue to evolve our PaePae to include both start and finishing of blocks during the day</p> <p>2.3.5) Capture our local stories in a way that they can be used within the classroom on a regular basis via our Kaahui Ako mahi. Starting with the Six stories linked to the High School</p> <p>2.3.6) Develop the way in which we can use Maaori stories (myths and Legends) to help highlight aspirations that link to our values and/or 6cs.</p> <p>2.3.7) Continue to engage with Poutama Pounamu using our Rongohia Te Hau survey data to develop and implement an Action Plan</p> |

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| <p>Goal 3 Sustainability @ Cambridge East School</p> | <p>3.1) Reduce disparity for Priority and At Risk Learners <i>Embedding NELP - Learner at the Centre, Barrier Free Education</i></p> <p>3.2) Continue to work towards 90% or above, for attainment <i>Embedding NELP - Learner at the Centre, Barrier Free Education</i></p> <p>3.3) Improving Our Learning Environments to meet our pedagogy and to support our growing curriculum delivery <i>Implementing NELP - Quality Teaching & Leadership</i></p> <p>3.4) Maximising every dollar to meet the needs of all learners <i>Implementing</i></p> <p>3.5) Self-review to ensure improvements <i>Implementing NELP - Quality Teaching and Leadership</i></p> | <ul style="list-style-type: none"> • Action Plans in place to help all learners reach their full potential • Review of Goals from live data from tracking each term • Syndicate meeting every 3 weeks to monitor progress, to identify strategies and programmes to ensure all students experience acceleration • Mid and End of Year Reporting to Board • Creating mana enhancing spaces • Continue to review effectiveness of our planning and assessment expectations • Follow Planned Actioned as outlined in our Curriculum Review from 2021 data • Clear and consistent use of tracking systems for all learners across the school (Achievement, Target, Cohort) • Redevelopment of the Admin Area, including our Waharoa • Refinement of Te Puna Centre approach (into our setting) • Continue to grow the capability of our leaders to support the restructure as a result of growth and professional learning opportunities • Continue to explore the redevelopment of our Timatanga spaces, both inside and out. (sand, water, bike, concrete areas) • Implement our CES MakerSpace (digital tools, equipment, space) • Learning Support Programme • Reading Recovery • Continue END Day for a broad curriculum experience for all learners • Continue to offer special Teachers during Classroom Release Time for Science and Art • Where possible Promote Learning Languages Te Reo and Mandarin via EnD and Classroom programmes • Board Self-Review tool developed and utilised to help develop a new Charter and Goals for 2022 - 2025 • Policy and Procedure Review Cycle set by SchoolDocs • Refining how we report through portfolios on the 6Cs and Inquiry |
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National Education and Learning Priorities

The Education and Learning Priorities are embedded and weaved into our goals, strategic initiatives and actions.



Goal 1: Provide Quality Learning Experiences that enable our Learners and Whaanau to be at the Centre

| Our Strategic Initiatives | Our Strategic Objectives | Our Strategic Measures | Our Strategic Outcome/Annual Report |
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| <p>Goal 1 (suggestion for 2023) Learner at the Centre <i>Learners and their whaanau are at the centre of education</i></p> <p>1.1 Remodelling of the Learning Progressions for Literacy and Numeracy</p> | <p>1.1.1 Identify the key changes required as a result of the new Curriculum Learning and looking at matching our current Learning Progressions with “progress steps” in each phase of learning to ensure national expectations are being met</p> <p>1.1.2 Looking at the “common practices” and unpacking the impact these will have on our current classroom practice</p> | <p>1.1.1 Curriculum inquiry team to unpack how our learning progressions fit within the phases of learning and update these into draft form by term 1 - explore and unpack how the new phases of learning align with our model of inquiry learning</p> <p>1.1.2 Term 1 - have senior leadership and our WST attend PLD sessions around Te Mātaiao and specifically around Te Mātaihikā (localised curriculum)</p> | |
| <p>1.2 Provide opportunities for students to be Global Citizens through the connection of Language and Culture</p> | <p>1.2.1 Provide opportunities for Teachers to upskill in Reo and Mandarin through both Language and Culture</p> <p>1.2.2 Complete Accreditation for International Students</p> <p>1.2.3 Further engage with Tongji Primary School with Cultural Classes and their exchange opportunity</p> | <p>1.2.1</p> <ul style="list-style-type: none"> • From term 1, classrooms will have timetabled alternating terms for in class Te Reo or Mandarin sessions with a language specialist • The Languages curriculum team and the Mana Enhancing Inquiry team will lead sessions in term 2 around how to develop a language programme • Target to have 8 of our classroom learning spaces running at 3hrs or more of instructional Te Reo Maaori language <p>1.2.2</p> <ul style="list-style-type: none"> • | |

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| 1.3 Continue to strengthen Whaanau Collaboration | | <p>1.2.3</p> <p>1.3.1</p> <ul style="list-style-type: none"> • Whaanau hui are planned in for week 7 Of each term to work with whaanau around growing Maaoritanga at Cambridge East, and sharing their insights and skills when planning learning events • Aakonga and their whaanau are invited to attend the Te Ohu kaiarahi o te Kapua Iti sessions held by Te Kaahui Ako o te Oko Horoi • By term 1, the CRT programme will be redesigned to have a Te Ao Maaori lens applied to it to provide a provocation for learning in both the Arts and Science • Whaanau have a voice in planning for major events over the course of the year such as; Matariki, Te Wiki o Te Reo Maaori etc... <p>1.3.2</p> <ul style="list-style-type: none"> • Teachers will use Seesaw, email and phone calls to build positive relationships with parents and whaanau • Termly newsletters for each centre/class are sent out to keep our community informed about upcoming events • Each term, every centre will have an aspect of their inquiry that they open up to share with the wider community • Teachers to reach out to individual whaanau leading into Goal/Learning conferences to aim for at least 90% attendance rate for whaanau of their class <p>1.3.3</p> <ul style="list-style-type: none"> • In term 2, Year 5/6 spaces are trialling the set up and use of the digital portfolio • In term 3 at the next learning conferences these are then release to whaanau to make a contribution to. • Term 4 a PMI reflection is undertaken with staff, learners and whaanau to see if this needs any adjustments before launching wider | |
| | <p>1.3.1 Continue to use Whaanau Hui to connect around Inquiry Planning and sharing opportunities, build out important events including Matariki, Te Wiki o Te Reo Maaori celebration events, Te Ohu Kaiarahi o te Kapua Iti, and bringing to life our CRT Learning through Te Ao Maaori programme</p> <p>1.3.2 Ensure we promote and engage with whaanau via Meet the Teacher/Feast on the Field, Inquiry Sharing and during Learning Conferences and Goal Setting opportunity</p> <p>1.3.3 Trail the use of a digital portfolio for our senior students to build in conjunction with whaanau, this will include digital mihi</p> | | |

Goal 2: Quality Teaching and Learning

| Our Strategic Initiatives | Our Strategic Objectives | Our Strategic Measures | Our Strategic Outcome/Annual Report |
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| <p>2.1 Continue to bring to life our Cambridge East School Learning Ethos</p> | <p>12.1.1 Unpacking how we can measure the impact and implementation of the Learning Ethos to get consistency across all centres within our kura</p> <p>2.1.2 Continue to look at Centre Sprints and Growth Cycle processes as a vehicle to help implement Learning Ethos within centres</p> | <p>2.1.1</p> <ul style="list-style-type: none"> • Term timelines created in each space/centre • Timelines discussed at centre/syndicate meetings evidence in minutes (each term timeline created by week 10 of the previous term) • Term 2 Wider Leadership day designated to ensuring centre timelines are robust and have consistency across the year groups and spiral up. • Sharing and planning at centre and staff level • Review of progress and gains made each term at centre and staff level • Unpacking how we gather student voice from within each space/centre to ensure the ethos has been brought to life. • Update the website to share the Learning Ethos (term 2 explore, Term 3 populate, term 4 live) • Unpack aspects of the learning ethos in the newsletter • The ERO review is to unpack the impact of the learning ethos (SLT to explore how the Niho Taniwha model could support) <p>2.1.2</p> <ul style="list-style-type: none"> • Term 1 sprint dedicated to bringing to life the Learning Ethos of each centre and the timelines created • Review of the performance management booklet to ensure personal growth cycles are used to enhance professional capability (balancing the need of individual growth and professional responsibility) • Revitalise a sense of urgency across the school | |

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| | | <ul style="list-style-type: none"> Enhance the agency of Cambridge East Learners Explore Niho Taniwha model as a SLT | |
| <p>2.2 Unpacking the Curriculum Refresh</p> <p>Lead By Lee Bird and Mana Enhancing Roopu</p> | <p>2.2.1 Inquiry Model - (Understand (big Ideas to be Explored), Know (Key Concepts to be bring Big Ideas to Life) and Do (Skill of Bringing their new learning to life, to share as experts with others). How do we match up our current Inquiry Model at Cambridge East School with Maataiaho</p> <p>2.2.2 Develop and implement a new look Health Implementation Plan to build into our 2023-2024 Inquiry Cycle</p> | <p>2.2.1</p> <ul style="list-style-type: none"> Unpack the whakapapa of Te Maataiaho (know the essence of understand, know and do Align our approach to learning with understand, know and do <p>2.2.2</p> | |
| <p>2.3 Mana Enhancing Practices</p> | <p>2.3.1 Unpack and use Te Whare Tapu Whaa model when exploring the notion of well-being</p> <p>2.3.2 SLT to explore Niho Taniwha as a book study</p> <p>2.3.3 Utilise our Sequential Te Reo programme to link into Inquiry Learning as part an in-class Teacher Led approach e.g. evolution of PaePae and morning routines</p> <p>2.3.4 Capture our local stories in a way that they can be used within the classroom on a regular basis via our Kaahui Ako mahi. Starting with the Six stories linked to the High School</p> <p>2.3.5 Develop the way in which we can use Maaori stories (myths and Legends) to help highlight aspirations that link to our values and/or fcs.</p> | <p>2.3.1</p> <p>2.3.2</p> <ul style="list-style-type: none"> Term 2, SLT members reading and discussing the concepts within Niho Taniwha and what steps we can apply at Cambridge East All SLT and staff to attend Te Kaahui Ako o te Oko Horoi PLD day to hear the presentation by _____ Concepts and future development ideas are presented at whaanau hui (term 3/4) <p>2.3.3</p> <ul style="list-style-type: none"> From term 1. use of the sequential Te Reo programme is led by Leanne for the in class sessions Teachers are to include follow up activity in their plans to ensure learners have time to master their new learning Toku reo (online language website) is used to support Te Reo in class. | |

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| | <p>2.3.6 Continue to engage with Poutama Pounamu using our Rongohia Te Hau survey data to develop and implement an Action Plan</p> | <p>2.3.4</p> <ul style="list-style-type: none"> • WST and part of SLT to attend the Kaahui Ako sessions around Te Mātaiaho and Te Mātaiahikā to unpack the 6 Purakau (stories) attached to the Cambridge High School House names • Term 2/3 WST teachers to trial learning experiences in their spaces and fill in a case study to present their findings • <p>2.3.5</p> <ul style="list-style-type: none"> • Term 1 - use our CRT programme to trial what an overarching Te Ao Maaori lens could look like when designing a set of learning experiences • Term 2 - review progress and gather student voice to measure the effectiveness <p>2.3.6</p> <ul style="list-style-type: none"> • Term 2 - start the process of engaging with Poutama Pounamu about conducting the Rongohia te Hau survey again |
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Goal 3: Sustainability @ Cambridge East School

| Our Strategic Initiatives | Our Strategic Objectives | Our Strategic Measures | Our Strategic Outcome/Annual Report |
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| <p>3.1 Continue to build and implement our Learning Through Play and Exploration Stations</p> | <p>3.1.1) Leverage our digital learning progressions to support our CRT programme</p> <p>3.1.2) Continue to use play/exploration stations as a vehicle to support learners to transition to different areas of the school (Timatanga - year 3/4)</p> | <p>3.1.1</p> <ul style="list-style-type: none"> • Develop a CRT science and technology programme to balance the learning for students to be exposed to both aspects of these curriculum areas. <p>3.1.2</p> <ul style="list-style-type: none"> • Week 5 of each term - staff hui is dedicated to bringing to life play and exploration | |

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| <p>3.2) Reduce disparity for Priority and At Risk Learners</p> <p><i>Embedding NELP - Learner at the Centre, Barrier Free Education</i></p> | <p>3.2.1) Reduce the disparity between our Maaori and NZ/European cohort</p> <p>3.2.2) Planned Actions in place to help all learners reach their full potential</p> <p>3.2.3) Regular review of live data from tracking each term</p> <p>3.2.4) Create mana enhancing spaces</p> <p>3.2.5) Reestablish and maintain learner agency</p> | <p>station planning to ensure that these are still alive across the whole school</p> <ul style="list-style-type: none"> At the end of term one, collect student voice (through an individual survey) around their transition from Timatanga into Year 3 | |
| <p>3.3) Continue to work towards 90% or above, for attainment</p> <p><i>Embedding NELP - Learner at the Centre, Barrier Free Education</i></p> | <p>Continue to review effectiveness of our planning and assessment expectations</p> <ul style="list-style-type: none"> Follow Planned Actioned as outlined in our Curriculum Review from 2022 data Clear and consistent use of tracking systems for all learners across | <p>3.2.1</p> <ul style="list-style-type: none"> Reduce to below 10% in our Mid Year and End of Year Data Review Syndicate meeting every 3 weeks to monitor progress, to identify strategies and programmes to ensure all students experience acceleration <p>3.2.2</p> <ul style="list-style-type: none"> Planned Actions are identified in the mid year data review <p>3.2.3</p> <ul style="list-style-type: none"> At Syndicate Meetings, Achievement Tracking and Target Learners are looked at and discussed Each month, teachers update (and colour code) their class' achievement tracking <p>3.2.5</p> <ul style="list-style-type: none"> The 4 Quadrants visible and running in all Year 3 - 6 classes Student voice, about agency, is collected from Centre Leaders Classroom observations from SLT | <ul style="list-style-type: none"> |
| | | <ul style="list-style-type: none"> Increase Reading and Maths target to 90 - 95% 'At or Above' for school data. Maintain writing at 85- 90% 'At or Above' for school data. | <ul style="list-style-type: none"> |

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| | | the school (Achievement, Target, Cohort) | | |
| 3.4) Improving Our Junior Learning Environments (focus on Rm 12-14) to meet our pedagogy and to support our growing curriculum delivery <i>Implementing NELP - Quality Teaching & Leadership</i> | <ul style="list-style-type: none"> Work the Ministry of Education, Property Advisor and Consultant to develop a plan to maximise our new 5 year property funding Work to utilise the current footprint our Rm 12-14 to make spaces that offer flow between teaching spaces and has a multi-purpose/function area for science, art and cooking Implement our CES MakerSpace (digital tools, equipment, space) | | | • |
| 3.5) Self review to ensure improvements <i>Implementing NELP - Quality Teaching and Leadership</i> | <p>Board Self-Review tool developed and utilised to help develop a new Charter and Goals for 2024 and beyond that reflect Te Maataiaho (The Refreshed New Zealand Curriculum) Policy and Procedure Review Cycle set by SchoolDocs</p> <p>Refining how we report through portfolios on the 6Cs and Inquiry</p> <p>Work with ERO to highlight a spiral of Inquiry th help improve outcome for aakonga (see goal 2.1.</p> | | | • |

BOARD WORK PLAN

| | Feb | Mar | April | May | July | August | Sept | Oct | Nov | Dec |
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| Dates of Meetings | 22 nd Feb | 22 nd Mar | 26 th April | 17 th May | 19 th July | 23 rd August | 20 th September | 18 th October | 15 th November | TBC – 6 th December |
| Professional Learning | Collaborative Inquires / Action Plan | | Report to BoT in regards to Inquiry Teams | | Mid Year review of Inquiry Teams | | | End of Year review of Inquiry Teams | | |

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| | for Inquiry Teams | Centre overviews for learning completed goals set for All targets set/action plans/Overviews completed | Ongoing target group interventions and monitoring. All Learning Support Programmes Action Plans Finalised | Collection and analysis of target group data to date. | BOT reporting-progress on school, team targets (Literacy, Maths leaders) | Review mid-year data. Continue with target groups, review goals. Review of Target groups, interventions to meet school wide targets | Appraisal of the Principal Physical Restraint Risk Management Safety Management Plan Surrender and Retention of Property and Searches International Students | Reflective discussion for Growth Cycles including planning/assessment discussions Appointments Expenditure Police Vetting for Non-Teachers Teacher Registration Safety Checks | Collate and analyse school wide data including target group achievement. | Reporting to Community Curriculum Teams to be presented to the board |
| School, Team targets | Confirm School targets identified and included in School Charter. | | | | | | | | | |
| Quality / Board Assurance | Job descriptions, performance agreements completed, circulated Class descriptions written. Fixed Term Positions confirmed Risk Management Length of school year | Growth Cycle - Environment and Goals Checks Doing our Bit for the Team Police Vetting – Non Teaching Staff EEO Policy Risk Management Medicines, Minor/Moderate Injury or Illness | Emergency Evacuation/Emergency Kit SUE Computer Security and Cyber Safety Student Attendance | Growth Cycle goals and plans set-reflective discussion, including planning and assessment. Safety Management Systems Child Protection Abuse Recognition and reporting Expenditure | Swimming Pool review Safety Management Systems / Worker Engagement, Participation, and Representation | Physical Restraint Stand-down, Suspension and Exclusion | Appraisal of the Principal Physical Restraint Risk Management Safety Management Plan Surrender and Retention of Property and Searches International Students | Reflective discussion for Growth Cycles including planning/assessment discussions Appointments Expenditure Police Vetting for Non-Teachers Teacher Registration Safety Checks | Teacher Attestations Support staff appraisals Reading Recovery / Literacy Support Attestation / Teacher Registration and Growth Cycles Provisionally Registered Teachers SUE Reports Length of School Year | Reporting to Community Curriculum Teams to be presented to the board |
| Assessment and Reporting (ref also to assessment & reporting timeline) | Assessment information collected on all students (see reporting and assessment plan) Student portfolios begin "Meet the teacher" Evening-Week 3 BOT reporting-school targets included in Goal Setting | Community Information evening (Feedforward/back in regards to reporting to parents) Report/Engaging the Maori Community | Evidence of learning progress through Portfolios sent home at end of term 1 Learning Conference – Goal Setting (week 7) | Collection of data school wide. Health Education / Curriculum – Reporting Back on new parts of Curriculum | BOT reporting-Literacy and Maths target update Written reports home Learning Portfolios home | | | Inquiry Learning Report to Board | BOT reporting-Target groups achievement. Learning summary report written for student portfolios. Student Led Conferences. | BOT reporting-Schoolwide data, Target groups achievement, Semester reports, and Community Consultation on future recommendations. |

ASSESSMENT AND REPORTING IMPLEMENTATION PLAN 2023

Cambridge East School Assessment Schedule 2023

| | Term One Duty | Term Two Character Spoke | Term Three Character Spoke | Term Four Character Spoke |
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| Inquiry/ Curriculum Strand | Wellbeing - Health <i>Personal Growth & Development L1, Personal Identity L2 & 3</i> Pre/Mid and End of Inquiry Assessment | Term 2 Inquiry Pre/Mid and End of Inquiry Assessment | Term 3 Inquiry Pre/Mid and End of Inquiry Assessment | Term 4 Inquiry Pre/Mid and End of Inquiry Assessment |
| 6Cs | Communication & Character <i>Assessed against the matrices and samples for the portfolio (reflected in inquiry work)</i> | 2 Cs <i>Assessed against the matrices and samples for the portfolio (reflected in inquiry work)</i> | 2 Cs <i>Assessed against the matrices and samples for the portfolio (reflected in inquiry work)</i> | 2 Cs <i>Assessed against the matrices and samples for the portfolio (reflected in inquiry work)</i> |
| Reading | <u>Week 2</u> : Start Point Data recorded on achievement tracking sheets <u>Week 3 - 5</u> : Initial Running record Y1 - Y3 and any student below expectations Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet. | Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet <u>Week 8 (Fri): Curriculum Standard data on EDGE</u> <u>Week 10</u> : Mid year gain and acceleration level recorded on achievement tracking sheet. | Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet <u>Week 7, 8 & 9</u> : Y4-6 PAT Comprehension/Vocab Learning appropriate Y3's to be included. | Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet <u>Week 7</u> : 2022 Endpoint Data, overall gains and overall acceleration level recorded on achievement tracking sheet. |
| Writing | <u>Week 2</u> : Start Point Data recorded on achievement tracking sheets Ongoing conferencing based on the writing progressions. <u>Week 2/3</u> : Schonell Spelling Assessment - recorded on achievement tracking sheets and EDGE. | Ongoing conferencing based on the writing progressions. Individual Writing Sample (Analysed using Writing Progression Goal) <u>Week 10</u> : Mid year gain and acceleration level recorded on achievement tracking sheet. <u>Each Term</u> : Spelling assessment each term when the student is ready - recorded on achievement tracking sheets. <i>If using in portfolio, then the assessment should be no older than 6 weeks.</i> | Ongoing conferencing based on the writing progressions. <u>September</u> : Writing Sample e-asTTie <u>Each Term</u> : Spelling assessment each term when the student is ready - recorded on achievement tracking sheets. <i>If using in portfolio, then the assessment should be no older than 6 weeks.</i> | Ongoing conferencing based on the writing progressions. Individual Writing Sample (Analysed using Writing Progression Goal) <u>Week 4</u> : Essential List spelling assessment - recorded on achievement tracking sheets. <u>Week 5</u> : Schonell Spelling Assessment - recorded on |

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| | <p><u>Week 4:</u> Essential List spelling assessment - recorded on achievement tracking sheets. New learners - Full Assessment Current Learners - from end point from 2022</p> <p><u>Week 9:</u> Writing Sample e-asTTle</p> | | | <p>achievement tracking sheets and EDGE.</p> <p><u>Week 7:</u> 2022 Endpoint Data, overall gains and overall acceleration level recorded on achievement tracking sheet.</p> |
| <p>Maths</p> | <p><u>Week 2:</u> Start Point Data recorded on achievement tracking sheets</p> <p><u>Week 5: Y 4 - 6 AWS Strands (Capable Year 3's)</u> Marked and recorded on AWS spreadsheet by the end of term.</p> <p><u>Week 6: Y 4 - 6 AWS Number (Capable Year 3's)</u> Marked and recorded on AWS spreadsheet by the end of term.</p> <p>GLOSS (conferencing) /JAM - recorded on achievement tracking sheets (new and target students to be a priority) (Interview 1 or 2) All learners to be Glossed by Mid Year</p> | <p>PAT Maths Week 5 & 6</p> <p>Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets. (Interview 1 or 2)</p> <p><u>Week 9:</u> Mid year gain recorded on achievement tracking sheet.</p> | <p>Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets. (Interview 3 or 4)</p> <p><u>Week 7:</u> 2022 Endpoint Data, overall gains and overall acceleration level recorded on achievement tracking sheet.</p> | <p>Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets (Interview 3 or 4) All learners to be Glossed by Year's end</p> <p><u>Week 7:</u> 2022 Endpoint Data, overall gains and overall acceleration level recorded on achievement tracking sheet.</p> |
| <p>Timatanga</p> | <p>School Entry assessment (within first month, repeat at 3 & 6 months if required)</p> <p>6 year Observational Survey (as students turn 6)</p> <p>Running Records Y1-3: JAM included in both 5/6 year checks</p> | <p>NE assessment (within first month)</p> <p>6 year Observational Survey (as students turn 6)</p> <p>Running Records Y1-3: JAM included in both 5/6 year checks</p> | <p>NE assessment (within first month)</p> <p>6 year Observational Survey (as students turn 6)</p> <p>Running Records Y1-3: JAM included in both 5/6 year checks</p> | <p>NE assessment (within first month)</p> <p>6 year Observational Survey (as students turn 6)</p> <p>Running Records Y1-3: JAM included in both 5/6 year checks</p> |

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| EDGE | <p>Timatanga reading data on EDGE each term.</p> <p>Year 3 - 6 reading target students data on EDGE once a term.</p> <p>Schonell Spelling Assessment</p> <p>e-asTTle Writing</p> | <p>Timatanga reading data on EDGE each term..</p> <p>Year 3 - 6 reading target students data on EDGE once a term.</p> <p><u>Week 8 (Fri): Curriculum Standard data on EDGE</u></p> <p><u>Week 9 (Fri): Latest GLOSS/JAM data on EDGE</u></p> | <p>Timatanga reading data on EDGE each term.</p> <p>Year 3 - 6 reading target students data on EDGE once a term.</p> <p>e-asTTle Writing</p> <p>PAT results</p> | <p>Timatanga reading data on EDGE each term.</p> <p>Year 3 - 6 reading target students data on EDGE once a term.</p> <p><u>Week 5 (Fri): Curriculum Standard data on EDGE</u></p> <p><u>Week 7: Final curriculum levels (including spelling) on EDGE</u></p> |
| Achievement Tracking | <p>Achievement Tracking up to date Wednesday (week 10)</p> | <p><u>Week 10</u>: Mid year gain and acceleration level recorded on achievement tracking sheet.</p> | <p>Achievement Tracking up to date Friday (Week 10)</p> | <p><u>Week 7</u>: 2023 Endpoint Data, overall gains and overall acceleration level recorded on achievement tracking sheet.</p> |
| Reporting | <p>Meet the Teacher - Week 3 <i>Wednesday 15th February</i></p> <p>Learning Goals - Week 7 onwards <i>Late Night - Tuesday 14th March (2.15 - 5.30, 6pm - 8pm)</i></p> <p>Learning Portfolio home Week 10 (Thursday 6th April)</p> | <p>Reports to Centre Leader Week 7 (<i>Friday 9th June</i>)</p> <p>Reports to SL Week 8 (<i>Friday 16th June</i>)</p> <p>Reports and Learning Portfolios home Week 10 <i>Wednesday 28th or Friday 30th June</i></p> | <p>Learning Goals - Week 2 Onwards <i>Tuesday 25 July (2.15 - 5.30, 6pm - 8pm)</i></p> <p>Learning Portfolio home Friday 22nd September Week 10</p> | <p>Reports to Centre Leader Week 6 <i>(Friday 17th Nov)</i></p> <p>Reports to SL Week 7 (<i>Fri 24th Nov</i>)</p> <p>Reports, portfolios and class placements home Week 9 <i>Wednesday 6th December</i></p> |

Goal 1: Provide quality learning opportunities that enable our learners to succeed in a 21st century World

| Our Strategic Initiatives | Our Strategic Objectives | Our Strategic Measures | Our Strategic Outcome/Annual Report |
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| <p>1.1 Design and Implement authentic inquiry learning that creates transdisciplinary opportunities for learners</p> <p>Resources Required</p> <p>Lead By Kathy McIsaac and the Inquiry Learning Team</p> | <p>1.1.1 Explicit planning, teaching and assessment of the 6Cs through inquiry</p> <p>1.1.2 Time given to inquiry learning planning sessions with support to unpack and explicitly link immersion activities through to other authentic areas of the curriculum (in particular, English)</p> <p>1.1.3 Redevelopment of our Assessment Schedule to highlight the 6cs as part of the Portfolio and Reporting Cycle</p> <p>1.1.4 Professional Development Week 5 of each term to gather ideas for the 6Cs, Exploration/Play Stations that link to the following terms inquiry</p> <p>1.1.5</p> <ul style="list-style-type: none"> Use Seesaw to share learning, goals and learning celebrations with whaanau (bring the transdisciplinary nature of the learning to the fore through the | <p>1.1.1 Evidence of the planning of the 6C's through our team meetings, centre meetings and collaborative planning. Being able to identify explicitly the 6C's through Learning through Play (Play Stations & Exploration Stations) that are linked to inquiry learning</p> <p>1.1.2 Inquiry Planning that has explicit transdisciplinary links through the immersion, questioning and finding out stages This will be evident in each Centre's Inquiry Learning Plan</p> <p>End of term Inquiry Learning walk through for teachers to share and articulate their Inquiry Wall, the 6C's and the transdisciplinary links</p> <p>1.1.3 That the assessment of the 6C's using the matrices is in the assessment schedule The 6C's matrices are evident each term in the portfolio as an assessment of the inquiry learning</p> <p>1.1.4</p> | <p>Professional Learning Session - Accord Day May 22' The session was broken down into 3 sections; 1 Accessing and reengaging with the Matrix Learning to learn (make learning a part of life?) 2 Consistency of approach across levels and classrooms 3 Two break out sessions - Linking the 6Cs explicitly with Play and Exploration Stations, Using the 6Cs in portfolios and assessment folders. Inquiry Reflection Folders, staff meeting looking at Thinking Hats, improvements made to Reflection Folders Term 4 Accord Day - session on transdisciplinary links of 6cs and assessments for portfolios for Term 4 - chance to reflect on previous assessment tasks in the portfolio - developing a kaiako "checklist" Work on for Term 3 and Term 4 and how we make sure these are included in both portfolios and individual Assessment Folders Links to meeting and what we are bringing to life, Inquiry Broker role and help with this Links back to 1.1.3 - planning links have been made</p> |

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| <p>1.2 Develop an Inclusive Culture that removes barriers and builds connections with the wider whaanau</p> <p>Lead By Lee Bird</p> <p>Working in conjunction with Centre Leaders</p> | <p>celebrations)</p> | <p>Deliberately planned Week 5 meeting, with the support of the inquiry broker, that showcases the resources available to enhance the planning of transdisciplinary opportunities</p> <p>1.1.5</p> <ul style="list-style-type: none"> Seesaw posts at least twice a term that clearly identifies the 6C and transdisciplinary links of the inquiry learning activity that is aligned to the matrices | <p>but it hasn't made it through into the Assessment side of things</p> <p>1.1.5 - Explicitly bring through to Syndicate meetings to ensure that it is happening/consistency</p> |
| <p>1.2.1 Whaanau hui – redefining the purpose / rename / get someone on board (a voice around the Board table)</p> <p>1.2.2 Providing opportunities for whanau to meaningfully connect with learning (pre/during/post) – engage / design in the learning process</p> <p>1.2.3 Create visual displays and information boards to share our unique identity as Cambridge East School</p> <p>1.2.4 Inclusive booklets through learning and culture</p> <p>1.2.5 Further develop and implement individual Learning Plans for those learners identify as Gifted</p> <p>1.2.6 Develop guidelines that identify specific domains for Inclusiveness,</p> | <p>1.2.1 By Mid-Year a consultation process will have taken place to ensure the purpose is developed which is then reflected in the name and an opportunity for a key stakeholder can become part of the Board</p> <p>Develop a way of working for the above roopu to ensure regular hui</p> <p>1.2.2 To work with the above group to identify key areas of learning for Inquiries, along with aspirations for their own children and how they can help bring some of those aspirations to life</p> <p>1.2.3 By the end of the year, have our whakapapa and hiitooia displayed alongside our new Waharoa and entrance paving that help tell our unique identity</p> <p>1.2.4 As part of the development of our Cambridge East School Learning Ethos, we will continue to refine our booklets for all identified cultures and ethnic groups</p> <p>1.2.5</p> | <p>Focus Groups to help bring the right people together</p> <p>Need to consider renaming the Whaanau Hui to better capture the function of this roopu</p> <p>Happening for Matariki and Term 3, how do we continue to grow this</p> <p>Term 4 Whaanau connections will be part of the Inquiry Celebrations</p> <p>Aspirations for Mana Whenua is now identified in the Digital Mana Enhancing Tool</p> <p>Waharoa has been installed. The next steps are Boards outlining our Hiitooia (History) need to be developed.</p> <p>Draft Learning Ethos is now in our wider community for consultation, almost ready to send to Graphic Designer to help in the next phase of development</p> <p>Need to bring “other” minority groups together to bring this section to life</p> <p>1.2.5 Delayed due to COVID restrictions in Term One but needs to be addressed for Term Three and Four.</p> | |

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| <p>1.3 Broaden the Learning Through Play/Exploration use across the school</p> <p>Lead By Kate to Lead</p> | <p>getting community voice around the Book we have developed. Unpack with Staff what these guidelines look like from a practical point of view</p> <p>1.2.7 Continue to explore neuroscience and Trauma Informed Practice through the Te Oko Horoi Kaahui Ako</p> <p>1.2.8 Use Seesaw to share learning, goals and learning celebrations with whaanau</p> | <p>By the end of Term One, those Aakonga identified in our register have specific learning goals and targets set in conjunctions with whaanau, katako and Assistant Principal via SENCo role</p> <p>1.2.6 As each booklet, as mentioned above, are developed, the time will be taken top share these at Staff Meetings to help unpack and share the gift that has been shared via our community</p> <p>1.2.7 Looking to see how we implement the key aspects of “Safe to Learn” into our classroom practices. The development of some key aspects in Term Two to be trialed and refined over Term 2,3 and 4</p> <p>1.2.8 Utilise Seesaw on a regular basis to share the mahi being completed by learners towards individual learning goals to share with their own whaanau</p> | <p>Next steps: refining an IEP process for 2023 where required.</p> <p>Dyslexia has been completed and can be used as a template, we need to progress the other areas and included as part of 1.2.4 and 1.2.5</p> <p>1.2.6 Staff working with the structure and content of the booklet for diverse learners</p> <p>All staff attended PLD Day sessions around Trauma Informed Practices - next steps is to look how we utilise this across the school, including Zones of Regulation (UBRS)</p> <p>We need to identify the key aspects for all staff after our next Trauma Informed session to be held on Friday 19th August</p> <p>We need to collect evidence and share this evidence with teaching staff, while progress has been made, it’s still inconsistent</p> |
| <p>1.3.1 Broaden the Learning Through Play/Exploration use across the school</p> <p>Lead By Kate to Lead</p> | <p>1.3.1 Implement the Play, Make, Create approach from Year 2 upwards. Promote this professional learning further into the school</p> <p>1.3.2 Start to utilise the Makerspace (tools, equipment and space)</p> <p>1.3.3 Use a range of digital tools to support the learning through play</p> <p>1.3.4</p> | <p>1.3.1 Upskilling teachers, via Staff Meetings, on what Play, Make, Create is and how it can be implemented in their classrooms</p> <p>Evidence of Play, Make, Create in teacher’s planning Learners will be able to use Seesaw to share and provide evidence of their learning</p> <p>1.3.2 With an explicit purpose, the MakerSpace will be utilised by classes (The purpose will be in teacher’s planning and usage via a booking system)</p> | <p>1.3.1 - Play, Make, Create Staff Meeting where teachers had the opportunity to engage in a Play, Make, Create station</p> <p>Seesaw is still a work in progress around consistency as mentioned above, while it’s evident in the planning phase, it is yet to be fully evidenced across the school</p> <p>1.3.2 - Teachers had the chance to check out the Maker Space during a staff meeting. A booking system was created and teachers are using it to book time for their class to use Maker Space. While we have pockets of people using this space, how can we get this utilised as part of our</p> |

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| | Continue with the Week 5 planning opportunities to cater for Exploration/Playstations with explicit and transdisciplinary links to inquiry | <p>1.3.3 Deliberately planned digital learning experiences will be incorporated in Play and Exploration Stations, ones that are linked to the Digital Progressions</p> <p>1.3.4 Evidence from Week 5 Staff Meetings show Play and Exploration Station planning with explicit and transdisciplinary links to Inquiry This planning will be further seen in collaborative/class weekly plans</p> <p>1.3.5 Documentation from Week 5 Staff Meetings show open-ended provocations for Play and Exploration Station planning This planning will be further seen in collaborative/class weekly plans</p> | <p>1.3.3 More links are currently being made with the 6cs, we need to bring the digital progressions back to the front (see above CRT rotation used to bring Technology Progressions to Life)</p> <p>1.3.4 - The Week 5 staff meetings have continued.</p> <p>1.3.5 - We need to collect evidence of this as part of our Term 3 point in time visits/observations and Inquiry Folders</p> |
| | <p>opportunities to cater for Exploration/Playstations with explicit and transdisciplinary links to inquiry</p> <p>1.3.5</p> <ul style="list-style-type: none"> • Broaden the professional learning to create open-ended provocations to support the Learning Through Play approach across the school. | | |

Goal 2: Quality Teaching and Learning

| Our Strategic Initiatives | Our Strategic Objectives | Our Strategic Measures | Our Strategic Outcome/Annual Report |
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| <p>2.1 Provide opportunities for students to be Global Citizens through the connection of Language and Culture</p> <p>Lead By Fixed Term Unit for Teachers to Apply to led this work</p> | <p>2.1.1 Provide opportunities for Teachers to upskill in Reo and Mandarin through both Language and Culture</p> <ul style="list-style-type: none"> • Complete Accreditation for International Students • Further engage with Tongji Primary School with Cultural Classes and their exchange opportunity • | <p>2.1.1 To utilise the resources developed by the Kaahui Ako to help upskill Kaiako in the delivery of Reo within each space</p> <ul style="list-style-type: none"> • Develop a regular club to share the Reo learning journey | |

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| <p>2.2 Utilising a Te Ao Maaori lens across the curriculum to remove racial and discriminatory barriers to build a more culturally inclusive environment</p> <p>Lead By Lee Bird and Mana Enhancing Roopu</p> | <p>2.2.1 Develop the content to support our Te Ao Maori sequential programme</p> <p>2.2.2 Capture our local stories in a way that they can be used within the classroom on a regular basis</p> <p>2.2.3 Develop the way in which we can use Maaori stories (myths and Legends) to help highlight aspirations that link to our values and/or 6cs.</p> <p>2.2.4 Continue to engage with Poutama Pounamu using our Rongohia Te Hau survey data to develop and implement an Action Plan</p> <p>2.2.5 When participating in EOTC or inquiry context, exploring the sites we are at with a Te Ao Maaori lens</p> <p>2.2.6 Development and construction of our school waharoa, pou for centres (depicted from our graphic)</p> | <p>2.2.1 The Mana Enhancing roopu will further develop our sequential programme and run regular workshops at our Staff Hui to help foster this programme</p> <p>Evidence of the use of this programme by Term 4</p> <p>2.2.2 Work in conjunction with our Kaahui Ako to ensure we understand the stories identified by Mana Whenua to outline our local hiitoria and record this in a central location for ease of access for staff</p> <p>2.2.3 Work in conjunction with our Kaahui Ako to build a bank of puuraakau (maaori stories) and historical figures to link to our 6Cs and Character Education</p> <p>2.2.4 Complete a te reo stocktake survey by the end of term 1 to identify baseline data of where our classes/teachers currently sit. Use this data to formulate next steps and growth areas for teachers in conjunction with Poutama Pounamu</p> <p>2.2.5 Update the EOTC/RAMs form to ensure teachers highlight the local Maunga, Awa and Iwi of the area and acknowledge these with learners upon arrival.</p> <p>2.2.6</p> <ul style="list-style-type: none"> Work with the builders to get the framing up for the waharoa and continue to collaborate with Mana Whenua on designs for the carvings. Full Waaharoa installed by end of 2022 | <p>2.2.1 - Development of the programme is on-going between key staff members, this now needs to go further afield to teaching staff to meet our target in Term 4</p> <p>2.2.2 - The start of this process has happened with new stories and learnings coming to life. New website has been developed and shared across Kaahui, we still need to make sense of this</p> <p>2.2.3 - limited chances for this to come to life due to restrictions this year. The Kaahui Ako haven't yet visited Rotorua to see this in action <i>Visit to Rotorua has now taken place and we have a pathway forward for how to develop a programme for Te Oko Horoi</i></p> <p>2.2.4 - Survey completed at the start of this year, we will run this again after our Term Three Inquiry - Survey to be re run in Term 4</p> <p>2.2.5 - All ready to go</p> <p>2.2.6 - Waharoa is the last part of this process, it is made (temporary version) we are awaiting contractors to come back and install now the pavers are down</p> |
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| <p>2.3 Broaden the use of Growth Cycles and Collaborative Sprints to highlight and improve practice Lead By Hamish and SLT</p> | <p>2.3.1 Continue to refine our Collaborative Sprint initiative at a Centre/Syndicate Level</p> <p>2.3.2 Provide opportunities for the Sprints to be responsive to the needs of each Centre. Explore ways to use video to critique practice</p> <p>2.3.3 Refine how the “Growth Cycle” for teachers is an integral part of centre meeting.</p> <p>2.3.4 Cognitive Coaching for the centre leaders to support them in asking questions to promote growth conversations (building capacity)</p> <ul style="list-style-type: none"> • | <p>2.3.1 Documentation of the refined growth cycles for Senior Leadership, followed by termly 1 on1 sessions.</p> <p>2.3.2 Evidence of centre sprint personalisation to meet the needs of the learners. Through centre sprints upskill and foster confidence for teachers to video and critique practice</p> <p>2.3.3 Evidence and thorough documentation of growth cycle conversations within centre meetings</p> <p>2.3.4 Evidence that centre leaders are an integral component of growth cycles by building teacher goals into centre meetings</p> <ul style="list-style-type: none"> • Evidence that centre leaders have worked through and completed the Cognitive Coaching online course | <p>2.3.1 - Whilst these have been taking place, time continues to be a restraint to the extent of these.</p> <p>2.3.2 - Centre Sprints have now come back to life, the videoing would be a push to fair in the current climate as we get back to match fitness</p> <p>2.3.3 - This is happening at a Centre Level but we now need to consider the impact of these sessions, do we see a line of sight to improvement? We are seeing a clear impact on data from our target learners in the first 6 months of the year.</p> <p>2.3.4 - Again, this is happening, what is the impact. We have had to work to grow these people and ensure “Coaching” is alive and well and not so much “Mentoring” Whilst this is happening, does it have intended outcomes? our wider leadership days have been valuable but we are growing in shaping Wider Leadership impact</p> |
| <p>2.4 Collaboratively develop Learning Ethos that drives teaching and learning at Cambridge East School Lead By Pip</p> | <p>2.4.1 Create a written brief that captures our own unique story to ensure we get what we want</p> <p>2.4.2</p> <ul style="list-style-type: none"> • Create a written brief that captures our Learning Ethos. This will include the pedagogical approach of each Centre, Inquiry Learning, Learning Through Play/Exploration Stations, the 6Cs , the Quadrants, and the use of Digital tools to enhance learning | <p>2.4.1 Evidence that the Cambridge East story is crafted and co-owned by the staff and community stakeholders.</p> <p>2.4.2 Evidence that the Cambridge East Learning Ethos has been drafted, consulted on, and edited by the year’s end.</p> | <p>2.4.1 - Learning Ethos is going well, it has helped people understand our “Why”. Evidenced at our Whaanui Hui</p> <p>2.4.2 - On track for success, how big do we want make this document as it continues to grow, ie Gifted Learning into Mana Enhancing</p> |

Goal 3: Sustainability @ Cambridge East School

| Our Strategic Initiatives | Our Strategic Objectives | Our Strategic Measures | Our Strategic Outcome/Annual Report |
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| <p>3.1 Reduce disparity for Priority and At Risk Learners Lead By Pip</p> | <p>3.1.1</p> <ul style="list-style-type: none"> Action Plans in place to help all learners reach their full potential Review of Goals from live data from tracking each term Syndicate meeting every 3 weeks to monitor progress, to identify strategies and programmes to ensure all students experience acceleration Mid and End of Year Reporting to Board Follow Planned Actioned as outlined in our Curriculum Review from 2021 data <p>3.1.2</p> <ul style="list-style-type: none"> Creating mana enhancing spaces Continue to review effectiveness of our planning and assessment expectations | <p>3.1.1</p> <ul style="list-style-type: none"> Evidence that the disparity between the Maaori and ALL cohorts is reduced from 2021 across all 3 reported areas. Complete thorough Mid & End of Year reporting that illuminates planned actions. Documentation and evidence of progress of all target learners in Reading, Writing and Maths. Documentation of successful target learner actions in both centre and syndicate meetings. <p>3.1.2</p> <ul style="list-style-type: none"> Evidence of Mana Enhancing practices and spaces (environmental checks, planning with agency, walk throughs, Rongahia te hau Survey) | <ul style="list-style-type: none"> Mid Year Data shows a narrowing of these traditional trends, which is pleasing as they were evident at the end of 2021 - 6% in Writing, 9.6% in Reading and 10% in Mathematics Mid Year review has happened, next steps have been identified ready to be actioned in Term 3 and 4 Collaborative Sprint impact in Term 2 has had an impact <p>3.1.3</p> <ul style="list-style-type: none"> This is on track, further data to be collected in Term 3 of impact |
| <p>3.2</p> | <p>3.2.1</p> | <p>3.2.1</p> | <ul style="list-style-type: none"> Mid Year data shows a trend back to 90% attainment levels across all data sets |

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| <p>Continue to work towards 90% or above, for attainment</p> <p>Lead By Pip / Lee</p> | <ul style="list-style-type: none"> Continue to review effectiveness of our planning and assessment expectations <p>3.2.2</p> <ul style="list-style-type: none"> Follow Planned Actioned as outlined in our Curriculum Review from 2021 data | <ul style="list-style-type: none"> Documentation and evidence of achievement levels in Reading, Writing and Maths through the Mid Year and End of Year Reviews <p>3.2.2</p> <ul style="list-style-type: none"> Evidence of planned actions within classrooms for Target and Priority learners. | <ul style="list-style-type: none"> Planning for Target Learners has been part of Centre/Syndicate sprints |
| <p>3.3</p> <p>Improving Our Environments to meet our pedagogy and to support our growing curriculum delivery</p> <p>Lead By Hamish</p> | <p>3.3.1</p> <p>Redevelopment of the Admin Area, including our Waharoa</p> <p>3.3.2</p> <p>Continue to grow the capability of our leaders to support the restructure as a result of growth and professional learning opportunities</p> <p>3.3.3</p> <p>Continue to explore the redevelopment of our Timatanga spaces, both inside and out. (sand, water, bike, concrete areas)</p> <p>3.3.4</p> <p>Implement our CES MakerSpace (digital tools, equipment, space)</p> | <p>3.3.1</p> <p>Work with Mana Whenua and contractor to finalise our paving and Waharoa by the end of Week 5 in Term 1 to have this installed by the end of Term 1</p> <p>3.3.2</p> <p>Continue to refine Job Descriptions and Areas of Responsibility for the Senior and Wider Leadership Teams to further enhance our distributive leadership model.</p> <p>Develop a “Growth Cycle” model in Term 1 which allows the team member identify their own areas of growth linked back to the Strategic Plan and Initiatives</p> <p>Meet with direct report at the end of each term to unpack progress and set new agreed targets and timeframes</p> <p>3.3.3</p> <p>Looking at our next 5ya allocation to maximise the redevelopment of the Junior end of the school. Use July allocation to draft a new concept that includes outdoor spaces. Have a plan in place by the end of the year so we can go out to tender in early 2023</p> <p>3.3.4</p> <p>To have the Makerspace returned back into a function space for classes to visit and use by the beginning of Term 2.</p> | <p>3.3.1</p> <p>Designs have been finalised and ready to be installed, we are awaiting the contractor to be able to come and complete this work</p> <p>3.3.2</p> <p>Growth model from our Kaahui Ako has been adapted for all members of the Senior Leadership Team. Where possible, Growth conversations took place. 2 to be completed at the start of Term 2. This process has brought a sharper focus of our transformational leadership</p> <p>3.3.3</p> <p>Allocation won't be made available to the school until July 2022 at the earliest</p> <p>3.3.4</p> <p>Makerspace is back set up and ready for classroom use with some classes already utilising this area. Our next step is to see how we can promote the use of this space on a regular basis by ALL classes</p> |

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| | | Review the space and tools in Term 4 to further develop our Makerspace for 2023 and beyond | |
| <p>3.4 Maximising every dollar to meet the needs of all learners</p> <p>Lead By Financial Sub-Committee</p> | <ul style="list-style-type: none"> Learning Support Programme Reading Recovery Continue EnD Day for a broad curriculum experience for all learners Continue to offer special Teachers during Classroom Release Time for Science and Art <p>Where possible Promote Learning Languages Te Reo and Mandarin via EnD and Classroom programmes</p> | <ul style="list-style-type: none"> Continue to use our new reporting through Xero to make decisions to impact learners Continue to maximise our Ministry allocation for Reading Recovery and providing an extra 0.2 for small groups focusing on Year 3 learners who have been impacted by COVID Review Termly our overall Bank Staffing and/or our Budget to see if we can afford Speech Language Therapist and Learning Languages through our EnD programme (NOT ENOUGH COINS) | <ul style="list-style-type: none"> At this point in time, we don't have any extra funds available via our Bulk Grant to be able to use for this. It would however appear, that we can look to replace one of Learning Assistants who left and one who is about to go on maternity leave, to see if we can bring in more support programmes. SLT/SENCo/LSC to work together to develop a plan to be implemented by the end of Term 2 Pip was able to secure extra Reading Recovery Funding for our Year 3 Groups until the end of the year Hamish and Jo reviewed our Bank Staffing Position at the end of Term 1 to see if we have extra staffing available. We are now looking to see if Margaret Ng is available to come in for an equivalent to 1 day a week |

| NAG 2 – Documentation and Self Review | | | |
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| Planned Priorities | Resources Required | Planned Actions / Expected Outcomes | Actual Outcome/Annual Report |
| Completion of a Strategic and Annual Plan to present to the Ministry of Education which includes a review of the past years goals | <ul style="list-style-type: none"> All Board Members Consultation with Senior Staff, Board, PTA, Whanau Hui and other key stakeholders | <ul style="list-style-type: none"> Strategic goals set for 2022 (review process took place in Term 3 and 4 2021) Review of 2021 strategic goals and Annual Plan Streamline the use of Goals through into Annual Action Plan and then into Board Reports on a Monthly Basis using a Live Document that is reviewed at our second Meeting each Term | <ul style="list-style-type: none"> This is the current focus for first Board Meeting in Term 3, COVID has hampered this initiative at the start of the year. We have taken the time to link Goals to the new NELPS Running document has been used as part of our reporting to the Board Removal of NAGs to align with changes to the Education and Training Act |

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| | | | <ul style="list-style-type: none"> Continue to review and monitor Annual Plan every Board meeting Review of Charter to develop a new document for 2022 - 2025 (Staff, Board, PTA and Whanau Hui In Term 1). Draft to be completed for Community Consultation at 3rd Term 3 Board Meeting | <ul style="list-style-type: none"> Awaiting the Ministry of Education and School Trustees Associations guidance in relation to the changes to Charters and reporting requirements |
| Review and implement policies and procedures utilising SchoolDocs | <ul style="list-style-type: none"> Hamish Fenemor / BOT | <ul style="list-style-type: none"> Review of school Policies and Procedures – refer to 3 year Self Review Overview Board Annual Work Plan following SchoolDocs 3 year schedule for review of Policies and Procedures Ensure Staff and Community are keep up to date with these review processes via a Board Newsletter every Term | <ul style="list-style-type: none"> 3 year cycle from School Docs was followed with Policies and Board Assurance included in monthly meetings The Board has yet to find an on-going system that <ul style="list-style-type: none"> Worked required moving into 2023 on how the Board communicates their outcomes of monthly meetings to help keep the community informed of developments | |
| Health Curriculum Review | <ul style="list-style-type: none"> BoT Sub-committee to look into Community Consultation Hamish / Pip | <ul style="list-style-type: none"> To use the data gathered in 2020 Health Survey to help shape the development of our Health Curricular implementation for 2022 and beyond | <ul style="list-style-type: none"> Included in 2023 Inquiry with aspects identified to be included in curriculum delivery in 2023 | |
| Reporting to Parents | <ul style="list-style-type: none"> Review our new Report Format through Edge Continue to refine Seesaw | <ul style="list-style-type: none"> Continue to streamline our reporting to parents and caregivers without giving away the quality of reporting around student progress Refine our Implementation Plan for the use of Seesaw, including guidelines for teachers | <ul style="list-style-type: none"> Review in Week 5/6 of Term Three completed after reporting at mid year Review of the use of Seesaw with a focus on our learners sharing more moving forward. To be included in our Learning Ethos Timelines in Term 1 of 2023 | |
| NAG 3 – Personnel | | | | |

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| <p>Professional Development / Appraisal Systems</p> | <ul style="list-style-type: none"> • Hamish / Personnel • Clarity in the Classroom | <ul style="list-style-type: none"> • Continue to develop our Appraisal System with a focus on linking Point in Time Conversations with Personal Growth Cycles. • Broaden the Point in Time conversations to include Centre Leaders. This will streamline the process of transitioning goals into Centre Meetings. • Develop and refine the Centre Meeting format to ensure growth cycles are reflected upon and refreshed regularly. • Staff to identify individual teaching goals to help the school achieve its overall goals • Provide set times for centres to delve into a Collaborative Inquiry (3 sessions per term). • Continue to provide a budget for Teaching as Inquiry and Personal Professional Development | <ul style="list-style-type: none"> • Growth Cycles with Middle and Senior Leadership teams have been successful and well received • 2023 has to be a reset of a balance between Growth Cycle, along with Attestation and point in time observations still taking place with a focus on “Growth” • As part of our Centre and Syndicate Sprints have been linked to a Growth Cycle approach • Alignment for individuals has been limited, due to the chance to meet one-on-one with Senior Leadership, this will need to be re-introduced for 2023 • Collaborative Inquiry still remains a driver for our Centres to help bring to life school-wide initiatives • Review how we can get our Inquiry Teams back out and visiting schools who are leading in initiatives we are inquiring into, identify Professional Learning Opportunities |
| <p>Principal Appraisal</p> | <ul style="list-style-type: none"> • Board chair / Outside Consultant | <ul style="list-style-type: none"> • Board to appoint a person to complete the appraisal of the principal for 2022 and 2023 • Board to review policy and procedures around this to ensure all parties are aware of the full process • Checkpoints and Regular meetings with Appraiser | <ul style="list-style-type: none"> • Neil O’Rielly is completing this, he has a Mid Year Report drafted and ready to share with the Board • Bi-weekly Zoom sessions were completed with two sites visits completed during the year |
| <p>NAG 4 – Financial and Property Management</p> | | | |
| <p>New 5ya / 10yp Development</p> | <ul style="list-style-type: none"> • Teaching Staff • Hamish / Roger • Himi Whitewood – Architect | <ul style="list-style-type: none"> • Continue to use our Conditioning report to identify areas of maintenance to be completed • Utilise these reports to identify work that | <ul style="list-style-type: none"> • 5yp planning has started, with \$370,000 identified as the Budget • Condition Reporting completed towards the end of 2022 and will be used to identify any Priority 1 and 2 projects that need to be completed |

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| | <ul style="list-style-type: none"> 5ya – MoE Contribution (\$380,000) Education Briefing Document – School Master Plan | <ul style="list-style-type: none"> needs to be completed to satisfy MoE Priority 1,2 and 3 Chance to explore Board initiated upgrades/redevelopment of key areas in the school Use July indication of Allocation to start developing a new 5ya | <ul style="list-style-type: none"> Working with Greenstone as the Ministry appointed independent consultant Allocation to start in 2023 |
| 2 New Classes | <ul style="list-style-type: none"> MTB Team from Ministry Allocation of \$1,000,000 to complete equivalent to 2 new teaching spaces | <ul style="list-style-type: none"> Work with the MTB Team from the Ministry and Interlink to develop a solution that works for Cambridge East School Consult with local Iwi, include all stake holders in the process | <ul style="list-style-type: none"> Two new spaces were opened by Ngati Kororiki Kahukura in late Term 1 We continue to enjoy the new spaces with little defects that need attention. The new toilet block within these MTB's has also been well received |
| Finances | | | |
| Canterbury Education Services | <ul style="list-style-type: none"> Utilise advice from Accountant and Auditors School Budget to help build a positive cash position | <ul style="list-style-type: none"> Continue to work on reporting documentation for the board monthly, easy to follow and clear outline of the school's financial position Clear cash flow to help with decisions making Termly reviews of the working Budget to ensure coding is correct to help identify extra income and expenditure Continue to develop and review our Financial Bliss to ensure we are building reserves for Cyclical Maintenance and Replacement of Capital Items Utilise Xero to ensure accurate reporting and for cashflow | <ul style="list-style-type: none"> Finances continue to be tight, with the Kaahui Ako funds continuing to be hard to identify due to the GST amounts not being taken into consideration Kaahui Ako funds will be released once new leader has been identified Cashflow report is a critical piece that is currently missing and needs to be implemented |
| NAG 5 – Health and Safety | | | |

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| Electrical Equipment Testing | <ul style="list-style-type: none"> • Andy Swaney / Caretaker • Testing completed in Term 1 | <ul style="list-style-type: none"> • Testing of all electrical equipment • Database of tested equipment made, along with faulty equipment • Get rid or replace faulty equipment | <ul style="list-style-type: none"> • Testing and checks have been completed |
| Monthly Maintenance checks and scheduled | <ul style="list-style-type: none"> • Principal / Caretaker / Health and Safety office • Develop an Online/Digital Reporting format | <ul style="list-style-type: none"> • Monthly checks completed and reported to the board at each meeting • Completion of Monthly Checks and placed online • Follow Ministry Guidelines in regards to School Buildings and Features • Regular checks of school grounds for hazard identification • Liaise with property team to ensure all equipment and plant is meeting necessary requirements • Regular meetings between caretaker and principal | <ul style="list-style-type: none"> • Monthly meetings held with the Caretaker, May was missed due to COVID restrictions but all other requirements were met • Reports placed into Board Agendas to ensure transparency and to help keep the Board informed of upcoming projects or remedial works that were completed • Regular routines of the caretaker were completed and a review of this checklist done as part of monthly meetings • Meetings took place the week before Board meetings, normally between 7-12th of each month |
| NAG 6 – Legislation | | | |
| School review and Initiatives | <ul style="list-style-type: none"> • Hamish Fenemor / Board Chair • Term 3 | <ul style="list-style-type: none"> • Run community evenings and sessions to share the findings from our Community Consultation • Work with the community to form/establish working groups for different projects | <ul style="list-style-type: none"> • Conditions in 2022 didn't allow for this to happen, cuppa with the Principal to be reintroduced once Kaahui Ako commitments have finished • Working groups will help form the above, a focus for each of the groups |
| Enrolment Scheme | <ul style="list-style-type: none"> • Board of Trustees / Hamish Fenemor | <ul style="list-style-type: none"> • Review of the School Enrolment Scheme in relation to the school roll | <ul style="list-style-type: none"> • Needs to be done for 2023 school year - Included in second Board of Term 3 • Review of our current process which will look at setting a date/week etc term to hold ballots, if required |

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| | | <ul style="list-style-type: none"> Identify the number of 'out of home zone' enrolments the school has available Advertise the positions and if necessary, hold a ballot | | | |
| NAG 7 | Each board is required to complete an annual update of the charter for each school it administers, and provide the Secretary for Education with a copy of the updated charter by 1 st March of the relevant year | <ul style="list-style-type: none"> Board / Hamish Fenemor on behalf of the Board as a delegated authority | <ul style="list-style-type: none"> Updated Charter to be emailed/uploaded to the local regional office by 31st March Continue to refine the Annual Plan and then into the Boards working documents and reports for monthly meetings | <ul style="list-style-type: none"> Requirements were met for this | |
| NAG 8 | Each board is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, direction, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7 utilising the prescribed format | <ul style="list-style-type: none"> Board / Hamish Fenemor on behalf of the Board as a delegated authority | <ul style="list-style-type: none"> Utilise the new reporting formats to ensure we are meeting the requirements around Curriculum Standards and Annual Report to the Ministry Place in new goals formulated at the end of 2022 Start to review our charter and strategic section to reflect the changes and priorities throughout the school | <ul style="list-style-type: none"> While we have started this work, we are still awaiting MoE and STA guidelines to be developed for this. In 2023, we will be using our current format to submit to and place on line by 31st March | |

REVIEW OF 2022 TARGETS AND TARGET SETTING FOR 2023 (Aov)

| NEW ZEALAND CURRICULUM WRITING TARGET - END of YEAR REVIEW 2022 | | | | | | | | | |
|------------------------------------------------------------------------|-----------------------------|---------------------------------|-----------------------------------|--------------------------------|-----------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|--|
| | WELL BELOW | BELOW | AT | ABOVE | % WELL BELOW OR BELOW | % AT OR ABOVE | SAME COHORT 2021 AT/ABOVE Mid End | SAME COHORT 2020 AT/ABOVE Mid End | |
| BOYS | 3.3% (7) 2.6% (6) | 18.2% (38) 12.9% (30) | 77% (161) 82.3% (191) | 1.4% (3) 2.2% (5) | 21.5% (45/209) 15.5% (36/232) | 78.4% (164/209) 84.5% (196/232) | 80% (164/205) 80.3% (159/198) | 80.9% (165/204) 84.3% (172/204) | |
| GIRLS | 3.3% (1) 0% (0) | 11.8% (22) 8.9% (17) | 78% (145) 78.5% (150) | 9.7% (18) 12.6% (24) | 11.8% (23/186) 8.9% (17/191) | 88.2% (163/186) 91.1% (174/191) | 92.5% (197/213) 91.4% (193/211) | 92.7% (190/205) 91.3% (191/209) | |
| ALL | 2% (8) 1.4% (6) | 15% (60) 11.1% (47) | 77.5% (306) 80.6% (341) | 5.3% (21) 6.9% (29) | 17.2% (68/395) 12.5% (53/423) | 82.8% (327/395) 87.5% (370/423) | 86.4% (361/418) 86.1% (352/409) | 86.8% (355/409) 87.9% (363/413) | |
| MAAORI | 5.3% (2) 2.7% (1) | 18.4% (7) 24.3% (9) | 76.3% (29) 73% (27) | 0% (0) 0% (0) | 23.7% (9/38) 27% (10/37) | 76.3% (29/38) 73% (27/37) | 71.8% (33/46) 67.4% (29/43) | 73.5% (36/49) 73.9% (34/46) | |
| MAAORI Boys | 8.7% (2) 4.2% (1) | 13% (3) 20.8% (5) | 78.3% (18) 75% (18) | 0% (0) 0% (0) | 21.7% (5/23) 25% (6/24) | 78.3% (18/23) 75% (18/24) | 70.4% (19/27) 62.5% (15/24) | 73.1% (19/26) 73.1% (19/26) | |
| PASIFIKA | 0% (0) 0% (0) | 100% (3) 50% (2) | 0% (0) 50% (2) | 0% (0) 0% (0) | 0% (0/0) 50% (2) | 0% (0/0) 50% (2) | 20% (1/5) 33.3% (2/6) | 25% (1/4) 25% (1/4) | |
| MELAA | 0% (0) 0% (0) | 17.6% (3) 6.7% (1) | 66.7% (2) 86.7% (13) | 5.9% (1) 6.7% (1) | 17.6% (3/17) 6.7% (1) | 76.5% (14/17) 93.3% (14/15) | 83.3% (15/18) 78.6% (11/14) | 82.4% (14/17) 82.4% (14/17) | |
| ASIAN | 7.7% (3) 4.4% (2) | 15.4% (6) 15.6% (7) | 76.9% (30) 73.3% (33) | 0% (0) 6.7% (3) | 23.1% (9/39) 20% (9/45) | 76.9% (30/39) 80% (36/45) | 88.8% (32/36) 86.5% (32/37) | 87.9% (29/33) 90.6% (29/32) | |
| NZ EURO | 1% (3) 0.9% (3) | 14% (41) 8.9% (28) | 78.2% (229) 82.3% (260) | 6.8% (20) 7.9% (25) | 15% (44/293) 8.9% (31/316) | 85% (249/293) 90.2% (285/316) | 89.3% (0/0) 89.8% (274/305) | 89.8% (272/303) 90.7% (283/312) | |
| OTHER | 0% (0) | 0% (0) | 100% (6) | 0% (0) | 0% (0/6) | 100% (6/6) | First time reporting | First time reporting | |

NEW ZEALAND CURRICULUM WRITING TARGET - END of YEAR REVIEW 2022

| | WELL BELOW | BELOW | AT | ABOVE | % WELL BELOW OR BELOW | % AT OR ABOVE | SAME COHORT 2021 AT/ABOVE Mid & End | SAME COHORT 2020 AT/ABOVE Mid & End |
|----------------------|----------------------|--------------------------|--------------------------|-------------------------|--------------------------------|--------------------------------|----------------------------------------|----------------------------------------|
| Year 0 | 0 | 0 | 100% (6) 100% (27) | 0 | 0% | 100% (6/6) 100% (27/27) | New to School | New to School |
| After 1 Year | 0 | 0 | 100% (46) 100% (45) | 0 | 0% | 0% 100% (45/45) | New to School | New to School |
| After 2 Years | 0 | 14.5% (10) 6.8% (5) | 85.5% (59) 91.8% (67) | 0 | 14.5% (10/69) 6.8% (5/73) | 85.5% (59/69) 93.2% (68/73) | 100% (64/64) 100% (60/60) | 98.3% (59/60) 96.5% (51/53) |
| After 3 Years | 1.6% (1) | 22.6% (14) 25.8% (16) | 69.4% (43) 66.1% (41) | 6.5% (4) 8.1% (5) | 24.2% (15/62) 25.8% (16/62) | 75.8% (47/62) 74.2% (46/62) | 91.8% (56/61) 83.3% (50/60) | 81.8% (45/55) 77.2% (44/57) |
| End of Year 4 | 3.3% (2) 1.6% (1) | 18% (11) 17.2% (11) | 68.9% (42) 67.2% (43) | 9.8% (6) 14.1% (9) | 21.3% (13/61) 18.8% (12/64) | 78.7% (48/61) 81.3% (52/64) | 68.4% (39/57) 72.2% (39/54) | 83.9% (52/62) 81.8% (54/66) |
| End of Year 5 | 3.8% (3) 5.1% (4) | 19% (15) 6.3% (5) | 73.4% (58) 83.5% (66) | 3.8% (3) 5.1% (4) | 22.8% (18/79) 11.4% (9/79) | 77.2% (61/79) 88.6% (70/79) | 86.8% (59/68) 86.3% (63/73) | 88.6% (62/70) 94.7% (71/75) |
| End of Year 6 | 2.8% (2) 1.4% (1) | 13.9% (10) 13.7% (10) | 72.2% (52) 71.2% (52) | 11.1% (8) 13.7% (10) | 16.7% (12/72) 15.1% (11/73) | 83.3% (60/72) 84.9% (62/73) | 84.9% (62/73) 84.8% (61/72) | 80% (68/85) 84.8% (73/86) |

2022 TARGET:

To have 85 - 90% of students at CES working at or above Curriculum Standard in Writing by the end of 2022

We currently have 87.5% of students achieving 'At or Above' in relation to The New Zealand Curriculum.

Target Groups 2022

1. Accelerate the achievement of the Year 3, 4, 5 and 6 cohort.
We have not accelerated the achievements of the Year 3 - 6 cohort in our OTJs
2. Reduce the discrepancy between girls and boys to (closer to 7%)
We have reduced the discrepancy between girls and boys to 6.6%
3. Maaori learners – maintain (and/or reduce) the current discrepancy in achievement. The aim is to maintain this at or near 6%.
We have not achieved this target.

To do this we need to:

1. Accelerate the achievement of the Year 3 - 6 cohort, we have identified 7 learners we believe we can move into the At category from Below.
2. Reduce the discrepancy between the genders. This would mean reducing the number of boys represented in the Well Below or Below category. We should be able to move the number of boys from 45 to 38 learners.
3. Maintain the Maaori cohort achievement and accelerate their achievement

How:

- Tracking learners in centre and syndicate meetings
- Transparent data - every teacher at CES has access to the same data/evidence about our learners
- Double Dip approach to teaching writing
- Support teachers with getting learners to explicitly plan for their writing so that they are able to expand their ideas to add detail
- Continue to monitor the explicit planning of writing across the school and ensure explicit links are made through the use of learning progressions
- Continue to implement and monitor the teaching of our ESOL learners
- Modeling and supporting teachers in their End of Year Overall Teacher Judgement (OTJ)
- Spreading the learning from the 'Write that Essay' course. We have three other teachers now involved in this course, now named Writer's Toolbox

DATA ANALYSIS: (End Year 2022)

Reflecting upon the Writing data across the school:

At mid year, we identified that Writing was an area that we needed to put the spotlight back on. Since the mid year data, we have had an overall 5.2% increase in achievement at At/Above. We do need to stop and celebrate the gains in our Year 5 data (increase of 11.4% achieving At or Above), our Year 2 data (increase of 7.7% achieving At or Above) and our boys (6.1%). We are able to identify that there is a discrepancy between the achievement (At or Above) of our NZ European cohort and our Maaori cohort of 17.2%. This will be an area of focus for us moving into the future.

PROGRESS STATEMENT: (comparing groups of students' from mid year data to end of year data)

- Our data has increased 5.2% since mid year, with the boys improving 6.1% and the girls 2.9%
- We have decreased the discrepancy between the girls and the boys by 3.3% (down to 6.6%)
- At mid year, we wanted to decrease the number of boys in the Well Below/Below category from 45 to 38, we managed to lower this to 36
- The Asian cohort has had a 3.1% increase and the NZ European a 5.2%
- As mentioned above, our Year 5 cohort and our Year 2 cohort have had an 11.4% and 7.7% increase in achieving At/Above respectively
- The Year 4 cohort has had a 2.6% increase in achievement in achieving At or Above, and the Year 6 cohort a 1.6% increase
- Of our learners achieving Below/Well Below, we know that 10 (18.9%) have attendance issues
- Our Maaori cohort has seen a 3.3% decrease in the rate achieving At or Above, and there is now a 17.2% discrepancy between the achievement rate of the Maaori and NZ European cohorts
- At mid year, we identified 7 learners in Year 3 -6 that we believed we could move from Below to At, we moved 10
- Our Year 3 cohort have experienced a 1.6% decrease in achievement, we have looked at the learners who are below as individuals - all have had ESOL, interventions, Reading Recovery, referrals, SENCo and attendance issues

AREAS OF STRENGTH:

There areas of strength to celebrate for the 2022 End of Year Data Review.

- Overall we have had a 5.2% increase in our learners achieving At or Above
- Our Year 5 cohort has had an 11.4% increase in learners achieving At or Above
- Our Year 2 cohort has had a 7.7% increase in learners achieving At or Above
- Our boys increased 6.1% in the number achieving At or Above

TARGETS: 2023

1. To reduce the discrepancy between Maaori and NZ European learners. Our aim is to bring this closer to 10%.
2. Accelerate the Year 3 cohort's achievement, bring this closer to 80%. They are achieving at 74.2%. This is down from from 75.8% at mid year (a decrease of 1.6%)
3. Continue the current School Wide Target of 85 - 90% At or Above Curriculum Expectations

BASIS FOR IDENTIFYING TARGETS:

1. We believe that we can move two of our Maaori learners from the Below category to the At category.
2. When looking at our Year 3 cohort, we have identified three learners that we believe we can move from the Below category to the At category.
3. Writing was the hardest area to move through COVID so we have spent the year resetting children's learning therefore the school wide target needs to reflect that.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT IN 2023:

- Continued use of Yolanda Soryl Phonics Programme within Timatanga and the Year 3 and 4 syndicate
- Introduction of a substage to phonics (between stages 4 and 5) that focuses on blends and CCVC words
- Use of SeeSaw and Whaanau hui as a medium to engage all whaanau, but in particular our Maaori whaanau
- Continue to monitor our learners across the school (class, centre, syndicate, school). Tracking learners in centre and syndicate meetings regularly throughout each term
- Identify and monitor our Target Learners across the school through Target Learners data
- Everyone has everyone's data - data to not be seen as 'my data' but 'our data'
- School wide monitoring of class/space achievement tracking to identify 'at risk' learners
- Double Dip approach to meet the needs of our target learners
- Ensure that the Casey Caterpillar handwriting process is beginning used throughout New Entrant/Year 1 classes so that letter formation is solidified
- Use of innovative learning practices (assessment folders, learning placemats, in class learning conferences, Goal Setting Conferences)
- Refocus the use of learning progressions for planning and conferencing (as the Curriculum refresh has a focus on progressions)
- Refocus the explicit and deliberate teaching the use of planning templates for learners to generate ideas before writing. Continue to specifically target boys for them to have greater success to generate ideas.
- Continue to intentionally track our Maaori learners over the course of the year. This can be achieved through centre, syndicate and senior leadership meetings
- Share the learnings from the 'Writer's Toolbox' course to spread the impact of the learning
- Removing barriers for writing by exploring digital and voice to text tools
- Providing extra support for learners displaying dyslexic tendencies.
- Moderating the data within classes
- Explore authentic contexts that are transdisciplinary linked to writing (from Inquiry)
- Have the Literacy Team explore ways to engage writers, lift achievement and professional learning opportunities

Difference identified between the aims, targets and the outcomes

1. We wanted to accelerate the learner in Year 3 - 6, this did not happen.
2. We wanted to reduce the discrepancy between girls and boys to near 7%. We have reduced this discrepancy to 6.6%
3. We did not manage to maintain (and/or reduce) the current discrepancy at or near 6%. It is currently sitting at 17.2%.

NEW ZEALAND CURRICULUM READING TARGET - END OF YEAR REVIEW 2022

| | WELL BELOW | | BELOW | | AT | | ABOVE | | % WELL BELOW OR BELOW | | % AT OR ABOVE | | SAME COHORT 2021 AT/ABOVE | | SAME COHORT 2020 AT/ABOVE | |
|-----------------|-----------------------------|-------------------------------|-----------------------------------|----------------------------------|-----------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|-----------------------|------------|---------------|------------|---------------------------|-----|---------------------------|-----|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Mid | End | Mid | End |
| BOYS | 3.3% (7) 3.4% (8) | 6.2% (13) 8.2% (19) | 77.5% (162) 63.4% (147) | 12.9% (27) 25% (58) | 9.5% (20/209) 11.6% (27/232) | 90.5% (189/209) 88.4% (205/232) | 82.4% (169/205) 86.4% (171/198) | 82.3% (168/204) 83.3% (170/204) | | | | | | | | |
| GIRLS | 2.7% (5) 2.6% (5) | 9.7% (18) 6.3% (12) | 72% (134) 62.3% (119) | 15.6% (29) 28.8% (55) | 12.4% (23/186) 8.9% (17/191) | 87.6% (163/186) 91.1% (174/191) | 82.7% (176/213) 87.7% (185/211) | 87.3% (179/205) 90.9% (190/209) | | | | | | | | |
| ALL | 3% (12) 3.1% (13) | 7.8% (31) 7.3% (31) | 74.9% (296) 62.9% (266) | 13.7% (54) 26.7% (113) | 10.8% (43/395) 10.4% (44/423) | 89.1% (352/395) 89.6% (379/423) | 82.5% (345/418) 87% (356/409) | 84.6% (348/411) 87.2% (360/413) | | | | | | | | |
| MAORI | 7.9% (3) 8.1% (3) | 13.2% (5) 18.9% (7) | 73.7% (28) 56.8% (21) | 5.3% (2) 16.2% (6) | 21% (8/38) 27% (10/37) | 79% (30/38) 73% (27/37) | 67.4% (31/46) 76.8% (33/43) | 63.3% (31/49) 71.7% (33/46) | | | | | | | | |
| PASIFIKA | 0% (0) 0% (0) | 66.7% (2) 0% (0) | 33.3% (1) 75% (3) | 0% (0) 25% (1) | 66.7% (2/3) 0% (0) | 33.3% (1/3) 100% (4/4) | 40% (2/5) 50% (3/6) | 50% (2/4) 50% (2/4) | | | | | | | | |
| MELAA | 0% (0) 6.7% (1) | 11.8% (2) 0% (0) | 76.5% (13) 60% (9) | 11.8% (2) 33.3% (5) | 11.8% (2/17) 6.7% (1/15) | 88.3% (15/17) 93.3% (14/15) | 88.9% (16/18) 85.7% (12/14) | 76.5% (13/17) 76.5% (13/17) | | | | | | | | |
| ASIAN | 5.1% (2) 4.4% (2) | 15.4% (6) 17.8% (8) | 69.2% (27) 57.8% (26) | 10.3% (4) 20% (9) | 20.5% (8/39) 22.2% (10/45) | 79.5% (31/39) 77.8% (35/45) | 75% (27/36) 75.7% (28/37) | 75.8% (25/33) 78.2% (25/32) | | | | | | | | |
| NZ EURO | 2.4% (7) 2.2% (7) | 5.5% (16) 4.7% (15) | 76.1% (223) 64.9% (205) | 17.4% (47) 28.2% (89) | 7.9% (23/293) 6.9% (22/316) | 92.1% (270) 93.1% (294/316) | 85.6% (264/308) 90.5% (276/305) | 90.1% (273/303) 91.4% (285/312) | | | | | | | | |
| OTHER | 0% (0) | 16.7% (1) | 33.3% (2) | 50% (3) | 16.7% (1/6) | 83.3% (5/6) | First time reporting | First time reporting | | | | | | | | |

NEW ZEALAND CURRICULUM READING TARGET - END of YEAR REVIEW 2022

| | WELL BELOW | BELOW | AT | ABOVE | % WELL BELOW OR BELOW | % AT OR ABOVE | SAME COHORT 2021 AT/ABOVE Mid & End | SAME COHORT 2020 AT/ABOVE Mid & End |
|----------------------|----------------------|-------------------------|--------------------------|--------------------------|--------------------------------|--------------------------------|----------------------------------------|----------------------------------------|
| Year 0 | 0 0 | 0 0 | 100% (6) 100% (27) | 0 0 | 0% 0% | 100% (6/6) 100% (27/27) | New to School | New to School |
| After 1 Year | 0 0 | 0 20% (9) | 100% (46) 73.3% (33) | 0 6.7% (3) | 0% 20% (9/45) | 100% (46/46) 80% (36/45) | 100% (7/7) 0% (0/0) | New to School |
| After 2 Years | 0 0 | 11.6% (8) 13.7% (10) | 84.1% (58) 57.5% (42) | 4.3% (3) 28.8% (21) | 11.6% (8/69) 13.7% (10/73) | 88.4% (61/69) 86.3% (63/73) | 98.4% (63/64) 100% (60/60) | 98.4% (59/60) 92.5% (49/53) |
| After 3 Years | 48% (3) 6.5% (4) | 12.9% (8) 9.7% (6) | 67.7% (42) 59.7% (37) | 14.5% (9) 24.2% (15) | 17.7% (11/62) 16.2% (10/62) | 82.3% (51/62) 83.8% (52/62) | 70.5% (43/61) 71.7% (43/60) | 74.5% (41/55) 87.7% (50/57) |
| End of Year 4 | 4.9% (3) 4.7% (3) | 3% (4.9) 6.3% (4) | 80.3% (49) 62.5% (40) | 9.8% (6) 26.6% (17) | 9.8% (6/61) 11% (7/64%) | 90.2% (55/61) 89% (57/64) | 70.2% (40/57) 85.2% (46/54) | 73% (46/63) 77.2% (51/66) |
| End of Year 5 | 5.1% (4) 5.1% (4) | 8.9% (7) 2.5% (2) | 70.9% (56) 57% (45) | 15.2% (12) 35.4% (28) | 14% (11/79) 7.6% (6/79) | 86.6% (68/79) 92.4% (73/79) | 76.5% (52/68) 83.5% (61/73) | 77.4% (55/71) 82.6% (62/75) |
| End of Year 6 | 2.8% (2) 2.7% (2) | 6.9% (5) 0 | 54.2% (39) 57.5% (42) | 36.1% (26) 39.7% (29) | 9.7% (7/72) 2.7% (2/73) | 90.3% (65/72) 97.3% (71/73) | 89.1% (65/73) 84.7% (61/72) | 87% (74/85) 88.4% (76/86) |

2022 TARGET:

To have 85 -90% of students at CES working at or above Curriculum Standard in Reading by the end of 2022.

We currently have 89.6% of students achieving 'At or Above' in relation to the New Zealand Curriculum.

Target Groups 2022

- 2022 Year 3 cohort (accelerate and monitor achievement)
- **This hasn't been achieved, but their level of achievement has been sustained.**
- Maaori learners – reduce and monitor the discrepancy in achievement (The aim is to bring this to under 10%)
- **This hasn't been achieved, the current discrepancy sits at 20%**

To do this we needed to

- Accelerate the reading achievement in our Year 3 cohort.
- We will endeavor to make progress with our below learners and aim to move two up into the At category
- Accelerate our Maaori learners and reduce the below category by 2 children

How:

- Extra targeted teaching sessions by the Reading Recovery teacher with our target readers within Year 2 and now in Year 1
- Tracking learners in centre and syndicate meetings (In particular identify and monitor current Year 1 students who are at risk)
- Transparent data - every teacher at CES has access to the same data/evidence about our learners
- Double Dip approach to teaching reading
- Making learning explicit through the use of learning progressions
- Monitor the explicit planning of reading across the school
- Continue to implement and monitor the teaching of our ESOL learners
- Modeling and supporting teachers in their End of Year Overall Teacher Judgement (OTJ)
- Continue the across centre phonics programme with explicit connections made to the use of these when reading
- Incorporating Working Memory activities into classroom programmes

DATA ANALYSIS: (End Year 2022)

Reflecting upon the Reading data across the school:

Our Reading data was very interesting to unpack. We need to stop and celebrate our Year 6 learners achievement in reading, it is sitting at 97.3%. This is very rewarding to see as Year 6 is where our learning all comes together. It does need to be noted that while on the surface it appears there has been a decrease in Year 1 achievement it is the first time that these learners can be classified as below. What we do need to celebrate is the increase in learners who are now achieving Above (there has been a 13% increase). Our Year 5 and 6 cohorts have seen significant growth in their At and Above achievement rates (6.4% and 7.7% respectively). Our Year 2's show acceleration occur for 83% of their learners.

PROGRESS STATEMENT: (comparing groups of students' from the mid year data)

- Since the Mid Year Data Review our learners have made a 0.5% increase in the percentage achieving At or Above overall
- The Year 2s have seen an increase of 24.5% in those achieving Above
- Our girls have seen a 13.2% increase in those achieving Above
- Our boys have seen a 12.1% increase in those achieving Above
- Overall, the increase in those achieving Above is 13%
- The Year 5 have had a 6.4% increase in their achievement and the Year 6's 7.7%
- Our Maaori learners have experienced a 6% decrease of those achieving At and Above
- We aimed to move 2 of our Maaori learners from Below to At, but we only managed to move 1
- There is a 20.1% discrepancy between our NZ European and Maaori cohorts
- There are no Year 6's sitting below, just 2 well below
- Our Year 2 learners experienced an acceleration rate of 83% through achievement tracking

AREAS OF STRENGTH:

- We need to celebrate the 24.5% increase the Year 2's made in learners moving from At to Above (and their 83% acceleration rate)
- Our Year 6 learners are achieving at 97.3%
- The Year 5 cohort has experienced a 6.4% increase in those achieving At or Above

TARGETS: 2023

1. Increase the achievement of our Year 1 learners to 85%
2. Increase the achievement of our Year 3 learners to over 85%
3. Decrease the disparity between Maaori and European students to closer to 15%
4. To move our school wide target for reading to '*90 -95% of students at CES working at or above Curriculum Standard in Reading by the end of 2023*'.

BASIS FOR IDENTIFYING TARGETS:

1. Our Year 1's are not reaching our current target of 85% and we believe that there is one learner in this cohort who we can move to At.
2. Our Year 3s are not reaching our current target of 85% and we believe that there is one learner in this cohort who we can move to At.
3. There is a disparity of 20.1% between our Maaori and European cohorts.
4. We have hit our 85-90% target for the past three years, even in a pandemic. It is now time to push our expectations a little further.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT:

- Use of SeeSaw and Whaanau hui as a medium to engage all whaanau, but in particular our Maori whaanau.
- Yolanda Soryl Phonics Programme within Timatanga (sound development for reading), and across the Year 3&4 syndicate for those learners that require it
- The learners in the phonics programme will be tracked to monitor the time spent at each stage
- Working Memory groups, for identified learners will be run alongside the phonics programme
- Continue to track our target learners across the school to show progress and gains overtime
- Tracking learners in centre and syndicate meetings regularly throughout each term. Explicit conversations in Centre and Syndicate meetings around the 'how' we move our target learners.
- Achievement tracking sheets
- Senior Leadership monitoring of class/space achievement tracking to identify 'at risk' learners.
- Double Dip approach to meet the needs of our target learners.
- Use of innovative learning practices (assessment folders, learning placemats, learning conferences, 3 Way Conferences)
- Use of learning progressions for planning and conferencing.
- Refocused use of detailed and sequential planning for instructional sessions in all classes. The aim is to ensure that our teaching is clearly linked to the intended learning.
- Continue to intentionally track our Maaori learners over the course of the year. This can be achieved through centre, syndicate and Senior Leadership meetings.
- Provide explicit and planned for opportunities for our Reading Recovery teacher to work with our Year 1 - 4 teachers, in particular around the teaching of reading strategies.
- Applying Learning Assistant time to put support around our at risk students.
- Balance the instructional reading session between content focus and skill development.
- Increase in Reading Recovery funding for term one of 2023. This will ensure we will be able to cater for our existing children enrolled in Reading Recovery and enable to complete their time.
- Plan for and teach Working Memory activities/games to all Timatanga learners, as well as learners with challenges in Year 3 – 6.
- Continue to implement and monitor the Boys Pilot programme
- Fully implementing Working Memory across the school

Difference identified between the aims, targets and the outcomes

- We aimed to accelerate the reading achievement in our Year 3 cohort. 43% of our Year 3 learners experienced accelerated progress.
- We endeavored to move two of our Below learners into the At category. Our Well Below category has increased by 1 learners and our Below category by 2. This means that we only managed to move one learner from Below to At.
- We also wanted to accelerate our Maaori learners and reduce the below category by 2 children. Unfortunately, our below category has increased by 2 learners. This will be another big focus for us moving into 2023.

NEW ZEALAND CURRICULUM MATHS TARGET - END of YEAR REVIEW 2022

| | WELL BELOW | BELOW | AT | ABOVE | % WELL BELOW OR BELOW | % AT OR ABOVE | SAME COHORT 2021 AT/ABOVE | SAME COHORT 2020 AT/ABOVE |
|-----------------|-------------------------------------|----------------------------------------|-------------------------------------------|-----------------------------------------|----------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|
| | Mid End | Mid End | Mid End | Mid End | Mid End | Mid End | Mid End | Mid End |
| BOYS | 2.9% (6/209) 2.2% (5/230) | 5.7% (12/209) 3.0% (7/230) | 78% (163/209) 74.8% (172/230) | 13.4% (28/209) 20% (46/230) | 8.6% (18/209) 5.2% (12/230) | 91.4% (191/209) 94.8% (218/230) | 86.8% (178/205) 87.4% (173/198) | 86.9% (179/204) 89.2% (182/204) |
| GIRLS | 3.3% (1/186) 0.5% (1/198) | 13.4% (25/186) 7.9% (15/190) | 79% (147/186) 78.9% (150/190) | 7% (13/186) 12.6% (24/190) | 14% (26/186) 8.5% (16/190) | 86% (160/186) 91.5% (174/190) | 81.2% (173/213) 83.4% (176/211) | 84.9% (174/205) 79.8% (166/208) |
| ALL | 1.8% (7/395) 1.4% (6/420) | 9.4% (37/395) 5.2% (22/420) | 78.5% (310/395) 76.7% (322/420) | 10.4% (41/395) 16.7% (70/420) | 11.1% (44/395) 6.6% (28/420) | 88.9% (351/395) 93.4% (392/420) | 84% (351/418) 85.1% (349/410) | 85.9% (353/411) 85% (350/412) |
| MAORI | 5.3% (2/38) 2.7% (1/37) | 15.8% (6/38) 10.8% (4/37) | 76.3% (29/38) 83.8% (31/37) | 2.6% (1/38) 2.7% (1/37) | 21.1% (8/38) 13.5% (5/37) | 78.9% (30/38) 86.5% (32/37) | 65.2% (30/46) 69.8% (30/43) | 69.3% (34/49) 73.9% (34/46) |
| PASIFIKA | (0) (0) | 33.3% (1/3) (0) | 66.7% (2/3) 100% (4/4) | (0) (0) | 33.3% (1/3) (0) | 66.7% (2/3) 100% (4/4) | 40% (2/5) 50% (3/6) | 50% (2/4) 50% (2/4) |
| MELAA | (0) 6.7% (1/15) | 17.6% (3/17) (0) | 70.6% (12/17) 80% (12/15) | 11.8% (2/17) 13.3% (2/15) | 17.6% (3/17) 6.7% (1/15) | 82.4% (14/17) 93.3% (14/15) | 77.8% (14/18) 78.6% (11/14) | 88.9% (16/18) 82.4% (14/17) |
| ASIAN | 5.1% (2/39) 4.5% (2/44) | 17.9% (7/39) 6.8% (3/44) | 66.7% (26/39) 72.7% (32/44) | 10.3% (4/39) 15.9% (7/44) | 23% (9/39) 11.3% (5/44) | 77% (30/39) 88.6% (39/44) | 86.2% (31/36) 81.1% (30/37) | 84.9% (28/33) 84.4% (27/32) |
| NZ EURO | 1% (3/293) 0.5% (2/314) | 6.8% (20/293) 4.8% (15/314) | 80.5% (236/293) 75.5% (237/314) | 11.6% (34/293) 19.1% (60/314) | 7.8% (23/293) 5.4% (17/314) | 92.2% (270/293) 94.6% (297/314) | 87.6% (270/308) 88.9% (271/305) | 88.9% (270/304) 86.5% (269/311) |

NEW ZEALAND CURRICULUM MATHS TARGET - END of YEAR REVIEW 2022

| | WELL BELOW | BELOW | AT | ABOVE | % WELL BELOW OR BELOW | % AT OR ABOVE | SAME COHORT 2021 AT/ABOVE Mid & End | SAME COHORT 2020 AT/ABOVE Mid & End |
|---------------|-----------------------------------|-----------------------------|---------------------------------------|--------------------------------|------------------------------|---------------------------------------|----------------------------------------|----------------------------------------|
| Year 0 | 0 | 0 | 100% (6/6) 100% (27/27) | 0 | 0% | 100% (6/6) 100% (27/27) | New to school | - |
| After 1 Year | 0 | 0 2.2% (1/45) | 100% (46/46) 88.9% (40/45) | 0 8.9% (4/45) | 0% 2.2% (1/45) | 100% (46/46) 97.8% (44/45) | 100% (7/7) | New to school |
| After 2 Years | 0 | 8.7% (6/69) 5.5% (4/73) | 88.4% (61/69) 82.2% (60/73) | 2.9% (2/69) 12.3% (9/73) | 8.7% (6/69) 5.5% (4/73) | 91.3% (63/69) 94.5% (69/73) | 100% (64/64) 100% (60/60) | 98.4% (59/60) 94.3% (50/53) |
| After 3 Years | 1.6% (1/62) 1.6% (1/62) | 9.7% (6/62) 8.1% (5/62) | 75.8% (47/62) 74.2% (46/62) | 12.9% (8/62) 16.1% (10/62) | 11.3% (7/62) 9.7% (6/62) | 88.7% (55/62) 90.3% (56/62) | 86.9% (53/61) 83.6% (51/61) | 87.3% (48/55) 73.6% (42/57) |
| End of Year 4 | 3.3% (2/61) 3.2% (2/62) | 6.6% (4/61) 8.1% (5/62) | 75.8% (46/61) 66.1% (41/62) | 14.8% (9/61) 22.6% (14/62) | 9.9% (6/61) 11.3% (7/62) | 90.1% (55/61) 88.7% (55/62) | 70.2% (40/57) 70.4% (38/54) | 81% (51/63) 83.3% (55/66) |
| End of Year 5 | 3.8% (3/79) 2.5% (2/79) | 11.4% (9/79) 5.1% (4/79) | 72.2% (57/79) 69.6% (55/79) | 12.7% (10/79) 22.8% (18/79) | 15.1% (12/79) 7.6% (6/79) | 84.9% (67/79) 92.4% (73/79) | 83.8% (57/68) 86.3% (63/73) | 87.3% (62/71) 93.3% (69/74) |
| End of Year 6 | 1.4% (1/72) 1.4% (1/72) | 16.7% (12) 4.2% (3/72) | 65.3% (47) 73.6% (53/72) | 16.7% (12/72) 20.8% (15/72) | 18% (13/72) 5.6% (4/72) | 82% (59/72) 94.4% (68/72) | 83.6% (61/73) 88.9% (64/72) | 80% (68/85) 80.2% (69/86) |

2022 TARGET:

To have 85-90% of our learners operating in the 'At' or 'Above' relevant Curriculum Standard by the end of 2022.

We currently have 93.4% of students achieving 'At or Above' in relation to The New Zealand Curriculum.

Target Groups 2022

- Accelerate the achievement of our Year 6 cohort
This has been achieved with a 12% increase in achievement
- Monitor the Year 4 cohort – maintain their achievement.
We have monitored the Year 4 achievement but have not achieved this with a 1.4% drop from mid-year.
- Maori learners – reduce and monitor the discrepancy in achievement. The aim is to bring this under 10%.
This has been achieved with a discrepancy of 8% with the NZ European and Maori cohort

To do this we need to:

- Engagement of teachers in further learning to deepen professional knowledge and skills.
- Spread the understanding of mathematics behaviours within the progressions.
- Use of alternative assessments to triangulate overall teacher judgements.
- Moderation of triangulated Overall Teacher Judgements.
- Tracking learners in centre and syndicate meetings.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Identifying and monitoring impact of learning
- Double Dip/Pre-teach approach to teaching maths
- Running professional development session in staff meetings to upskill and share multi-level group maths approach and working memory Maths activities to accelerate our student achievement.

DATA ANALYSIS (End of Year 2022):

Reflecting upon the Mathematics data across the school:

Our overall data has increased in achievement from 88.9% to 93.4%.

We currently have 28 learners who are tracking below or well below at the end of the year (compared to 44 mid-year). There are 6 well below learners. Of these learners five have identified needs. Of the below learners six are within our ESOL(English as a Second Language) programme, three are new, seven have had absences due to Covid and seven have identified learning needs.

We currently have 41 learners tracking above the expected curriculum level. Of these learners 15 from Year 6, 18 from Year 5, 14 from Year 4, 10 from Year 3 and 9 from Year 2.

PROGRESS STATEMENT: (comparing groups of students from previous years and this year's data)

- Overall this is a 4.5% increase in whole school achievement.
- All cohorts have increased in their achievement (apart from Year 4) from mid-year.
- Year 4's have an increase of 5 more learners into the 'Above' category from mid-year.
- Year 4's cohort have moved 17 learners into the 'At' category from end of 2021 - 18% increase.
- We have reduced the amount of Maori learners "Below/Well Below" from 8 learners to 5.
- Both genders have a 7% increase and are both above 90%.
- When comparing to the same reporting in 2021 the Maori cohort has had a 16% increase in achievement.
- MELLA they have had 14% increase in achievement.
- NZ European has had a 6% increase in achievement when compared to 2021.
- Year 3's 7%
- End of Year 6's continue to leave our school with a strong mathematical foundation and experienced a 5% increase in achievement. They have continued to increase in achievement over the last 3 years.

AREAS OF STRENGTH: 2022

1. All cohorts apart from the Year 4's have increased their achievement since mid-year.
2. 9% increase in achievement for our Maori cohort, achieving the goal of disparity is an area of celebration.
3. 10% shift of children now working above in Year 2.
4. Year 6's across the board they have a strong mathematical understanding as they move to a new setting.

TARGETS: 2023

1. Carefully monitor and stretch the achievement of the 2023 Year 5 cohort.
2. Sustain and/or improve the current level of discrepancy between Maori and NZ European cohorts.
3. To move our school wide target for Maths to '90 -95% of students at CES working at or above Curriculum Standard in Maths by the end of 2023'.

BASIS FOR IDENTIFYING TARGETS:

1. They had a 18% increase of achievement however they are below the other cohorts in the end of year data.
2. This has been reduced from 13% to under 10% it is important to sustain this achievement over time.
3. We have hit our 85-90% target for the past three years, even in a pandemic. It is now time to push our expectations a little further.

Kiwisport 2022

Kiwisport funding in 2022 (\$6,432) was utilised to put towards our Activate Programme and Sporting Equipment. We ran 10 hours each week of Activate for our Year 0-2 students, 3 sessions of 30 minutes each week at a cost of \$8,163 for the year. This included aspects of Prospective Motor Programme and Kiwisports.

In 2022 we spent \$5,978 on Physical Education equipment which included equipment for our Enrich and Discover programme, new athletics equipment, football goals, and field markings. Other initiatives in 2022, included our Swimming Education Programme, \$1,380, Life Education \$400 for Changing Bodies session, and a contribution to Life Skills Cambridge, \$1,600, for counselling services