

# WAIMATE HIGH SCHOOL



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	362
Principal:	Janette Packman
School Address	Paul Street, Waimate, 7924
School Phone:	03 689 8920
School Email:	<a href="mailto:gen@waimate-high.school.nz">gen@waimate-high.school.nz</a>

# WAIMATE HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Board of Trustees
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 19</a>	Notes to the Financial Statements
	<b>Other Information</b>
	Auditor's Report
	Analysis of Variance
	Kiwisport

# Waimate High School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.

Brian Hargreaves  
Full Name of Board Chairperson

Janette Packman  
Full Name of Principal

[Signature]  
Signature of Board Chairperson

[Signature]  
Signature of Principal

31/5/21  
Date:

31.5.21  
Date:

# Waimate High School

## Members of the Board of Trustees

For the year ended 31 December 2020

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>
Bryson Hargreaves	Chairperson	Elected	May 2022
Stuart Duncan	Chairperson	Elected	Oct 2020
Janette Packman	Principal	ex Officio	
Lorraine Shortus	Parent Rep	Elected	May 2022
Andrea Soper	Parent Rep	Elected	May 2022
Haden Tait	Parent Rep	Elected	May 2022
Emma Porter	Parent Rep	Elected	May 2022
Kate Melville	Student Rep	Elected	Nov 2020
Jack Farrell	Co-opted	Elected	May 2022
<b>In Attendance</b>			
Jess Bailey	Board Secretary		

## Waimate High School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	3,868,452	3,842,197	3,628,502
Locally Raised Funds	3	288,529	197,865	349,302
Interest Income		924	1,500	2,604
International Students	4	-	27,982	27,983
		<u>4,157,905</u>	<u>4,069,544</u>	<u>4,008,391</u>
<b>Expenses</b>				
Locally Raised Funds	3	155,028	146,629	165,924
International Students	4	-	16,600	16,600
Learning Resources	5	2,485,636	2,702,065	2,605,965
Administration	6	174,366	191,880	193,638
Finance		5,032	-	6,452
Property	7	1,047,945	981,760	897,521
Depreciation	8	75,161	70,751	101,538
Loss on Disposal of Property, Plant and Equipment		7,115	-	1,550
		<u>3,950,283</u>	<u>4,109,685</u>	<u>3,989,188</u>
<b>Net Surplus / (Deficit) for the year</b>		207,622	(40,141)	19,203
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>207,622</u></u>	<u><u>(40,141)</u></u>	<u><u>19,203</u></u>

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



# Waimate High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Balance at 1 January</b>		623,187	623,187	603,984
Total comprehensive revenue and expense for the year		207,622	(40,141)	19,203
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		24,689	-	-
<b>Equity at 31 December</b>	28	855,498	583,046	623,187
Retained Earnings		855,498	583,046	623,187
<b>Equity at 31 December</b>		855,498	583,046	623,187

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.



# Waimate High School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	696,381	325,396	294,786
Accounts Receivable	10	288,234	222,855	222,855
GST Receivable		18,632	17,880	17,880
Prepayments		5,194	6,316	6,316
Inventories	11	17,478	19,784	19,784
Funds owing for Capital Works Projects	18	43,686	-	-
		<u>1,069,605</u>	<u>592,231</u>	<u>561,621</u>
<b>Current Liabilities</b>				
Accounts Payable	14	382,959	190,281	190,281
Revenue Received in Advance	15	10,108	3,356	3,356
Provision for Cyclical Maintenance	16	16,200	63,166	63,166
Finance Lease Liability - Current Portion	17	21,360	22,871	22,871
Funds held for Capital Works Projects	18	40,600	-	-
Funds Held on Behalf of the Community of Learning	19	34,614	26,642	26,642
Funds Held on Behalf of the HEHA Maori Community	20	9,264	9,274	9,274
Funds Held on Behalf of the Transport Cluster	22	-	69,766	69,766
		<u>515,105</u>	<u>385,356</u>	<u>385,356</u>
<b>Working Capital Surplus/(Deficit)</b>		554,500	206,875	176,265
<b>Non-current Assets</b>				
Investments	12	10,159	9,666	9,666
Property, Plant and Equipment	13	523,660	474,164	544,915
		<u>533,819</u>	<u>483,830</u>	<u>554,581</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	203,763	64,830	64,830
Finance Lease Liability	17	29,058	42,829	42,829
		<u>232,821</u>	<u>107,659</u>	<u>107,659</u>
<b>Net Assets</b>		<u>855,498</u>	<u>583,046</u>	<u>623,187</u>
<b>Equity</b>	28	<u>855,498</u>	<u>583,046</u>	<u>623,187</u>

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

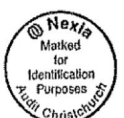


**Waimate High School**  
**Statement of Cash Flows**  
For the year ended 31 December 2020

		2020	2020 Budget	2019
	Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		979,873	802,592	817,595
Locally Raised Funds		288,154	197,865	335,140
International Students		-	27,982	27,983
Goods and Services Tax (net)		(752)	-	7,346
Payments to Employees		(523,306)	(506,716)	(644,129)
Payments to Suppliers		(230,351)	(492,613)	(509,490)
Funds Administered on Behalf of Third Parties		(61,804)	-	(10,594)
Interest Received		1,308	1,500	7,148
Net cash from/(to) Operating Activities		<u>453,122</u>	<u>30,610</u>	<u>41,593</u>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(52,121)	-	22,979
Purchase of Investments		(493)	-	250,000
Net cash from/(to) Investing Activities		<u>(52,614)</u>	<u>-</u>	<u>272,979</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		24,689	-	-
Finance Lease Payments		(20,516)	-	(30,148)
Funds held for Capital Works Projects		(3,086)	-	-
Net cash from/(to) Financing Activities		<u>1,087</u>	<u>-</u>	<u>(40,742)</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><u>401,595</u></u>	<u><u>30,610</u></u>	<u><u>273,830</u></u>
Cash and cash equivalents at the beginning of the year	9	294,786	294,786	20,956
<b>Cash and cash equivalents at the end of the year</b>	9	<u><u>696,381</u></u>	<u><u>325,396</u></u>	<u><u>294,786</u></u>

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.





# Waimate High School

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### 1.1. Reporting Entity

Waimate High 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

#### 1.2. Basis of Preparation

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

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

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

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

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

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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

##### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

##### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.



### **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. 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.

#### *Recognition of grants*

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

### **1.3. Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

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

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

#### **Interest Revenue**

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

### **1.4. Use of Land and Buildings Expense**

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

### **1.5. Operating Lease Payments**

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

### **1.6. 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.

### **1.7. 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.

### **1.8. Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.



### 1.9. Inventories

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

### 1.10. Investments

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

### 1.11. Property, Plant and Equipment

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

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

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

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	11-50 years
Furniture and equipment	5-20 years
Information and communication technology	4-5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

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

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



### **1.13. 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.

### **1.14. Employment Entitlements**

#### *Short-term employee entitlements*

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

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### *Long-term employee entitlements*

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

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

### **1.15. Revenue Received in Advance**

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

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

### **1.16. Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

### **1.17. Provision for Cyclical Maintenance**

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

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

### **1.18. Financial Instruments**

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

### **1.19. 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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.



### **1.20. 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.

### **1.21. Budget Figures**

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

### **1.22. 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	789,309	712,168	729,027
Teachers' Salaries Grants	2,218,876	2,340,397	2,111,059
Use of Land and Buildings Grants	686,931	700,721	671,833
Other MoE Grants	132,466	45,748	74,183
Other Government Grants	40,870	43,163	42,400
	<u>3,868,452</u>	<u>3,842,197</u>	<u>3,628,502</u>

The School has opted in to the donations scheme for this year. Total amount received was \$38,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$10,034 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	35,671	23,450	69,606
Fundraising	600	-	-
Other Revenue	106,466	44,900	82,175
Transport Revenue	60,195	55,115	62,249
Trading	56,116	54,950	59,788
Activities	29,481	19,450	75,484
	<u>288,529</u>	<u>197,865</u>	<u>349,302</u>
<b>Expenses</b>			
Activities	37,541	57,829	67,526
Trading	63,756	57,800	61,077
Transport (Local)	9,762	-	9,180
Other Locally Raised Funds Expenditure	43,969	31,000	28,141
	<u>155,028</u>	<u>146,629</u>	<u>165,924</u>
<i>Surplus for the year Locally raised funds</i>	<u>133,501</u>	<u>51,236</u>	<u>183,378</u>

## 4. International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	-	1	1
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International Student Fees	-	27,982	27,983
<b>Expenses</b>			
Employee Benefit - Salaries	-	1,592	1,592
Other Expenses	-	15,008	15,008
	-	16,600	16,600
<i>Surplus for the year International Students</i>	-	<u>11,382</u>	<u>11,383</u>



## 5. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	68,929	153,857	125,100
Equipment Repairs	2,631	4,000	5,768
Information and Communication Technology	12,320	-	-
Library Resources	945	500	922
Employee Benefits - Salaries	2,398,601	2,537,708	2,462,347
Staff Development	2,210	6,000	11,828
	<u>2,485,636</u>	<u>2,702,065</u>	<u>2,605,965</u>

## 6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,058	5,200	6,852
Board of Trustees Fees	3,925	5,000	5,090
Board of Trustees Expenses	1,626	1,500	7,756
Communication	7,590	8,800	9,136
Operating Lease	9	4,000	60
Other	22,212	18,750	20,899
Employee Benefits - Salaries	110,058	132,300	130,092
Insurance	14,038	12,000	9,418
Service Providers, Contractors and Consultancy	7,850	4,330	4,335
	<u>174,366</u>	<u>191,880</u>	<u>193,638</u>

## 7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,143	5,800	5,473
Cyclical Maintenance Provision	91,967	22,200	(36,607)
Grounds	3,672	2,100	12,168
Heat, Light and Water	42,920	45,600	46,567
Rates	5,294	5,000	4,943
Repairs and Maintenance	38,016	26,339	34,732
Use of Land and Buildings	686,931	700,721	671,833
Employee Benefits - Salaries	172,002	174,000	158,412
	<u>1,047,945</u>	<u>981,760</u>	<u>897,521</u>

The Use of Land and Buildings figure represents 8% 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.

## 8. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	3,195	3,000	3,195
Building Improvements	4,967	4,000	5,052
Furniture and Equipment	17,329	20,000	22,344
Information and Communication Technology	16,894	15,000	17,513
Motor Vehicles	6,831	6,000	11,744
Leased Assets	23,209	20,000	38,659
Library Resources	2,736	2,751	3,031
	<u>75,161</u>	<u>70,751</u>	<u>101,538</u>



## 9. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	300	-	300
Bank Current Account	472,555	325,396	171,775
Bank Call Account	223,526	-	122,711
Cash and cash equivalents for Statement of Cash Flows	696,381	325,396	294,786

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

Of the \$696,381 Cash and Cash Equivalents, \$40,600 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$696,381 Cash and Cash Equivalents, \$34,614 is held by the School on behalf of the Community of Learning cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$696,381 Cash and Cash Equivalents, \$9,264 is held by the School on behalf of the HEHA cluster. See note 20 for details of how the funding received for the cluster has been spent in the year.

Of the \$696,381 Cash and Cash Equivalents, \$65,445 is held by the School on behalf of the Waimate Schools Bus Network cluster. See note 21 for details of how the funding received for the cluster has been spent in the year.

## 10. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	63,387	56,260	56,260
Receivables from the Ministry of Education	-	24,413	24,413
Interest Receivable	-	384	384
Banking Staffing Underuse	50,000	4,525	4,525
Teacher Salaries Grant Receivable	174,847	137,273	137,273
	288,234	222,855	222,855
Receivables from Exchange Transactions	63,387	56,644	56,644
Receivables from Non-Exchange Transactions	224,847	166,211	166,211
	288,234	222,855	222,855

## 11. Inventories

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
School Uniforms	16,359	18,218	18,218
Canteen	1,119	1,566	1,566
	17,478	19,784	19,784

## 12. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Non-current Asset			
Long-term Bank Deposits	10,159	9,666	9,666
Total Investments	10,159	9,666	9,666





### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2020</b>						
Land	31,500	-	-	-	-	<b>31,500</b>
Buildings	103,691	-	-	-	(3,195)	<b>100,496</b>
Building Improvements	106,078	-	-	-	(4,967)	<b>101,111</b>
Furniture and Equipment	145,739	19,400	-	-	(17,329)	<b>147,810</b>
Information and Communication Technology	42,040	31,440	-	-	(16,894)	<b>56,586</b>
Motor Vehicles	28,471	-	(6,502)	-	(6,831)	<b>15,138</b>
Leased Assets	66,180	8,900	-	-	(23,209)	<b>51,871</b>
Library Resources	21,216	1,281	(613)	-	(2,736)	<b>19,148</b>
<b>Balance at 31 December 2020</b>	<b>544,915</b>	<b>61,021</b>	<b>(7,115)</b>	<b>-</b>	<b>(75,161)</b>	<b>523,660</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2020</b>			
Land	31,500	-	<b>31,500</b>
Buildings	159,716	(59,220)	<b>100,496</b>
Building Improvements	173,986	(72,875)	<b>101,111</b>
Furniture and Equipment	700,561	(552,751)	<b>147,810</b>
Information and Communication Technology	426,220	(369,634)	<b>56,586</b>
Motor Vehicles	103,314	(88,176)	<b>15,138</b>
Leased Assets	100,363	(48,492)	<b>51,871</b>
Library Resources	88,895	(69,747)	<b>19,148</b>
<b>Balance at 31 December 2020</b>	<b>1,784,555</b>	<b>(1,260,895)</b>	<b>523,660</b>

The net carrying value of equipment held under a finance lease is \$51,871 (2019: \$66,180)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Land	31,500	-	-	-	-	<b>31,500</b>
Buildings	106,886	-	-	-	(3,195)	<b>103,691</b>
Building Improvements	111,130	-	-	-	(5,052)	<b>106,078</b>
Furniture and Equipment	168,083	-	-	-	(22,344)	<b>145,739</b>
Information and Communication Technology	59,553	-	-	-	(17,513)	<b>42,040</b>
Motor Vehicles	40,215	-	-	-	(11,744)	<b>28,471</b>
Leased Assets	104,818	4,641	(4,620)	-	(38,659)	<b>66,180</b>
Library Resources	24,363	1,434	(1,550)	-	(3,031)	<b>21,216</b>
Work in Progress	24,413	-	(24,413)	-	-	<b>-</b>
<b>Balance at 31 December 2019</b>	<b>670,961</b>	<b>6,075</b>	<b>(30,583)</b>	<b>-</b>	<b>(101,538)</b>	<b>544,915</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Land	31,500	-	<b>31,500</b>
Buildings	159,717	(56,026)	<b>103,691</b>
Building Improvements	173,986	(67,908)	<b>106,078</b>
Furniture and Equipment	681,161	(535,422)	<b>145,739</b>
Information and Communication Technology	394,780	(352,740)	<b>42,040</b>
Motor Vehicles	117,444	(88,973)	<b>28,471</b>
Leased Assets	101,704	(35,524)	<b>66,180</b>
Library Resources	90,221	(69,005)	<b>21,216</b>
<b>Balance at 31 December 2019</b>	<b>1,750,513</b>	<b>(1,205,598)</b>	<b>544,915</b>



#### 14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	110,995	13,634	13,634
Accruals	80,388	8,112	8,112
Banking staffing overuse	-	3,012	3,012
Employee Entitlements - salaries	179,465	146,803	146,803
Employee Entitlements - leave accrual	12,111	18,720	18,720
	<u>382,959</u>	<u>190,281</u>	<u>190,281</u>
Payables for Exchange Transactions	382,959	190,281	190,281
	<u>382,959</u>	<u>190,281</u>	<u>190,281</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	10,108	3,356	3,356
	<u>10,108</u>	<u>3,356</u>	<u>3,356</u>

#### 16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	127,996	127,996	164,603
Adjustment to the Provision	91,967	-	(36,607)
Provision at the End of the Year	<u>219,963</u>	<u>127,996</u>	<u>127,996</u>
Cyclical Maintenance - Current	16,200	63,166	63,166
Cyclical Maintenance - Term	203,763	64,830	64,830
	<u>219,963</u>	<u>127,996</u>	<u>127,996</u>

#### 17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	24,758	27,506	27,506
Later than One Year and no Later than Five Years	31,021	47,151	47,151
	<u>55,779</u>	<u>74,657</u>	<u>74,657</u>

#### 18. Funds Held for Capital Works

During 2020 the year the School received and applied funding from the Ministry of Education for the following capital works projects. There were no capital work projects in 2019.

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
LSC Co-ordinators Office	Completed	-	45,000	(4,400)	-	40,600
SIP Projects	In Progress	-	-	(43,686)	-	(43,686)
Totals		-	45,000	(48,086)	-	(3,086)

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

40,600
(43,686)
<u>(3,086)</u>



## 19. Funds Held on Behalf of the Community of Learning Cluster

Waimate High School is the lead school and holds funds on behalf of the Community of Learning cluster.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	26,642	26,642	40,421
Funds Received from Cluster Members	30,149	-	13,724
Funds Spent on Behalf of the Cluster	(22,177)	-	(27,503)
Funds Held at Year End	<u>34,614</u>	<u>26,642</u>	<u>26,642</u>

## 20. Funds Held on Behalf of the HEHA Maori Community Project Cluster

Waimate High School is the lead school and holds funds on behalf of the HEHA Maori Community Project cluster, a group of schools funded by the Ministry of Health to share improving nutrition, increasing physical activity and achieving healthy weight for all New Zealanders.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	9,274	9,274	10,962
Funds Spent on Behalf of the Cluster	(10)	-	(1,688)
Funds Held at Year End	<u>9,264</u>	<u>9,274</u>	<u>9,274</u>

## 21. Funds Held on Behalf of the Aoraki Secondary School Principals Cluster

Waimate High School was the lead school and held funds on behalf of the Aoraki Secondary School Principals cluster.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	1,680
Funds Spent on Behalf of the Cluster	-	-	(1,680)
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>-</u>

## 22. Funds Held on Behalf of the Transport Cluster

Waimate High School is the lead school and holds funds on behalf of the Waimate Schools Bus Network cluster, a group of schools funded by the Ministry of Education to share school transport network.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	69,766	69,766	63,213
Funds Received from Cluster Members	21,504	-	3,530
Funds Received from MoE	563,275	-	572,715
Funds Spent on Behalf of the Cluster	(589,100)	-	(569,692)
	<u>65,445</u>	<u>69,766</u>	<u>69,766</u>
<i>Distribution of Transport Cluster Funds</i>			
St Patricks School	4,581	-	4,884
Waimate Centennial School	4,581	7,115	4,884
Waimate Main School	4,581	-	4,884
Waimate High School	51,702	-	55,114
	<u>65,445</u>	<u>7,115</u>	<u>69,766</u>
Funds Held at Year End	<u>65,445</u>	<u>69,766</u>	<u>69,766</u>

### 23. 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.

### 24. Remuneration

#### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,925	5,090
Full-time equivalent members	0.22	0.22
<i>Leadership Team</i>		
Remuneration	356,479	367,492
Full-time equivalent members	3.00	3.22
Total key management personnel remuneration	360,404	372,582
Total full-time equivalent personnel	3.22	3.44

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

#### Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 145	150-160
Benefits and Other Emoluments	3 - 4	3-4
Termination Benefits	0 - 0	0 - 0

#### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 -110	-	1.00
110 -120	2.00	1.00
	2.00	2.00

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

### 25. Compensation and Other Benefits Upon Leaving

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

	2020 Actual \$	2019 Actual \$
Total	-	-
Number of People	-	-



## 26. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

### Holidays Act Compliance - schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

## 27. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) The school has contracted for the Learning Support Co-Ordinators Office project. The total cost of the project is estimated to be \$50,000, which the school has contracted into with several contractors as agent for the Ministry of Education. The Project is fully funded by the Ministry. An amount of \$45,000 has been received from the Ministry for this project, of which \$4,400 has been spent on the project to date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: nil)

### (b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: nil)

## 28. Managing Capital

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

## 29. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	696,381	325,396	294,786
Receivables	288,234	222,855	222,855
Investments - Term Deposits	10,159	9,666	9,666
Total Financial assets measured at amortised cost	<u>994,774</u>	<u>557,917</u>	<u>527,307</u>

### Financial liabilities measured at amortised cost

Payables	382,959	190,281	190,281
Finance Leases	50,418	65,700	65,700
Total Financial liabilities measured at amortised Cost	<u>433,377</u>	<u>255,981</u>	<u>255,981</u>

## 30. Events After Balance Date

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF WAIMATE HIGH SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Waimate High School (the School). The Auditor-General has appointed me, Jane Jackman, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 3 to 19, that comprise statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed 31 May 2021. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

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

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

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

#### **Independence**

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

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



#### **Jane Jackman**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand



---

# Waimate High School #362

## Analysis of Variance Report

2020



### Areas of focus:

- Excellent Year 7 and 8 Student Attainment in Reading, Writing and Mathematics
- Excellent Year 9 and 10 Student Attainment in Literacy
- Excellent Year 9 and 10 Student Attainment in Numeracy
- Excellent Student Attainment in NCEA and as graduating students

## Focus: Excellent Student Attainment in Curriculum Levels

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students who are at or above **the national mean** in Reading, Writing and Mathematics **asTTle testing**

### Target 1:

The target group of Year 7 and 8 students who are below the Reading, Writing and Mathematics standard at the end of 2019 will have made more than one year's progress at the end of 2020.

### Data:

**% Students Achieving At or Above the national mean at the end of 2018, the end of 2019 and the end of 2020**

Reading	2018		2019		2020		Writing	2018		2019		2020		Maths	2018		2019		2020	
	Y 7r	Yr 8	Yr 7	Yr 8	Yr 7	Yr 8		Yr 7	Yr 8	Yr 7	Yr 8	Yr 7	Yr 8		Yr7	Yr 8	Yr 7	Yr 8	Yr 7	Yr 8
All students	44	59	56	44	39	34	All students	63	52	66	58	57	56	All students	62		59	45	52	25
Males	42	62	53	31	44	32	Males	56	38	58	54	60	58	Males	71		63	54	73	26
Females	46	54	62	55	33	38	Females	70	75	77	62	54	54	Females	55		54	38	29	23
Māori	20	25	83	25	14	67	Māori	40	25	67	100	29	67	Māori	60		67	25	29	50

### Overall review:

**\*There is no data for 2018 Year 8 Maths as they did not do e-asTTle Maths. This was only introduced to Year 7 in 2018.**

Looking at the Year 7 cohort of students who were in Year 7 in 2019 and comparing them to the overall data at the end of year 8 in 2020, there have been drops in achievement levels for all three learning areas. These drops are: Reading 56% to 34%, Writing 66% to 56% and Mathematics 59% to 25%.

2019 data showed that girls were outperforming boys in achieving at or above in Reading and Writing for both Year 7 and 8. While in Mathematics boys were outperforming girls in both Year 7 and 8. In 2020, Year 7 boys are outperforming Year 7 girls in achieving at or above in all three disciplines. In Year 8, boys and girls are achieving at or above at similar percentages in all three disciplines.

In Reading, the end of year data for 2019 (then) Year 7 students compared to the 2020 (now) Year 8 students shows that overall student achievement level has dropped from 56% to 34%. Boys have dropped from 53% to 32% and girls have dropped from 62% to 38%. Maori achievement in Reading has also dropped from 83% to 67% (equivalent to one student).

In Writing, the end of year data for 2019 (then) Year 7 students compared to the 2020 (now) Year 8 students shows that overall student achievement level had dropped from 66% to 56%. Boys have stayed the same, sitting at 58% whereas girls have dropped from 77% to 54%. Maori achievement in Writing has stayed the same, sitting at 67%.

In Mathematics the end of year data for 2019 (then) Year 7 students compared to the 2020 (now) Year 8 students shows that overall student achievement level has dropped from 59% to 25%. Boys have dropped from 63% to 26% and girls have dropped from 54% to 23%. Maori achievement in Mathematics has also dropped from 67% to 50% (equivalent to one student).



## Waimate High School Analysis of Variance

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• DEAR reading programme, every day for 20 minutes.</li> <li>• Encouragement of personal reading for enjoyment, both at home and at school.</li> <li>• Subject based reading e.g., Research in Social Studies.</li> <li>• Novel studies – both read by and to the students.</li> <li>• Library time – to get personal books out and have reading time.</li> <li>• Buddy reading between Year 7/8 and senior students (twice a week).</li> <li>• Extension reading group working with librarian.</li> <li>• Individual novel studies.</li> <li>• Introduction of PaCT as an assessment tool.</li> <li>• e-asTTle Reading tests at the start, mid and end of year for Year 7, mid and end of year for Year 8.</li> </ul>	<p><b>Year 7</b>            At the start of 2020, 28% were sitting at or above the national mean in Reading.            At the end of 2020, 39% were sitting at or above the national mean in Reading.            13 (46%) students made accelerated progress in Year 7.            8 (29%) students made expected progress.            There were 7 targets for Reading. Although 6 out of the 7 targets remain below the national mean, 3 target students made accelerated progress and 1 made expected progress.</p> <p><b>Year 8</b>            At the end of Year 7, the current Year 8 cohort, 56% were sitting at or above the national mean in Reading.            At the end of 2020, 34% were sitting at or above the national mean in Reading.            10 (31%) students made accelerated progress in Year 8.            7 (22%) students made expected progress.            There were 6 target students for Reading.            Although all 6 targets remain below the national mean, 3 target students made accelerated progress.</p>	<p>Data is based off an asttle test and does not include OTJ or other assessments.</p> <p>A large number of Year 7 and 8 students were involved in the buddy reading programme. Majority of the students enjoyed reading alongside older students.</p> <p>COVID had an impact on our students reading. For example, the Year 7 novel study was delivered over lockdown, with students reading online and not engaging in the normal in-depth conversations they would have had face to face.            They were encouraged to read during lockdown, but we couldn't control this like we normally do with our DEAR reading time.</p> <p>Attitude towards Reading has had an impact on our students' overall results.            In Year 7, 19 students' attitude scores went down and only 7 went up.            In Year 8, 20 students' attitude scores went down and only 5 went up.</p>	<ul style="list-style-type: none"> <li>• Reading comprehension strategies will be a focus for 2021, looking at introducing a focused reading programme alongside our normal English programme.</li> <li>• Continue with the buddy reading programme and building a better attitude towards this.</li> <li>• Continue with the extension reading group and getting more students involved.</li> <li>• Teaching a wider range of text types.</li> <li>• Work with our learning support group to deliver one on one reading sessions.</li> <li>• Work on building a positive mindset/increasing positive student attitudes towards Reading.</li> </ul>

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Various writing focuses throughout the year e.g., creative, explanation, persuasive so students could explore a wide range.</li> <li>• Small writing activities to get students practicing new skills.</li> <li>• Focus on surface features, in particular capital letters, full stops and basic spelling.</li> <li>• Including writing in all subject areas e.g., writing how they find a solution to a problem in Mathematics.</li> <li>• Introduction of PaCT as an assessment tool.</li> <li>• asTTle Writing tests at the start and end of year for Year 7 students, and end of year for Year 8 students.</li> </ul>	<p><b>Year 7</b></p> <p>At the start of 2020, 14% were sitting at or above the national mean in Writing.</p> <p>At the end of 2020, 57% were sitting at or above the national mean in Writing.</p> <p>24 (86%) students made accelerated progress in Year 7.</p> <p>There were 7 targets for Writing. 4 out of the 7 target students now sit at or above the national mean.</p> <p>6 target students made accelerated progress and 1 made expected progress.</p> <p><b>Year 8</b></p> <p>At the end of Year 7, the current Year 8 cohort, 66% were sitting at or above the national mean in Writing.</p> <p>At the end of 2020, 56% were sitting at or above the national mean in Writing.</p> <p>8 (25%) students made accelerated progress in Year 8.</p> <p>6 (19%) students made expected progress.</p> <p>There were 6 target students for Writing.</p> <p>Although 5 out of 6 targets sit below the national mean, 2 target students made accelerated progress.</p> <p>Of those 6 target students, 3 made accelerated progress in 2019.</p>	<p>Data is based off an asttle test and does not include OTJ or other assessments.</p> <p>Students were exposed to a variety of text types this year, and there was a focus on basic punctuation and use of structure in their writing.</p> <p>Including writing in other subjects got the students in the habit of writing more and using skills taught to them in English.</p> <p>COVID did have an impact on our students writing, as they were having to communicate with their teachers through written communication. This may have had a positive impact on our students.</p> <p>However, during lockdown, trying to encourage students to work hard on their writing was a challenge due to their poor attitude towards writing.</p> <p>In Year 7, 26 students' attitude scores went down and only 6 went up.</p> <p>In Year 8, 18 students' attitude scores went down and only 7 went up.</p>	<ul style="list-style-type: none"> <li>• Following the introduction of the new NCEA Literacy standards, we are needing to refocus on the basics. Our literacy programmes will need to include focuses on parts of speech, sentences, language features and punctuation. This will have to be taught explicitly and worked on throughout the year.</li> <li>• Working on building a positive attitude towards writing by including students interests, games, materials etc.</li> <li>• Include strategies learnt through previous PLD such as front loading, exemplars, conferencing, writing goals etc.</li> <li>• Continue with small writing activities, using them as Do Now activities.</li> <li>• Continue to include writing in all learning areas.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Do now activities that engage students at the start of each lesson.</li> <li>• Including hands on/activity-based lessons to encourage student participation.</li> <li>• Bringing in basic facts as a focus to build on student number knowledge.</li> <li>• Sumdog used as a tool to revise. Sumdog has a high level of engagement from students.</li> <li>• COL Maths PLD focus – implementing new strategies from this.</li> <li>• Linking Mathematics with other subject areas, making connections across the curriculum and to the real world.</li> <li>• Developing a two year programme for Statistics and Probability so that both aspects are covered well in Year 7 and 8.</li> <li>• e-asTTle Mathematics tests at the start, mid and end of year for Year 7, mid and end of year for Year 8.</li> </ul>	<p><b>Year 7</b>  At the start of 2020, 42% were sitting at or above the national mean in Mathematics.  At the end of 2020, 52% were sitting at or above the national mean in Writing.  16 (55%) students made accelerated progress in Year 7.  7 (24%) students made expected progress.  There were 8 targets for Mathematics. Although 6 out of the 8 targets sit below the national mean, 4 made accelerated progress and 2 made expected progress.</p> <p><b>Year 8</b>  At the end of Year 7, the current Year 8 cohort, 59% were sitting at or above the national mean in Mathematics.  At the end of 2020, 25% were sitting at or above the national mean in Mathematics.  8 (25%) students made expected progress.  There were 7 target students for Mathematics. Although all 7 targets remain below the national mean, 3 target students made expected progress.  Of those 7 target students, 4 made accelerated progress in 2019.</p>	<p>Data is based off an asttle test and does not include OTJ or other assessments.</p> <p>Students enjoyed any learning that was hands on, and it had a high rate of student participation. Sumdog had the same results, with students enjoying the challenge aspect.</p> <p>Overall, the students have a poor attitude towards Mathematics, and low levels of confidence.</p> <p>In Year 7, 13 students' attitude scores went up and 10 went down.</p> <p>In Year 8, 21 students' attitude scores went down and only 4 went up.</p>	<ul style="list-style-type: none"> <li>• Work on building a positive attitude towards Mathematics with all students, through the use of hands on learning and including student interests.</li> <li>• Continue the use of Do Now activities that engage students at the start of each lesson.</li> <li>• Continue linking Mathematics with other subjects and provide real world problems so students understand the importance/relevance of Mathematics in everyday life.</li> <li>• Have a focus on basic fact knowledge and work on this throughout the year, to help close the gaps in students' knowledge.</li> <li>• Include whole class learning and small group learning in our Mathematics programmes to cater to the various learning needs.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Planning for 2021:**

- 2021 will have a focus on Key Competencies, in particular students managing themselves in the classroom and self-regulation. This is something that we believe will impact on all students and their achievement outcomes.
- Reading will have a focus on comprehension strategies, to help build students' overall understanding of what they are reading.
- Writing will have a focus on basic parts of speech, language features, sentence structures and punctuation. This will improve their overall writing level.
- Mathematics will have a focus on building basic facts knowledge, including hands on learning/materials/projects and building a positive mindset towards Mathematics.

---

**Focus: Excellent Student Attainment in Literacy****Strategic Aim:**

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

**Annual Aim:**

Increase the number of students achieving at or above the expected curriculum level in e-asttle literacy

**Target 2:**

The group of Year 9 and 10 students who are below the standard in literacy at the end of 2019 will have made accelerated progress by the end of 2020.

**2019:****Year 9**

13 students were identified as below the NM in writing.  
8 students were identified as target students.

**Year 10**

4 students were identified as below the NM in writing.  
9 students were identified as target students.

**2020:****Year 9**

24 students were identified as below the NM in writing.  
8 students were identified as target students.

**Year 10**

5 students were identified as below the NM in writing.  
10 students were identified as target students.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>Reading</b></p> <p>Further refinement of the process of collection of junior data across the curriculum mid-year to allow for meaningful evaluation of the data and identification of next steps.</p> <p>Learning Teams to continue to develop the use of data to inform their ongoing focus for their cohort, as well as for the target students.</p> <p>PLD to have a literacy focus alongside digital and numeracy to ensure all staff are supported in developing strategies and resources to support the literacy of our students.</p>	<p><b>Year 9 Cohort</b></p> <p>56% of students are 'at' or 'above' the National Mean compared with 44% at the end of Year 8.</p> <p>52% of students made accelerated progress.</p> <p>21% of students made the expected progress of one sublevel.</p> <p>Of the 17 remaining students with two lots of data who were identified as below: 5 are now 'at' and 12 are still below.</p> <p>Of these, six have made accelerated progress, four made expected progress and two have stayed the same.</p> <p>Of the six that either made expected progress or stayed the same: five made accelerated progress in 2019 and one remained the same.</p> <p>Of the nine students who did not make accelerated or expected progress, seven were at or above the NM in reading and two were below.</p>	<p>The period of online learning required students to read, retrieve and interpret a large amount of written material which mitigated the potential negative effects of Lockdown.</p> <p>More than half of those students in the 'below' category, could not or chose not to engage with the online learning during Lockdown.</p> <p>Of the students new to the school in 2020, six were below the NM in reading and four were at or above the NM.</p> <p>Those students who were above and did not make expected or accelerated progress are quiet students who would be expected to self-manage. They will need to be monitored next year and should be expected to make accelerated progress.</p>	<p>As we missed working on mid-year data due to Covid we will need to continue to refine the process of collection of junior data across the curriculum mid-year in 2021 to allow for meaningful evaluation of the data and identification of next steps.</p> <p>PLD is required to upskill staff in supporting literacy across the curriculum, to enable them to make sound PACT judgements and to prepare them for the new literacy standards being brought in under the NCEA review.</p> <p>DEAR needs to be reviewed to assess its effectiveness and staff and student buy-in. Lockdown highlighted the positive effect of increased reading and we need to find ways of capitalising on this.</p> <p>Greater opportunities need to be found to extend and grow our top readers, in and outside of the classroom.</p>



	<p><b>Year 10 Cohort</b> 68% of students are 'at' or 'above' the National Mean compared with 57% at the end of Year 9. 57% of students made accelerated progress.</p> <p>17% of students made the expected progress of one sublevel.</p> <p>Of the eight students who made expected progress or stayed the same: four made accelerated progress in 2019, one made expected progress and three did not.</p> <p>Of the eight students with two lots of data who were identified as below: three made accelerated progress, one made expected progress, three stayed the same and one went down.</p>	<p>This has been due to an improvement in surface level comprehension with 82% of student being at or above the NM. This compares with 64% at or above the level in deeper level comprehension.</p> <p>Those students who are below the NM are lower in deeper level comprehension.</p> <p>Five of the eight students below in reading have a lower-than-average attitude score.</p>	<p>Senior Learning Teams will need to continue to focus on the use of SOLO HOT maps to help scaffold target students thinking beyond the surface when they are reading texts.</p>
<p><b>Writing</b></p> <p>Introduction of the PaCT Tool for writing across the junior school to encourage consistency of assessment and reinforce the importance of sound written literacy across the curriculum. This will also help to identify clear next steps for students.</p>	<p><b>Year 9 Cohort</b> 60% of students are 'at' or 'above' the National Mean compared with 57% at the end of Year 8. 55% of students made accelerated progress. 24% of students made the expected progress of one sublevel.</p> <p>Of the seven target students with end of year data: one is now at the level; one is above and the remaining five are still below.</p> <p>Of the seven target students with two lots of data, three made accelerated progress, two made expected progress and one stayed the same and one went down.</p>	<p>The use of structured writing frames, sentence starters and exemplars help students to improve their written expression and improve confidence.</p> <p>The average attitude score for those students in this cohort with two lots of data, went up from 2.21 to 2.39.</p> <p>11 out of the 18 students who made accelerated progress also had an improved attitude score. This indicates attitude is an important factor in making progress in writing.</p> <p>11 out of the 19 students who are below the NM in writing, also have lower than average attitude scores.</p>	<p>Further staff PLD on making PACT written literacy judgements at Year 9 and 10 to ensure it is accurate and consistent and to prepare them for the new literacy standards being introduced in 2022.</p> <p>Further work on getting students to develop individual writing goals based on the weaknesses identified in testing. These will be shared with all their teachers and applied and reflected upon across the curriculum.</p> <p>Investigation into introduction of literacy requirements across the curriculum to support students who have poor attitudes towards writing in English. This would reinforce the</p>

	<p>Of the four who made expected progress, stayed the same or went down: two accelerated in 2019 and two did not.</p> <p><b>Year 10 Cohort</b> 81% of students are 'at' or 'above' the National Mean compared with 83% at the end of Year 9. 5% of students made accelerated progress. 32% of students made expected progress of one sublevel.</p> <p>Two of the target students left before the end of the year.</p> <p>Of the six remaining target students with two lots of data: three made expected progress, one remained the same and two went down.</p> <p>Of the target students: four are 'at' or 'above' the national mean in writing and two are below.</p>	<p>9 of the students in the 'below' category were new to Waimate High School this year.</p> <p>Traditionally there are fewer accelerated shifts in Year 10 as they tend to accelerate in Year 9 and would not be expected to do so two years in a row.</p> <p>Lockdown meant a significant number of students did not engage with the more literacy rich tasks and those who did complete them, did them more superficially than they would have in class.</p> <p>Also target students were less likely to ask for or be able to act on feedback during lockdown without in-class support.</p> <p>Two of the students below the NM speak English as an additional language.</p>	<p>importance of literacy in contexts they enjoy.</p> <p>Refine the process of collection of junior data across the curriculum mid-year to allow for meaningful evaluation of the data and identification of individual next steps for students.</p> <p>Specific weaknesses have been identified in punctuation and sentence structure in those who are at or below the level so this will need to be a focus for teachers of Year 11.</p> <p>Senior Learning Teams will need to continue their focus on using writing frames and SOLO HOT to support structured writing. They will also need to focus on supporting students' self-regulation skills as gaps in this area were highlighted by levels of engagement during lockdown.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Planning for 2021:**

Clear identification of the type of data needed midyear is required at the beginning of the year so all departments are prepared, and it can be used meaningfully to support student literacy.

PLD will need to provide opportunities for staff to upskill in appropriate SOLO/literacy strategies to target specific cohort weaknesses as well as provide opportunities for sharing best practice around their use. Ongoing PLD will also be needed around the effective use of PACT.

Learning Teams at both junior and senior levels will need to focus on strategies to encourage greater self-regulation and time management as our target students struggle with this.

Planning needs to begin around the Literacy Standards being introduced in 2022 and how each curriculum area could be providing evidence towards these. Attitude towards reading and writing is a key indicator for students who are not at the expected level and being able to practise these skills in contexts they enjoy could improve outcomes for these students.

## Focus: Excellent Student Attainment in Numeracy

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students achieving at or above the expected curriculum level in PAT/AsTTle Mathematics

### Target 3:

The group of Year 9 and 10 students who are below the standard in numeracy at the end of 2019 will have made accelerated progress by the end of 2020

### Baseline data:

Year 9 results as a percentage of the cohort that are at or above the national mean

	Year 7 November 2018	Year 8 November 2019	Year 9 November 2019	Comments:
All students	61%	36%	40%	<p>Year 9 AsTTle showed that the surface thinking increased over the year, the median of the deep thinking increased, but the upper quartile increased significantly. The median overall AsTTle result for the Y9 cohort has stayed consistently above the Lower Quartile of the national results with the Upper Quartile sitting at the national median. The attitude grades were similar to the national grades.</p> <p>The 2018 MidYIS7 data for this cohort has 39% of learners in the lowest quartile nationally and 19% in the top half nationally for numeracy.</p> <p>34% of this cohort made accelerated progress in 2020. 29% made expected progress. 39% made less than expected progress, 20% of these learners had made accelerated progress previously.</p> <p>According to the Overall Teacher Judgements in PaCT, 42% of this cohort are working within Level 5 of the curriculum</p>
Male	58%	40%	35%	
Female	60%	33%	42%	
Maori	67%	Not enough results	25%	

Year 10 Results as a percentage of the cohort that are at or above the expected scale score in PAT

	Year 7 November 2017	Year 8 November 2018	Year 9 November 2019	Year 10 November 2020	Comments:
All Students	45%	52%	32%	52%	<p>There was not enough clean data to make judgements for Maori learners for this cohort. According to PaCT, 50% of Maori learners were working at level 5 of the curriculum.</p> <p>In 2020, 50% of the Y10 cohort made accelerated progress, 15% made expected progress and 35% made less than expected progress. 43% of those who made less than expected progress in 2020, had made accelerated progress in a previous year, others had had issues with attendance and attitude towards their learning overall.</p> <p>65% of the cohort are working within or above the expected level, 5. of the curriculum according to the PaCT Overall Teacher Judgements.</p>
Male	36%	42%	46%	62%	
Female	56%	67%	17%	43%	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p><b>Planning for 2020:</b></p> <ul style="list-style-type: none"> <li>In 2020 the CoL wide focus on maths/numeracy is continuing. The department as a whole has a focus on developing a growth mindset in our learners (and teachers).</li> <li>SOLO is embedded in the unit planning and will continue to be used every lesson when talking about learning.</li> <li>Continue to use materials from a variety of sources, such as transum.org, Khan Academy, Mathworksheets4Kids as well as textbooks to provide differentiated learning opportunities.</li> <li>In 2020, we have another new teacher in the department who will need support in their teaching of Mathematics.</li> </ul>	<p><b>Year 9 Cohort</b> Of the 21 students who were below the National median in November 2019, 2 were above the National median in November 2020, 3 were at and the other 16 were still below the National median, Of these 16, 5 made accelerated progress in 2020 and 4 made expected progress.</p> <p>5 of the 7 target students have data for November 2019 and November 2020, 2 of them made accelerated progress and 1 made expected progress in 2020 according to the eAsTTle data. Of the 2 who didn't make expected progress, one was not far off. According to the Overall Teacher Judgements in PaCT, 2 of the 7 target students had progressed up from working at level 4 to level 5, 3 had remained on level 4 and the other 2 were at level 3</p>	<p>Overall 2020 has been a disrupted year. A number of learners completed a lot less work during lockdown than they would have done in class. This is generally true of the target students and others who were below the level, some of whom only completed the daily starter questions This has left learners with gaps in the number topic that will need to be filled in the years to come.</p> <p>Learners were less likely to ask for help digitally during lockdown than they would be within the classroom situation. They were also less likely to discuss their learning with their classmates as is the norm in the classroom. This has meant that a number of them just gave up rather than</p> <p><b>Year 9 Cohort</b> One of the classes, as well as having a new teacher of Maths, also had 4 of their 6 classes in period 4 when in their previous 8 years of school they had Maths early in the day. This influenced their readiness to learn.</p> <p>A number of the target students, among others, don't have the confidence to make a guess and possibly get things wrong. They see this as failure rather than part of the learning process.</p> <p>One of the target students who had incomplete data, but according to PaCT did not make expected progress in 2020, only had an attendance rate of 71% in Maths.</p>	<p>Hopefully 2021 will be a year with less disruption for learners.</p> <p>In 2021 we can begin to embed the skills listed in the Numeracy Unit Standard document. The Unit plans are being reviewed to check that these are all being fully covered.</p> <p>Teachers in Y9 and 10 have worked on the PaCT judgements but are still needing support around this.</p> <p>While we are making progress with lifting learners who are below the National median or expected level, we need to focus on extending the capabilities and mathematical experiences of those who are above the expected level. We will mark in markbooks the learners who were below or above the level in 2020 to help us to- focus on progressing these learners</p> <p>In 2021 the Y11 class has one of the seven period lines and small classes. This should help those who are borderline to achieving grades to reach the required standards.</p> <p>Many learners still think that maths is about answers rather than processes. This is still an area in progress. Maths classrooms are getting maths growth mindset posters for teachers to help learners to change their mindset. This can also help to challenge the fixed mindset "I can't do Maths" attitude that a number of learners bring to their learning.</p>

	<p><b>Year 10 Cohort</b></p> <p>Of the 17 students who were below the expected level according to their PAT results in 2019, 2 were above the expected level in November 2020, 4 were at the level, 2 had left and the other 9 were still below. Of those 9, 3 had made accelerated progress in 2020 and one had made expected progress.</p> <p>According to the PAT results, one of the Target students made accelerated progress, although 4 of the 7 did according to the Overall Teacher Judgements used in PaCT. Of the 5 Target students who sat a level 1 Achievement Standard at the end of the year, three of them gained an Achieved grade and one gained a Merit.</p>	<p><b>Year 10 Cohort</b></p> <p>Traditionally, we have seen more accelerated progress in Y10 than in Y9. Some learners have shown a poor attitude towards their learning, but seeing a reason for working towards doing well, as in the case of the Achievement Standard completed at the end of the year, has encouraged more of them to put more effort into their learning.</p> <p>A number of target students are not confident in sharing their understanding, and misconceptions with others. With support, some were making progress in this later in the year, but with the break in classroom learning due to lockdown this had to restart when we were all back in class mid May.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Planning for 2021:**

- With the expectation that 2021 will be a less disrupted year, we intend to continue our work on growth mindset among all staff and students in the Mathematics and Statistics learning area. We want to foster the concept that making mistakes is an integral part of learning.
- Embedding the skills required for the new Numeracy Unit Standards to give our learners the best chance of achieving this.
- Teachers will continue to share good practice and the progress of learners both informally and as part of Learning Team meetings.
- Continue to use learning materials from a variety of sources: online, worksheet and textbook as appropriate for the learning and to give learners choice. We will also reinforce the notion that Mathematics is not about answers, but how we get these answers.
- Continue to reinforce numeracy strategies with Numeracy Ninja exercises at the start of most lessons.

## Focus: Excellent Student Attainment in NCEA

### Strategic Aim:

All learners at Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

### Annual Aim:

Increase the number of students leaving school with NCEA level 2 or better

### Target 4:

The group of NCEA students identified as being at risk of not achieving NCEA level 1, 2 or 3 will be supported to ensure they achieve their goals.

**Annual Aim** baseline data: Number and percentage of students leaving school with NCEA level 2 or better

	2016	2017	2018	2019	2020
Number	30	33	29	25	20
Percentage	66.7%	70.2%	82.9%	65.8%	77%

Target 4 Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> <li><i>Learning Team meetings will be focused around 'show and tell'. Teachers will be asked to bring along some examples of the strategies they have tried.</i></li> <li><i>Teachers will identify four target students across the senior school.</i></li> <li><i>Continue to use One Note as the means of reporting on strategies tried and student progress.</i></li> </ul>	<p><b>Year 11</b> 11 students were identified as target students. Of these, 3 suffered mental health issues during the year.</p> <p>1 student left during Term 1 to go to Christchurch.</p> <p>1 student left school when they turned 16 years old. This student had not gained Level 1.</p> <p><b>Of the remaining target students:</b> 33% (3 students) gained Level 1</p>	<p>COVID 19 lockdown worked very well for some students, but not for others. Some students achieved nothing over the 7 weeks schools were closed. This meant that some were behind where they should have been.</p> <p>Of the students still to gain Level 1, only 2 have not returned to school. One is wanting to go to Community College (but has not turned 16yrs old yet) and 1 student has enrolled with</p>	<p>Continued support as Target Students in Year 12 should see the returning students gain Level 1.</p> <p>Although the number of Target Students was reduced, Covid lockdown highlighted some other Target Students needing to have an intervention and monitoring.</p> <p>The Spiral of Inquiry for the previous year has been added to the 2021 Learning Teams document. This will give teachers a quick, easy to access, snapshot of strategies that</p>

<ul style="list-style-type: none"> <li>Continue to meet on a three-week cycle, keeping each year level on a separate week</li> </ul>	<p>67% (6 students) still have Level 1 to complete in 2021.</p> <p><b>Literacy and Numeracy</b> 9 target students gained both Numeracy and Literacy</p> <p>2 students gained Literacy only. However, only one of these students has returned to school, but this student only needs 3 credits to pass the Numeracy requirement</p> <p><b>Year 12</b></p> <p>Of the 13 target students identified: 7 gained Level 2</p> <p>4 gained Level 1, with 2 students very close to gaining Level 2 and will gain this during 2021.</p> <p>3 students will need to work hard in 2021 to gain Level 2. One or two of these students is looking at returning to WHS for Year 14.</p>	<p>Community College studying Cooking.</p> <p>One student completed some of the assessments but failed to submit their work for marking.</p> <p>Of the 4 students still to gain Level 1, all students achieved Level 1 during 2020.</p> <p><i>Of the 13 target students:</i> 1 student has gained employment/training in the farming industry</p> <p>1 student is attending Ara for Automotive training, in 2021.</p> <p>All other students have returned to WHS to continue their studies.</p>	<p>worked, or did not work, for the Target Students during 2020. This is relevant, as several of the Target students in Year 11, remain a Target Student in Year 12.</p> <p>Keeping a small number of Target Students should increase the number of teachers targeting them. Our data has shown that the students with several teachers intervening in their learning is more successful than only one. A Google Doc of Target Students shared with teachers so the number of teachers targeting a particular student can be seen, has been put in place at the start of 2021.</p> <p>Interventions in place for these students had differing degrees of success. All target students have now gained Level 1, 2 students were very close to also gaining Level 2. 2 of the target students are looking at returning for Year 14 so they can gain Level 3.</p> <p>Of the target students for 2020, 7 will continue to be a focus during 2021. Strategies successful last year, will continue to be used. The Spiral of Inquiry for 2020 has been added to the 2021 Learning Team document for quick and easy access.</p>
--------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>Year 13</b></p> <p>Of the 8 identified target students:</p> <p>3 gained Level 3, one with Merit Endorsement</p> <p>2 gained UE</p> <p>3 failed to gain Level 3</p> <p>2 students met the target of gaining Level 2</p>	<p>All have been able to move on with their chosen pathways.</p> <p>2 have gone to University.</p> <p>1 has gone to NZ School of Tourism in Christchurch.</p> <p>1 left at the end of Term 3 to begin an Apprenticeship course at Yamaha Timaru.</p> <p>1 student left to take up a Plumbing Apprenticeship with a local firm.</p> <p>1 only needed Level 2 to pursue a career in the Army. This student is hoping to be part of the April 2021 intake.</p> <p>1 student has returned to WHS for their Year 14 year, to study Level 3.</p> <p>1 student was looking at attending Ara in 2021 to study an Introduction to Electrics.</p>	<p>The monitoring and interventions given to these students, saw positive results. The students needing to still gain Level 2 had a 100% success rate.</p> <p>Continued close monitoring of students by classroom teachers, Learning Teams, LAs and Pastoral Manager, to ensure early intervention is identified and acted upon by all.</p> <p>Students will be targeted by as many teachers as possible, to ensure continuity of successful strategies through the different subject areas.</p>
<p><b>Planning for 2021:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Team meetings will be focused around 'show and tell'. Teachers will be asked to bring along some examples of the strategies they have tried.</i></li> <li>• <i>Teachers will identify four target students across the senior school.</i></li> <li>• <i>Continue to use One Note as the means of reporting on strategies tried and student progress. The previous year's inquiry will be added to each Year Level, so teachers have a quick reference point to see what was successful.</i></li> <li>• <i>A list of target students given to teachers at the start of 2021, to try to get as many teachers as possible, targeting the same students.</i></li> </ul>			



# Waimate High School

*Learning for Life*

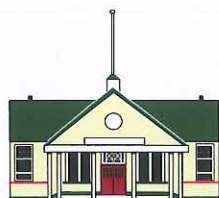


28<sup>th</sup> May 2021

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2020, the school received total Kiwisport funding of \$2356.28 (excluding GST). The funding was spent on supporting our sports coordinator in his role.

Jess Bailey

Administration Manager



**RESPECT  
RESPONSIBILITY  
REAL HONESTY**  
THE FOUNDATIONS OF SOLID RELATIONSHIPS