



West Rolleston Primary School



Te Kura o Te Uru Kōwhiri

Annual Report 2019

This was the fourth year of operation for our foundation school. Our roll started with 492 learners and by the year's end there were 587. We enrolled a total of ninety-four new Y1 learners. We employed six new teachers at the beginning of the year and three new teachers during the year for our Y1 learners. We created a new receptionist role and employed three new part-time teaching assistants.

We provided extra curricula learning opportunities:

- Kapahaka – we employed a Kapahaka teacher for all keen learners through Kapahikitia Company. Our parent hui group met termly and they organised our beautiful new kapahaka uniforms which were part funded by the Board of Trustees and part funded by our PTA, GROW. We ran a successful Matariki and Hangi evening. We also participated in the Cultural Festival for the second time
- Ako Te Reo Māori – this was an extension opportunity for children who participated in a full day each term of Ako with two of our teachers
- Pasifika – we have a popular Pasifika performing group for all interested children and we participated in the Cultural Festival alongside the Kapahaka Group
- Waiata/Choir Group – this group met weekly with our singing teacher and performed in the Kids for Kids World Vision Concert. Children could also book independent singing lessons with the teacher
- Instruments – we provided access for children to learn an instrument at school with independent music teachers in piano and guitar
- We had several Year 3/4, Year 5/6, and Year 7/8 basketball teams which participated in an after school local schools' competition
- All Year 5-8 learners also participated in weekly winter sport and all zones competitions
- We held a Year 5/6 camp and a Year 7/8 camp
- We ran a Code Club each week after school in Terms 2, 3, 4 for interested senior learners

Our Board of Trustees held elections and a new trustee joined the existing Board. Together with funding from our PTA: GROW, the BoT provided two new hardfill courts for basketball, netball and tennis.

Our PTA, GROW, also ran several successful community events which included raffles, discos, a cheese roll fund-raiser [subsidising the voluntary contribution for camps], a ladies' night, and a quiz night. Funds raised went towards small care packages for families, the purchase of new sports jackets, kapahaka uniforms, and a new 'old-fashioned' style play area with logs and mud kitchens. They also ran free hot chocolate and a biscuit during the winter terms for our learners.

The Ministry of Education reconfigured our pedestrian access into the school providing more space for scooter and bike stands which was much needed and very welcome.

Learner Achievement Data

Whole School Statistics

Reading – Achievement in reading at each year level ranged from 55% to 94% of learners reading at and above the expected curriculum levels in reading

Writing - Achievement in writing at each year level ranged from 52%-77% of learners writing at and above the expected levels

Maths - Achievement in mathematics at each year level ranged from 36%-77% of learners working at and above the expected levels.

All cohorts showed learners made considerable individual progress.

Māori learners achieve at and above the rate of non-Māori learners with 77% of Māori learners reading at and above the expected levels, 62% of Māori learners writing at and above the expected levels, and 60% of Māori learners working at and above the expected levels in mathematics.

We are pleased that all target cohorts from our 2019 achievement targets made gains, many making accelerated progress.

Kiwisport Funding

Kiwisport is a government funded initiative to support learners' participation in organised sport. In 2018, the school received total kiwisport funding of approx. \$7000.00

Kiwisport funding was used in the following ways:

- ✓ Employment of a shared sports co-ordinator for our Kahui Ako
- ✓ Full membership in Canterbury and Selwyn primary sports
- ✓ Use of the Aquatic Centre for our swimming sports
- ✓ A school based sports facilitator to support our teachers with responsibility for PE and sport
- ✓ Participation in swimming lessons for all learners
- ✓ Purchase of new sports equipment for all learners

The number of learners that participated in organised sport was 470.

Equal Employment Opportunities

The school operates under a system of equal employment opportunities for all.



Our Learner Achievement Targets 2019

Improvement Plan - Domain: Learning

Strategic Goal

- To ensure all learners make progress and have opportunities for accelerated learning, according to their own personal pathways
- To ensure all learners are achieving at or above the expected curriculum levels in reading, writing and maths and making accelerated progress. This information will be reported in the middle and end of year for all of our learners

Annual Goals

To ensure all learners are achieving at or above the expected Curriculum levels in reading, writing and maths and this information will be reported in the middle and end of year for all learners

To ensure each learner is aware of their own personal learning pathway and can set and achieve their own goals

Aspirations and Indicators of Success

All learners will access a rich and engaging local curriculum which reflects the vision and values of WRPS

All learners will set their own learning goals and share these with their whānau, developing a deeper understanding of their 'own pathways' for success

Annual Target *Where do we want to be at the end of 2019?*

The focus is on learner outcomes.

TARGETS

- The Year 2 cohort will make progress in reading
- The Year 6 cohort will make progress in writing and maths

Progress and Achievement will be accelerated for the identified Year 2 and Year 6 cohorts

Baseline data Where are we now? Summanse data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Year 1 cohort 87 learners end of 2018

Well Below	Below	At	Above
READING - 50% at or above			
6 (6.90%)	38(43.68%)	21(24.14%)	22(25.29%)

Year 5 cohort 42 learners end of 2018

Well Below	Below	At	Above
WRITING - 48% at or above (2017 74%)			
5 (11.9%)	17 (40.5%)	11 (26.2%)	9 (21.4%)
MATHS - 38% at or above (2017 71.4%)			
8 (19%)	18 (42.9%)	10 (23.8%)	6 (14.3%)

Raising Achievement Plan/Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Monitoring *How are we going – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

When	What (examples) <i>Consider goal clarity and communication, strategic resourcing, PLD: routines that need changing, assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term One Week 5	All 2018 achievement data will be shared with staff and target groups will be established for learners who need to make progress, interventions may require additional support from teaching assistants or SENCOs	Leadership	Our learner achievement data will show improvements for all learners including identified cohorts in Year 2 and Year 6
From Term One. Week Eight	All teachers will keep a termly data board for all learners which show progress being made in reading, writing and maths Team leaders will review the data boards with their teachers and share and discuss any concerns, or patterns of success with the senior leadership team	Leadership/ Teachers/ Support Staff	Increased levels of engagement. Increased progress.
Ongoing	The senior leadership team will identify target groups, which include the Year 2 and Year 6 cohorts, which will benefit from additional teaching assistant support and organise their timetables to reflect the need The senior leadership team will monitor the Year 2 and Year 6 cohorts closely to determine if interventions are working	Senior Leadership	Target programmes and interventions will be developed to support learners who are not working at the appropriate curriculum levels
Ongoing	PLD will be targeted to support teachers Parents/whānau will be informed about the progress and achievement of their children at the middle and end of year and within goal	All	Parents/whānau will be engaged to support the progress and achievement of their children and understand how they can support at home

	setting conferences if appropriate, and encouraged with ways of how they can help		
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Analysis of Variance for All Target Groups

Year 2 Cohort – Reading

By the end of 2019 we had ninety four learners in Y2. There were significant gains made in the overall picture of achievement in reading and significant progress made for individual learners in reading. The number of learners reading at or above the expected curriculum level in reading increased from 50% at the end of Y1 to 77% at the end of Y2. Twenty one learners made accelerated progress – an increase of more than one year in reading. Sixty one learners made expected progress. Twelve learners did not make progress.

We attribute the increase in achievement and the strong rates of progress to:

- Year 2 teachers having an early awareness of the levels of their learners and termly use of data boards assisting
- The Deputy Principal/SENCO planned an intervention for this cohort and Teaching Assistant time was provided for some of these learners. Intervention programme included some resources like VAMP and Rainbow Reading
- Our ESOL programme
- Parents supporting their children
- **Readiness of children – is formal ‘assessing’ and reporting after one year at school too soon!**

Next Steps

Those children who did not make progress will be highlighted early on our register in our Learning Support System which includes a new Learning Support Co-ordinator for 2020

Some new interventions we will be using are ‘decodable texts,’ Quick60

Year 6 Cohort – Writing and Maths

By the end of 2019 we had forty eight learners in Y6. There were gains made in writing and maths. Significant progress was made for some learners in writing and maths.

WRITING

The number of learners writing at or above the expected curriculum level increased from 48% to 60%. Ten learners made accelerated progress, twenty two learners made expected progress, ten learners did not make progress and six learners had no previous data.

We attribute the increase in achievement and the strong rates of progress to:

- Year 6 teachers having an early awareness of the levels of their learners and termly use of data boards assisting
- The Deputy Principal/SENCO planned an intervention for this cohort and Teaching Assistant time was provided for some of these learners
- Our ESOL programme
- Parents supporting their children

Next Steps

Those children who did not make progress will be highlighted early on our register in our Learning Support System which includes a new Learning Support Co-ordinator for 2020

MATHS

The number of learners working at or above the expected curriculum levels in maths remained at between 38-40%. Six learners made accelerated progress, thirty learners made expected progress, six learners did not make progress and six learners did not have previous data

We attribute the rates of progress to:

- Year 6 teachers having an early awareness of the levels of their learners and termly use of data boards assisting
- The Deputy Principal/SENCO planned an intervention for this cohort and Teaching Assistant time was provided for some of these learners
- Our ESOL programme
- Parents supporting their children

Next Steps

Those children who did not make progress will be highlighted early on our register in our Learning Support System which includes a new Learning Support Co-ordinator for 2020

We have applied for and been successful to participate in ALiM [Accelerated Learning in Mathematics] in 2020 – this is a professional learning and development programme funded by the Ministry of Education

**INDEPENDENT AUDIT REPORT TO THE READERS OF
WEST ROLLESTON PRIMARY SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of West Rolleston Primary School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19 that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - financial position as at 31 December 2019; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand

