

Alfriston School

Financial Statements for the year ended 31 December 2016

School Address:	1373 Alfriston Road, R.D.1, Manurewa 2576
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Alfriston School

Financial Statements

For the year ended 31 December 2016

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Alfriston School
Statement of Responsibility
For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

John Montgomery

Full Name of Board Chairperson

Michelle McCarty

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

Date:

31 May 2017

Date:

31.05.2017

Alfriston School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

		2016	2016	2015
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,235,657	2,177,432	2,169,686
Locally Raised Funds	3	277,938	180,300	194,871
Interest Earned		15,089	7,000	14,827
International Students	4	22,609	26,000	7,804
		2,551,293	2,390,732	2,387,188
Expenses				
Locally Raised Funds	3	148,736	109,100	114,056
International Students	4	5,148	4,000	93
Learning Resources	5	1,477,959	1,493,400	1,496,371
Administration	6	136,769	152,200	145,297
Finance Costs		4,412	-	1,953
Property	7	621,000	522,282	524,525
Depreciation	8	99,596	105,000	90,488
Loss on Disposal of Property, Plant and Equipment		-	350	2,240
		2,493,620	2,386,332	2,375,023
Net Surplus		57,673	4,400	12,165
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		57,673	4,400	12,165

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Alfriston School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Balance at 1 January	1,076,940	1,076,940	1,055,326
Total comprehensive revenue and expense for the year	57,673	4,400	12,165
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	9,449
Equity at 31 December	1,134,613	1,081,340	1,076,940
Retained Earnings	1,134,613	1,081,340	1,076,940
Equity at 31 December	1,134,613	1,081,340	1,076,940

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Alfriston School

Statement of Financial Position

As at 31 December 2016

		2016	2016	2015
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	98,413	21,207	54,161
Accounts Receivable	10	87,110	112,000	116,202
GST Receivable		-	2,500	-
Prepayments		7,007	7,000	7,317
Inventories	11	31,166	15,000	21,006
Investments	12	420,000	350,000	369,962
		643,696	507,707	568,648
Current Liabilities				
GST Payable		9,531	-	17,265
Accounts Payable	14	103,478	128,500	134,166
Revenue Received in Advance	15	12,791	1,000	16,317
Provision for Cyclical Maintenance	16	26,500	26,500	24,718
Finance Lease Liability - Current Portion	17	14,914	9,214	9,214
Funds held for Capital Works Projects	18	111,945	-	48,318
Funds Held on Behalf of Mutukaroa Cluster	19	5,723	-	5,723
		284,882	165,214	255,721
Working Capital Surplus/(Deficit)		358,814	342,493	312,927
Non-current Assets				
Property, Plant and Equipment	13	848,914	803,160	828,160
		848,914	803,160	828,160
Non-current Liabilities				
Provision for Cyclical Maintenance	16	32,826	32,826	23,446
Finance Lease Liability	17	40,289	31,487	40,701
		73,115	64,313	64,147
Net Assets		1,134,613	1,081,340	1,076,940
Equity		1,134,613	1,081,340	1,076,940

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Alfriston School

Statement of Cash Flows

For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		531,514	489,514	547,888
Locally Raised Funds		280,941	177,300	192,355
International Students		19,109	26,000	22,515
Goods and Services Tax (net)		(7,734)	(5,000)	13,199
Payments to Employees		(262,479)	(247,500)	(297,722)
Payments to Suppliers		(424,239)	(315,115)	(350,511)
Interest Paid		(4,412)	-	(1,953)
Interest Received		12,300	6,500	14,786
Net cash from / (to) the Operating Activities		145,000	131,699	140,557
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(350)	-
Purchase of PPE (and Intangibles)		(104,825)	(119,991)	(90,719)
Purchase of Investments		(50,038)	(120,000)	(137,962)
Net cash from / (to) the Investing Activities		(154,863)	(240,341)	(228,681)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,449
Finance Lease Payments		(9,512)	40,701	49,915
Funds Administered on Behalf of Third Parties		63,627	-	42,292
Net cash from Financing Activities		54,115	40,701	101,656
Net increase/(decrease) in cash and cash equivalents		44,252	(67,941)	13,532
Cash and cash equivalents at the beginning of the year	9	54,161	89,148	40,629
Cash and cash equivalents at the end of the year	9	98,413	21,207	54,161

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Notes to the Financial Statements

For the year ended 31 December 2016

1. Statement of Accounting Policies

Reporting Entity

Alfriston School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 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 Act 1989 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

Other 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.

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.

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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

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.

Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

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 – Crown	20 years
Furniture and equipment	3-20 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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.

Employee 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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

Revenue Received in Advance

Revenue received in advance relates to student funds 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 student funds should the School be unable to provide the services to which they relate.

Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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).

Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings 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.

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.

Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

2 Government Grants

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	430,038	419,514	426,714
Teachers' salaries grants	1,250,400	1,300,000	1,251,604
Use of Land and Buildings grants	452,612	387,918	367,400
Other MoE Grants	82,254	70,000	106,130
Other government grants	20,353	-	17,838
	2,235,657	2,177,432	2,169,686

3 Locally Raised Funds

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
Donations	117,700	57,000	58,247
Fundraising	4,493	3,300	14,659
Trading	47,695	39,500	42,747
Activities	108,050	80,500	79,218
	277,938	180,300	194,871
Expenses			
Activities	92,493	67,300	65,224
Trading	50,555	38,500	43,808
Fundraising (costs of raising funds)	5,688	3,300	5,024
	148,736	109,100	114,056
<i>Surplus for the year Locally Raised Funds</i>	129,202	71,200	80,815

4 International Student Revenue and Expenses

	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number
International Student Roll	2	2	1
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
International student fees	22,609	26,000	7,804
Expenses			
International student levy	5,148	4,000	93
	5,148	4,000	93
<i>Surplus for the year International Students'</i>	17,461	22,000	7,711

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

5 Learning Resources

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Curricular	32,270	18,900	18,331
Information and communication technology	25,969	25,150	25,388
Library resources	1,124	1,650	3,944
Employee benefits - salaries	1,393,221	1,424,500	1,420,199
Staff development	25,375	23,200	28,509
	1,477,959	1,493,400	1,496,371

6 Administration

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Audit Fee	5,660	6,600	5,820
Board of Trustees Fees	-	1,700	-
Board of Trustees Expenses	7,106	5,000	5,649
Communication	4,693	6,200	5,514
Consumables	7,371	20,700	19,381
Operating Lease	5,600	5,600	4,800
Legal Fees	-	-	541
Other	4,941	5,800	5,142
Employee Benefits - Salaries	85,756	84,500	85,005
Insurance	7,159	8,100	6,977
Service Providers, Contractors and Consultancy	8,483	8,000	6,468
	136,769	152,200	145,297

7 Property

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Caretaking and Cleaning Consumables	14,093	10,700	11,619
Consultancy and Contract Services	38,248	26,000	30,567
Cyclical Maintenance Provision	11,162	11,164	20,337
Grounds	9,230	8,700	9,355
Heat, Light and Water	23,220	24,000	21,995
Repairs and Maintenance	38,533	11,300	19,130
Use of Land and Buildings	452,612	387,918	367,400
Employee Benefits - Salaries	33,902	42,500	44,122
	621,000	522,282	524,525

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

8 Depreciation of Property, Plant and Equipment

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Buildings - School	37,393	42,000	37,393
Furniture and Equipment	39,634	40,000	37,099
Information and Communication Technology	19,848	20,000	13,968
Textbooks	755	1,000	-
Library Resources	1,966	2,000	2,028
	<u>99,596</u>	<u>105,000</u>	<u>90,488</u>

9 Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash on Hand	300	300	119
Bank Current Account	25,105	20,907	54,042
Bank Call Account	13,008	-	-
Short-term Bank Deposits	60,000	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>98,413</u>	<u>21,207</u>	<u>54,161</u>

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

10 Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	2,367	5,000	5,396
Receivables from the Ministry of Education	-	-	2,794
Interest Receivable	5,237	2,000	2,448
Teacher Salaries Grant Receivable	79,506	105,000	105,564
	<u>87,110</u>	<u>112,000</u>	<u>116,202</u>
Receivables from Exchange Transactions	7,604	7,000	7,844
Receivables from Non-Exchange Transactions	79,506	105,000	108,358
	<u>87,110</u>	<u>112,000</u>	<u>116,202</u>

11 Inventories

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Stationery	31,166	15,000	2,153
School Uniforms	-	-	18,853
	<u>31,166</u>	<u>15,000</u>	<u>21,006</u>

12 Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset			
Short-term Bank Deposits	420,000	350,000	369,962

The carrying value of short term deposits approximates their fair value at 31 December 2016.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	510,504	-	-	-	(37,393)	473,111
Furniture and Equipment	212,424	83,719	-	-	(39,634)	256,509
Information and Communication Technology	91,037	19,575	-	-	(19,848)	90,764
Leased Assets	-	15,525	-	-	(755)	14,770
Library Resources	14,195	1,531	-	-	(1,966)	13,760
Balance at 31 December 2016	828,160	120,350	-	-	(99,596)	848,914

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	777,099	(303,988)	473,111
Furniture and Equipment	806,131	(549,622)	256,509
Information and Communication Technology	222,295	(131,531)	90,764
Leased Assets	15,525	(755)	14,770
Library Resources	70,040	(56,280)	13,760
Balance at 31 December 2016	1,891,090	(1,042,176)	848,914

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$14,770.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2015	\$	\$	\$	\$	\$	\$
Buildings	547,897	-	-	-	(37,393)	510,504
Furniture and Equipment	184,120	65,403	-	-	(37,099)	212,424
Information and Communication Technology	80,121	24,884	-	-	(13,968)	91,037
Library Resources	18,031	432	(2,240)	-	(2,028)	14,195
Balance at 31 December 2015	830,169	90,719	(2,240)	-	(90,488)	828,160

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2015	\$	\$	\$
Buildings	777,099	(266,595)	510,504
Furniture and Equipment	722,412	(509,988)	212,424
Information and Communication Technology	202,719	(111,682)	91,037
Library Resources	68,510	(54,315)	14,195
Balance at 31 December 2015	1,770,740	(942,580)	828,160

14 Accounts Payable

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Operating creditors	12,548	12,000	17,701
Accruals	7,772	7,500	7,249
Employee Entitlements - salaries	79,506	105,000	105,564
Employee Entitlements - leave accrual	3,652	4,000	3,652
	103,478	128,500	134,166
 Payables for Exchange Transactions	 103,478	 128,500	 134,166
	103,478	128,500	134,166

The carrying value of payables approximates their fair value.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

15 Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
International Student Fees	11,304	-	14,804
Other	1,487	1,000	1,513
	12,791	1,000	16,317

16 Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	48,164	48,164	31,527
Increase to the Provision During the Year	11,162	11,164	20,337
Use of the Provision During the Year	-	(11,164)	(3,700)
Provision at the End of the Year	59,326	48,164	48,164
Cyclical Maintenance - Current	26,500	26,500	24,718
Cyclical Maintenance - Term	32,826	32,826	23,446
	59,326	59,326	48,164

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for photocopier and Tela Laptops.

Minimum lease payments payable:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	19,249	13,332	13,332
Later than One Year and no Later than Five Years	44,959	34,441	47,773
Later than Five Years	-	-	-
	64,208	47,773	61,105

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

18 Funds Held for Capital Works Projects

During the year the school received and applied funding from the Ministry of Education for the following capital works projects:

2016		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Concrete	<i>in progress</i>	(784)	-	-	-	(784)
Shade cloth	<i>completed</i>	670	-	-	-	670
Alarm	<i>in progress</i>	(717)	-	-	-	(717)
Electrical Siteworks	<i>completed</i>	14,514	-	-	-	14,514
Heat Pump	<i>completed</i>	(3,883)	-	-	-	(3,883)
Refurbishment	<i>completed</i>	2,818	-	-	-	2,818
Fence	<i>in progress</i>	36,569	5,590	42,215	-	(56)
Hot Water	<i>in progress</i>	48	-	-	-	48
Clearlite/Mesh	<i>completed</i>	814	-	-	-	814
Septic Tanks	<i>in progress</i>	(1,731)	-	1,600	-	(3,331)
Block 5 Upgrade	<i>in progress</i>	-	112,500	10,548	-	101,852
Totals		48,318	118,090	54,463	-	111,945

Represented by:

Funds Held on Behalf of the Ministry of Education

111,945

111,945

2015		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Concrete	<i>in progress</i>	(784)	-	-	-	(784)
Shade Cloth	<i>completed</i>	670	-	-	-	670
Alarm	<i>in progress</i>	(717)	-	-	-	(717)
Electrical Siteworks	<i>completed</i>	14,514	-	-	-	14,514
Heat Pump	<i>completed</i>	(3,883)	-	-	-	(3,883)
Refurbishment	<i>completed</i>	2,818	-	-	-	2,818
Fence	<i>in progress</i>	(869)	37,438	-	-	36,569
Hot Water	<i>completed</i>	-	7,683	7,635	-	48
Clearlite/Mesh	<i>in progress</i>	-	7,440	6,626	-	814
Septic Tanks	<i>in progress</i>	-	27,439	29,170	-	(1,731)
Totals		11,749	80,000	43,431	-	48,318

19 Funds Held on Behalf of Mutukaroa Cluster

Alfriston School is the lead school and holds the funds on behalf of the Mutukaroa cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held at Beginning of the Year	5,723	-	-
Funds Received from Cluster Members	-	-	1,131
Funds Received from MoE	-	-	8,625
Funds Spent on Behalf of the Cluster	-	-	4,033
Funds Held at Year End	5,723	-	5,723

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

20 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.

21 Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	0.15	0.16
<i>Leadership Team</i>		
Remuneration	314,118	310,243
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	314,118	310,243
Total full-time equivalent personnel	3.15	3.16

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	120-130
Benefits and Other Emoluments	0	0
Termination Benefits	0	0

Other Employees

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

22 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

23 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016.

(Contingent liabilities and assets as at 31 December 2015: nil)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2016

24 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2015: nil)

(b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

- operating lease of a photocopier
- operating lease for Tela Laptops

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2016 Actual \$	2015 Actual \$
6,234	12,530
1,452	7,686
-	-
7,686	20,216

25 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.

26 Financial Instruments

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Loans and receivables			
Cash and Cash Equivalents	98,413	21,207	54,161
Receivables	87,110	112,000	116,202
Investments - Term Deposits	420,000	350,000	369,962
Total Loans and Receivables	605,523	483,207	540,325
Financial liabilities measured at amortised cost			
Payables	103,478	128,500	134,166
Finance Leases	55,203	40,701	49,915
Total Financial Liabilities Measured at Amortised Cost	158,681	169,201	184,081

27 Events After Balance Date

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

28 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2015. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2016.

Alfriston School

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Michelle McCarty	Principal	Appointed Jan 2011	Principal	
David Sutton	co opted	Re-Elected March 2013	Risk Manager	April 2016
Graham Child	Chairperson	Re-Elected March 2013	Accountant	April 2016
Margo Glenn-Campbell	Parent Rep	Re-Elected March 2013	Manager	April 2016
Clare Moss	Parent Rep	Re-Elected March 2013	Social Worker	April 2016
John Montgomerie	Chairperson	Co-opted Sept 2014	Project Delivery Manager	April 2019
Tim O'Halloran	Parent Rep	re-elected May 2016	Business Transformation Manager	April 2019
Karalee Squire	co opted	Co-opted June 2015	Fixed Assets Accountant	April 2019
Paul Van Cingel	Parent Rep	Elected May 2016	Farmer	April 2019
Scott Montgomerie	Parent Rep	Elected May 2016	Implementation Consultant	April 2019
Phil Funnell	Staff Rep	Elected May 2016	Teacher	Dec 2016



**ALFRISTON
SCHOOL**

CHALLENGE
PRIDE
EXCELLENCE

2016 ANALYSIS OF VARIANCE Reporting Student Achievement

SUPPORTING DOCUMENTS

2016 Analysis of Variance
Annual Report

School Number 1203

National Standards Reporting - Reading 2016

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	12	3.8%	47	14.9%	107	33.9%	150	47.5%	316
Māori	4	7.1%	17	30.4%	17	30.4%	18	32.1%	56
Pasifika	0	0.0%	1	4.2%	7	29.2%	16	66.7%	24
Asian	5	5.2%	12	12.4%	44	45.4%	36	37.1%	97
European/Pākehā/Other European	3	2.2%	17	12.7%	38	28.4%	76	56.7%	134
All other ethnicities including MELAA (not published)	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4
Male	8	4.9%	32	19.5%	50	30.5%	74	45.1%	164
Female	4	2.6%	15	9.9%	57	37.5%	76	50.0%	152

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.2%	13	28.9%	18	40.0%	13	28.9%	45
After 2 years at school	6	14.0%	10	23.3%	15	34.9%	12	27.9%	43
After 3 years at school	0	0.0%	12	36.4%	13	39.4%	8	24.2%	33
End of Year 4	1	2.9%	2	5.7%	21	60.0%	11	31.4%	35
End of Year 5	1	2.1%	4	8.3%	17	35.4%	26	54.2%	48
End of Year 6	1	3.0%	2	6.1%	7	21.2%	23	69.7%	33
End of Year 7	1	2.3%	4	9.3%	11	25.6%	27	62.8%	43
End of Year 8	1	2.8%	0	0.0%	5	13.9%	30	83.3%	36

81.4% (257/316) of students across the school are progressing and achieving either at or above the National Standard for Reading with 150 achieving above and 107 achieving at the National Standard. 2016 data shows the highest Percentage of Y7's achieving above since pre 2012. After 2 years at school we have 23.3% below standard. This is the lowest number of students after 2 years at school below standard in the last 3 years. 68.9% of students after 1 year at school achieving at or above compared with 38.3% in 2015.



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CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

National Standards Reporting - Writing 2016

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	9	2.8%	75	23.7%	147	46.5%	85	26.9%	316
Māori	4	7.1%	20	35.7%	23	41.1%	9	16.1%	56
Pasifika	0	0.0%	4	16.7%	12	50.0%	8	33.3%	24
Asian	2	2.1%	20	20.6%	52	53.6%	23	23.7%	97
European/Pākehā/Other European	3	2.2%	30	22.4%	58	43.3%	43	32.1%	134
All other ethnicities including MELAA (not published)	0	0.0%	1	25.0%	2	50.0%	1	25.0%	4
Male	8	4.9%	52	31.7%	71	43.3%	33	20.1%	164
Female	1	0.7%	23	15.1%	76	50.0%	52	34.2%	152

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.2%	16	35.6%	21	46.7%	7	15.6%	45
After 2 years at school	3	7.0%	15	34.9%	16	37.2%	9	20.9%	43
After 3 years at school	0	0.0%	15	45.5%	15	45.5%	3	9.1%	33
End of Year 4	1	2.9%	9	25.7%	18	51.4%	7	20.0%	35
End of Year 5	2	4.2%	9	18.8%	27	56.3%	10	20.8%	48
End of Year 6	2	6.1%	5	15.2%	12	36.4%	14	42.4%	33
End of Year 7	0	0.0%	4	9.3%	23	53.5%	16	37.2%	43
End of Year 8	0	0.0%	2	5.6%	15	41.7%	19	52.8%	36

73.4% (232/316) of students across the school are progressing and achieving either at or above that National Standard in Writing, with 85 achieving above and 147 achieving at the National Standard for Writing. Highest percentage of at and above in the last 3 years. Lowest percentage of below and well below in the last 3 years. Highest percentage of girls writing at and above in the last 3 years. Highest percentage of Y8's writing above since pre 2012. Lowest percentage of Y8's writing below since pre 2012. Highest percentage of Y7's writing at and above since pre 2012. Lowest percentage of below students in Y7 since pre 2012. Lowest percentage of well below students in Y7 since pre 2012. Highest number of at and above Y6 students since pre 2012. Lowest number of below Y6 students since pre 2012. Y4 and after 3 years at school - data is in line with last year. 62.3% of students after 1 year at school achieving at or above, compared with 55.7% in 2015.



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Every Tui Has A Song Nga Tui He Waiata

National Standards Reporting - Mathematics 2016

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	9	2.8%	53	16.8%	127	40.2%	127	40.2%	316
Māori	5	8.9%	15	26.8%	19	33.9%	17	30.4%	56
Pasifika	0	0.0%	3	12.5%	9	37.5%	12	50.0%	24
Asian	1	1.0%	18	18.6%	43	44.3%	35	36.1%	97
European/Pākehā/Other European	3	2.2%	16	11.9%	55	41.0%	60	44.8%	134
All other ethnicities including MELAA (not published)	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4
Male	6	3.7%	33	20.1%	52	31.7%	73	44.5%	164
Female	3	2.0%	20	13.2%	75	49.3%	54	35.5%	152

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0	0.0%	7	15.6%	35	77.8%	3	6.7%	45
After 2 years at school	3	7.0%	11	25.6%	21	48.8%	8	18.6%	43
After 3 years at school	0	0.0%	13	39.4%	15	45.5%	5	15.2%	33
End of Year 4	1	2.9%	4	11.4%	13	37.1%	17	48.6%	35
End of Year 5	0	0.0%	9	18.8%	16	33.3%	23	47.9%	48
End of Year 6	3	9.1%	1	3.0%	9	27.3%	20	60.6%	33
End of Year 7	1	2.3%	5	11.6%	10	23.3%	27	62.8%	43
End of Year 8	1	2.8%	3	8.3%	8	22.2%	24	66.7%	36

80.4 % (254/316) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 127 achieving above and 127 achieving at the National Standard for Maths. Highest percentage above in the last 3 years. Highest percentage of females above in the last 3 years. Highest percentage of males above in the last 3 years. Number of students below and well below has remained consistent in the last 3 years. Highest number of Y8 students achieving above since pre 2012. Lowest number of Y8 students achieving below since pre 2012. Highest number of Y7 students achieving above since pre 2012. Highest number of Y6 students achieving above since pre 2012. Lowest number of Y6 students achieving below since pre 2012.



**ALFRISTON
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CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

NAG 2A (b) (i) Alfriston School Areas of Strength

Reading

81.4% (257/316) of students across the school are progressing and achieving either at or above the National Standard for Reading with 150 achieving above and 107 achieving at the National Standard. 2016 data shows the highest Percentage of Y7's achieving above since pre 2012. After 2 years at school we have 30.2% below standard. This is the lowest number of students after 2 years at school below standard in the last 3 years. 68.8% of students after 1 year at school achieving at or above compared with 38.3% in 2015.

This year we have continued the teaching of First Steps Reading strategies to all students across the school along with a focus on the use of E-Astle data to inform next steps teaching and learning resulted in improved standards of progress and achievement. We had the highest rate of achievement above standard to date. Data collected from students in Years 4-8 showed a greater use of reading online. Students achieving well above standard worked with students across the school to teach reading strategies. An authentic 'tuakana teina' approach.

Targeted students for Reading were discussed at every team meeting. Over 120 students across the school accessed Lexia programme at home and school for improved literacy outcomes. Collaborative approaches were used in teams and across the school to target students reading below standard. Probe and PM Benchmark Reading assessments and analysis informed teaching and learning programmes. High quality integrated learning approaches engaged all students in reading. The approaches for improved student achievement meant that just under 97% of Yr 8 students left Alfriston School reading at or above the National Standard in Reading. Improved student achievement for reading is also evidenced in Year 4-8 with 89% or more students in each year group achieving at or above National Standard. Continued opportunities for students to be involved in extension programmes such as the Literacy Quiz were offered and Alfriston School placed 2nd in the Auckland finals, then 5th in the National Championship in Wellington.

Writing

73.4% (232/316) of students across the school are progressing and achieving either at or above that National Standard in Writing, with 85 achieving above and 147 achieving at the National Standard for Writing. Highest percentage of at and above in the last 3 years. Lowest percentage of below and well below in the last 3 years. Highest percentage of girls writing at and above in the last 3 years. Highest percentage of Y8's writing above since pre 2012. Lowest percentage of Y8's writing below since pre 2012. Highest percentage (90.7%) of Y7's writing at and above since pre 2012. Lowest percentage of below students in Y7 since pre 2012. Lowest percentage of well below students in Y7 since pre 2012. Highest number of at and above Y6 students since pre 2012. Lowest number of below Y6 students since pre 2012. Y4 and after 3 years at school - data is in line with last year. 62.3% of students after 1 year at school achieving at or above, compared with 55.7% in 2015.

Year 5-8 have continued to refine and develop the writing progressions with students taking a lead in being able to identify and provide evidence as to why they are placed at their current level. BYOD was introduced to Year 3 and 4. 75% of students from Year 4 upwards achieved at or above National Standard by the end of 2016. 95% of Year 8 students left achieving at or above National Standard. Students participating in ICAS provided opportunities for students to compete against their peers globally, with 2 distinction awards being awarded in Writing to a Year 6 and 8 student. One Year 3 student was awarded a High Distinction award in English.

Maths

80.4 % (254/316) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 127 achieving above and 127 achieving at the National Standard for Maths. Highest percentage above in the last 3 years. Highest percentage of females above in the last 3 years. Highest percentage of males above in the last 3 years. Number of students below and well below has remained consistent in the last 3 years. Highest number of Y8 students achieving above since pre 2012. Lowest number of Y8 students achieving below since pre 2012. Highest number of Y7 students achieving above since pre 2012. Highest number of Y6 students achieving above since pre 2012. Lowest number of Y6 students achieving below since pre 2012.

Mathletics continues to be an integral component of our Mathematics programmes, strengthening purposeful activities that students are motivated to practise at home. Continued professional development focused on the administering of assessment tools, resources and analysis of student achievement data. Continued opportunities for students to be involved in extension programmes and outside competitions and exams for Schools (ICAS) with 1 year 4 student attaining high distinction, 2 students in Year 3 and 6 attaining distinction. Students have continued to compete and place well in the local zone competitions. Tracking of target students within team meeting ensured teacher focus and team responsibility.



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Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement
The basis for identifying areas for improvement
Planned actions for lifting achievement

NAG 2A (b) (i) Alfriston School Areas for Improvement

The data on student achievement in reading, writing and mathematics shows that we have made improvements with accelerating a number of students who were below and at standard, to at and above. We have been particularly successful with achievement in Writing and Reading. Now the school will focus on the development of school wide Mathematics (main focus) and Reading (minor focus) learning progressions, in line with developing student assessment capability. Continued planning and monitoring of student progress and achievement that meets the learning needs of students will continue to be the focus for 2017. Integrated planning and teaching approaches have enhanced student capability to make cross curricular links and have improved student engagement in Writing and Reading, particularly for boys.

Areas of concern - Reading:	Areas of concern - Writing:	Areas of concern - Mathematics:
<p>18.7% (59/316) Students across the school B or WB in Reading</p> <p>After 1 year at school 31.1% (14/45) Below or Well Below</p> <p>After 1 Year at school 40% (8/20) Males B or WB</p> <p>After 2 years at school 37.3% (16/43) Below or Well Below</p> <p>After 2 Years at school 42.9% (12/28) Males B or WB</p> <p>After 3 years at school 36.4% (12/33) Below or Well Below</p> <p>After 3 Years at school 56.3% (9/16) Males B or WB</p> <p>44.8% (17/38) of Maori Males across the school are achieving B or WB in Reading</p>	<p>26.5 % (84/316) Students across the school B or WB in Writing</p> <p>42.8% (24/56) of Maori Students across the school are B or WB in Writing</p> <p>55.2% (21/38) of Male Maori Students across the school are B or WB in Writing</p> <p>After 1 Year at school 37.8% (17/45) are B or WB</p> <p>After 1 Year at school 50% (10/20) Males are B or WB</p> <p>After 2 Years at school 41.9% (18/43) B or WB</p> <p>After 2 Years at school 46.4% (13/28) Males are B or WB</p> <p>After 3 Years at school 45.5% (15/33) are B or WB</p> <p>After 3 Years at school 75% (12/16) Males are B or WB (2 x New Arrivals) (8 x Special needs / ESOL)</p>	<p>19.6% (62/316) Students across the school B or WB in Maths</p> <p>35.7% (20/56) Maori Students across the school B or WB in Maths</p> <p>After 2 Years at school 32.6% (14/43) are B or WB in Maths</p> <p>After 2 Years 32.1 % (9/28) of Males are B or WB in Maths</p> <p>After 3 Years at school 39.4% (13/33) are B or WB in Maths</p> <p>After 3 Years 62.5% (10/16) of Males are B or WB in Maths</p> <p>After 3 Years at school 80 % (4 /5) of Maori Males Below in Maths</p>



**ALFRISTON
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CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

NAG 2A (b) (ii) Alfriston School Basis for identifying areas for improvement

The areas for improvement in relation to National Standards have been identified through a variety of data and analysis. The key areas that have been focused on are:

The analysis of school-level, year level data, broken down by Maori and Pasifika students and gender on National standards progress and achievement in reading, writing and mathematics. As per Nag 2A (c) two additional ethnic cohorts have been included in the reporting. They are European / Pakeha and Asian. The tables formed show year level data of student progress and achievement and show patterns of progress and achievement across year levels for groups of students in reading, writing, and mathematics across a two year band. These tables have been useful for identifying groups of students who require more assistance to progress and achieve against the National Standards for reading, writing and mathematics. Identifying students who require targeted support has assisted our board to set aims and targets including planned actions to achieve these targets. These will be reviewed in November and will be included in next year's charter, which will be submitted as per NAG 7, by 1st March. (See Charter)

The analysis of the difference between the targets that were set in the 2016 annual plan and what was achieved have been reported in the analysis of variance. This has provided the board with the opportunity to review the actions of the past school year and identify what has, and hasn't been effective to support student learning.

NAG 2A (b) (iii) Alfriston School Planned Actions for lifting achievement

Our board considered and discussed student progress and achievement data from previous years. The board also reviewed the areas for improvement from the analysis of variance and the school-level National Standards data from the current year. From the trends and patterns of the data, we have identified our board needs to focus on improved student progress and achievement in the National Standard for reading, writing and mathematics as described for targeted cohorts. To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. We will review these in November and include them in next year's charter.



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

WRITING

Annual Aim:

To improve the rate of progress for all students deemed at risk of not achieving at the level of National Standard for writing

Targets:

1. To improve the number of students achieving at or above across the school to 85% or better
2. 70% (12/17) of students in their second year of school currently achieving below, will be achieving at by the end of 2017
3. 44% (8/17) of students in their third year of school currently achieving below, will be achieving at by the end of 2017 46% (6/13) of males in their third year of school currently achieving below will be achieving at by the end of 2017
4. 47% (7/15) Year 4 students currently achieving below, will be achieving at by the end of 2017
5. 33% (8/24) Maori students currently achieving below, will be achieving at by the end of 2017

Planned Actions for improvement:

Collect data and evidence to show the use of writing progressions by students and teachers, including student voice

Refinement of Writing Progressions focussing on consistency and exemplars across the school

Effectively moderated baseline data will be gathered from a range of sources and timelines established for the tracking and review of data and programmes throughout the year

Target student writing achievement will be reported at every team meeting

Professional development for writing moderation

PD in Writing and the use of the First Steps Writing Resource from lead teachers

PD around the use of coaching to further develop teaching practise

Use of digital technology as a tool for writing to plan, create and evaluate written texts

PD in the creation and use of Learning Intentions and Success Criteria



ALFRISTON
SCHOOL

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

READING

Annual Aim:

To improve the rate of progress for all students deemed at risk of not achieving at the level of National Standard for reading

Targets:

1. To improve the number of students achieving at or above to 85% or better
2. 36% (5/14) students in their second year of school currently achieving below, will be achieving at by the end of 2017
3. 38% (6/16) students in their third year of school currently achieving below, will be achieving at by the end of 2017
4. 25% (4/12) Year 4 students currently achieving below will be achieving at standard by the end of 2017
5. 30% (5/17) Maori males currently achieving below will be achieving at standard by the end of 2017

Planned Actions for Improvement:

Classroom environments for all classrooms will be rich in text and will reflect both teacher and student text and voice

Target student reading achievement information will be reported at every team meeting

Professional Development on the teaching of First Steps Reading strategies

The Quick 60 reading programme will continue

The use of devices to create authentic reading opportunities

The Mutukaroa project (home school partnership)

Continued Reading Recovery Programme

Beginning to implement Visible representation of reading progressions in all classrooms for all learning levels so that students can see where their next learning should be



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

MATHEMATICS

Annual Aim:

To improve the rate of progress for all students deemed at risk of not achieving at the National Standard for mathematics

Targets:

1. To improve the number of students achieving at or above to 90% or better
2. 43% (6/14) of students in their third year currently achieving below standard, will be achieving at by the end of 2017
3. 30% (3/10) Year 4 males currently achieving below standard, will be achieving at by the end of 2017
4. 25% (5/20) Maori students currently achieving below standard, will be achieving at by the end of 2017

Planned Actions for Improvement

Students will explain their individual learning pathways (E-AsTTle) and where they need to go next

Visible representation of learning progressions in all classrooms for all learning levels so that students can see where their next learning should be

Numeracy 123 introduction across the school

Modelling books are used daily for targeted students and are referred to by students when discussing their learning and are tracked by numeracy coordinators

Mathletics will be used as a learning tool both in and out of the classroom to consolidate knowledge and strategy

Students will use e-learning tools and apps including Study Ladder and Kahn Academy to improve number knowledge and strategy

Target student achievement will be reported at every team meeting



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance for Writing

Focus: WRITING

Strategic aim:	All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards and that Maori students are engaged learners achieving educational success with pride in their identity, language and culture.
Annual aim for 2016:	To increase the number of students achieving at or above the National Standard for Writing.
Baseline data 2015:	The analysis of school wide Writing data in November 2015 identified some concerns with the percentage of Year 3 boys achieving below, and Year 1 and 2 students achieving below.
Targets 2016:	<ol style="list-style-type: none">1. To improve the number of students achieving at or above across the school to 85% or better2. 30% (7/23) of Year 2 students currently achieving below, will be achieving at by the end of 20163. 66% (4/6) of Year 3 students currently achieving below, will be achieving at by the end of 20164. 78% (7/9) of Year 4 boys currently achieving below, will be achieving at by the end of 20165. 36% (8/22) of Maori students currently achieving below will be achieving at by the end of 2016
Actions: (What did we do?)	<ul style="list-style-type: none">• Writing progressions continued to be used in 2016, with Year 5-8 refining the indicators, with exemplars.• Team meeting minutes focussed on Targeted student achievement• Targeted writing groups utilising devices and e-Learning strategies to engage and stimulate writers• ELLP in Speaking, Listening, Reading and Writing (English Language Learning Progressions) as well as Year 0-3 Talk to learn programme• Whole school writing and cross school moderation in writing• The development of google app suite as well as Google Classroom, Blog, Use of devices to Lift Achievement in Writing ,Working with ICT facilitator• School report, parent interviews and how you can help at home section as well as link on school website• Mutukaroa implemented to strengthen home school partnerships• Quick 60 continued with a phonics, spelling and word attack skills taught.• Older students supporting younger writers - <i>Tuakana Teina</i>

Analysis of Variance Writing contd

Focus: WRITING

Outcomes: 73.4% (232/316) of students across the school are progressing and achieving either at or above that National Standard in Writing (as opposed to 72.2 % in 2015.), with 85 achieving above and 147 achieving at the National Standard for Writing. Highest percentage of at and above in the last 3 years. Lowest percentage of below and well below in the last 3 years. Highest percentage of girls writing at and above in the last 3 years. Highest percentage of Y8's writing above since pre 2012. Lowest percentage of Y8's writing below since pre 2012. Highest percentage of Y7's writing at and above since pre 2012. Lowest percentage of below students in Y7 since pre 2012. Lowest percentage of well below students in Y7 since pre 2012. Highest number of at and above Y6 students since pre 2012. Lowest number of below Y6 students since pre 2012. Y4 and after 3 years at school - data is in line with last year. 62.3% of students after 1 year at school achieving at or above, compared with 55.7% in 2015.

2016 Target	2016 EOY Actual
<ol style="list-style-type: none"> To improve the number of students achieving at or above across the school to 85% or better 30% (7/23) of Year 2 students currently achieving below, will be achieving at by the end of 2016 66% (4/6) of Year 3 students currently achieving below, will be achieving at by the end of 2016 78% (7/9) of Year 4 boys currently achieving below, will be achieving at by the end of 2016 36% (8/22) of Maori students currently achieving below will be achieving at by the end of 2016 	<ol style="list-style-type: none"> We achieved 73.4% of students working at or above National Standard 22% (5/23) made progress to achieve at National Standard at the end of their second year at school We had 8 students achieving below in Year 3 at the end of 2016 We had 9 Year 4 at the end of 2016 We had 20 Maori students achieving below at the end of 2016

Reasons for the variance (Why did it happen?)

We experienced a large number of new enrolments of students across the school, many who had significant needs in writing and presented below and well below. These students were not part of the 2016 target cohort, but have been included in the end of year data. Whilst our well below and below student percentages are not showing a significant shift, we have experienced a positive shift in the percentages of students achieving at and above. The continued use of writing progressions in 2016 has enabled a higher level of student assessment capability, and improved levels of achievement, particularly for students achieving at or above. Extensive professional development in Gifted and Talented education has resulted in early identification, monitoring and tracking progress of these students. Use of digital devices has provided good evidence of improved student outcomes, in particular boys. Learning progressions are well articulated by students, particularly those in Years 5-8. We have collected significant student voice that supports data and evidence gathered. Improvement targets set are challenging, and will be reviewed in light of outcomes.



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Writing contd

Focus: WRITING

Evaluation (Where to next?)

All students achieving below or well below remain target students.
Continued Professional Development in writing and the use of devices in the classroom, and effective strategies for the teaching of writing. Teachers will set appraisal goals for improved student learning outcomes in writing
Continued support programmes and targeted teaching by teachers with strengths in the teaching of writing (Literacy leader)
Consolidate use of writing progressions from the beginning of the year
Continue to strengthen home school partnerships by supporting parents with ways they can help students write at home.

Planning for 2017

Hui for Maori and Pasifika whanau to continue with a focus on student achievement, in particular writing outcomes
Mutukaroa meetings continue for parents of students in Years 1-3
Opportunities for parents to learn about how students are using devices in the classroom for improved outcomes in writing
Continued development and refinement of Writing Progressions
Special needs referrals early, for best outcomes and continued support for those who are making limited progress.
GATE register in place and identifying students who are two or more years above their chronological age for writing
All students who are below or well below in National Standards for writing to participate in Lexia programme, for extra learning support
Year 7 and 8 team will enable teacher strengths to be better utilised
Targeted teaching across the school by both teachers, AP and DP
All students below or well below National Standard to be targeted
Professional development will support teachers to include writing strategies in other curriculum areas
Whanau vertical grouping approach to allow for integrated and authentic deep learning experiences for students to be involved in
NPDL Professional Development



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School

School level data for 2015/2016 showing progress and achievement in relation to the *National Standards for Writing* obtained from overall teacher judgements in November 2015/2016

Alfriston School National Standards Data 2015 - 2016

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students 2015	3	1.00%	79	26.8%	133	45.1%	80	27.1%	295
All students 2016	9	2.80%	75	23.7%	147	46.5%	85	26.9%	316
Māori 2015	1	1.9%	22	41.5%	23	43.4%	7	13.2%	53
Māori 2016	4	7.1%	20	35.7%	23	41.1%	9	16.1%	56
Pasifika 2015	0	0.0%	6	26.1%	8	34.8%	9	39.1%	23
Pasifika 2016	0	0.0%	4	16.7%	12	50.0%	8	33.3%	24
Asian 2015	1	1.3%	17	22.1%	39	50.6%	20	26.0%	77
Asian 2016	2	2.1%	20	20.6%	52	53.6%	23	23.7%	97
MELAA 2015	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4
MELAA 2016	0	0.0%	1	25.0%	2	50.0%	1	25.0%	4
European/Pākehā/ Other European 2015	1	0.7%	34	24.6%	61	44.2%	42	30.4%	138
European/Pākehā/ Other European 2016	3	2.2%	30	22.4%	58	43.3%	43	32.1%	134
Male 2015	1	0.6%	55	35.3%	65	41.7%	35	22.4%	156
Male 2016	8	4.9%	52	31.7%	71	43.3%	33	20.1%	164
Female 2015	2	1.4%	24	17.3%	68	48.9%	45	32.4%	139
Female 2016	1	0.7%	23	15.1%	76	50.0%	52	34.2%	152

2015/2016 Data Commentary:

2016 includes all students in the school at the end of the year, including OTJs for students in their first year at school calculated correctly, as in 2015. All students in Years 0-3 are on an anniversary reporting schedule.

Learners who need teaching adaptations and individualised support to access the curriculum and achieve, those with IEPs those who are ESOL and those who require targeted teaching programmes to access the curriculum are included in the data.



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

School level data for 2015/2016 by year level, reporting student progress and achievement in relation to the *National Standards in Writing*, obtained from overall teacher judgement in November 2015/2016

Alfriston School National Standards Data 2015 - 2016

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school 2015	0	0.0%	23	44.2%	23	44.20%	6	11.5%	52
After 1 year at school 2016	1	2.2%	16	35.6%	21	46.7%	7	15.6%	45
After 2 years at school 2015	0	0%	8	42.1%	6	31.6%	5	26.3%	19
After 2 year at school 2016	3	7.0%	15	34.9%	16	37.2%	9	20.9%	43
After 3 years at school 2015	0	0.0%	10	32.3%	18	58.10%	3	9.7%	31
After 3 year at school 2016			15	45.5%	15	45.5%	3	9.1%	33
End of Year 4 2015	0	0.0%	11	22.0%	29	58.0%	10	20.0%	50
End of Year 4 2016	1	2.9%	9	25.7%	18	51.4%	7	20.0%	35
End of Year 5 2015	0	0.0%	9	27.3%	12	36.4%	12	36.4%	33
End of Year 5 2016	2	4.2%	9	18.8%	27	56.3%	10	20.8%	48
End of Year 6 2015	1	2.3%	9	20.9%	17	39.5%	16	37.2%	43
End of Year 6 2016	2	6.1%	5	15.2%	12	36.4%	14	42.4%	33
End of Year 7 2015	2	5.4%	5	13.5%	16	43.2%	14	37.8%	37
End of Year 7 2016			4	9.3%	23	53.5%	16	37.2%	43
End of Year 8 2015	0	0.0%	4	13.3%	12	40.0%	14	46.7%	30
End of Year 8 2016			2	5.60%	15	41.70%	19	52.80%	36

All Boys by Year Level - WRITING	Well Below	Below	At	Above	Totals
After one year at school	1 (5%)	9 (45%)	7 (35%)	3 (15%)	20
After two years at school	3 (10.7%)	10 (3.7%)	8 (28.6%)	7 (25%)	28
After three years at school	0 (0%)	12 (75%)	4 (25%)	0 (0%)	16
Year 4	1 (4.8%)	8 (38.1%)	10 (47.6%)	2 (9.5%)	21
Year 5	2 (8%)	5 (20%)	14 (56%)	4 (16%)	25
Year 6	1 (5.3%)	5 (26.3%)	7 (36.8%)	6 (31.6%)	19
Year 7	0 (0%)	2 (12.5%)	11 (68.8%)	3 (18.8%)	16
Year 8	0 (0%)	1 (5.3%)	10 (52.6%)	8 (42.1%)	19
Totals	8 (4.9%)	52 (31.7%)	71 (43.3%)	33 (20%)	164

Alfriston School - GIRLS

School - level data by gender and year level, reporting student progress and achievement in relation to the **National Standards in Writing**, obtained from overall teacher judgements in November 2016

Alfriston School - BOYS

School - level data by gender and year level, reporting student progress and achievement in relation to the **National Standards in Writing**, obtained from overall teacher judgements in November 2016.

All Girls by Year Level - WRITING	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	7 (28%)	14 (56%)	4 (16%)	25
After two years at school	0 (0%)	5 (33.3%)	8 (53.3%)	2 (13.3%)	15
After three years at school	0 (0%)	3 (17.6%)	11 (64%)	3 (17.6%)	17
Year 4	0 (0%)	1 (7.1%)	8 (57.1%)	5 (35.7%)	14
Year 5	0 (0%)	4 (17%)	13 (56.5%)	6 (26.1%)	23
Year 6	1 (7.1%)	0 (0%)	5 (35.7%)	8 (57.1%)	14
Year 7	0 (0%)	2 (7.4%)	12 (44.4%)	13 (48.1%)	27
Year 8	0 (0%)	1 (5.9%)	5 (29.4%)	11 (64.7%)	17
Totals	1 (0.7%)	23 (15.1%)	76 (50%)	52 (34.2%)	152



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Maori & Pasifika Boys Writing	Well Below	Below	At	Above	Totals
After one year at school	0	6 (86%)	1 (14%)	0	7
After two years at school	1 (14%)	4 (57%)	2 (28%)	0	7
After three years at school	0	5 (63%)	3 (37%)	0	8
Year 4	1 (20%)	2 (40%)	2 (40%)	0	5
Year 5	1 (20%)	0	3 (60%)	1 (20%)	5
Year 6	1 (14%)	2 (29%)	3 (43%)	1 (14%)	7
Year 7	0	1 (17%)	4 (66%)	1 (17%)	6
Year 8	0	0	5 (71%)	2 (29%)	7
Totals	4 (8%)	20 (38%)	23 (44%)	5 (10%)	52

Alfriston School – Maori and Pasifika GIRLS

School -level data for Maori and Pasifika girls, reporting student progress and achievement in relation to the *National Standards in Writing*, obtained from overall teacher judgements in November 2016.

Alfriston School – Maori and Pasifika BOYS

School -level data for Maori and Pasifika boys by year level, reporting student progress and achievement in relation to the *National Standards in Writing*, obtained from overall teacher judgements in November 2016.

Maori and Pasifika Girls Writing	Well Below	Below	At	Above	Totals
After one year at school	0	0	5 (100%)	0	5
After two years at school	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	3
After three years at school	0	0	1 (50%)	1 (50%)	2
Year 4	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	3
Year 5	0	1 (20%)	2 (40%)	2 (40%)	5
Year 6	0	0	1 (100%)	0	1
Year 7	0	0	1 (20%)	4 (80%)	5
Year 8	0	1 (25%)	0	3 (75%)	4
Totals	0	4 (14%)	12 (43%)	12 (42%)	28



Analysis of Variance Reading

Focus: READING

Strategic aim:	All students are able to access the NZ Curriculum as evidenced by progress and achievement in relation to the National Standards for Reading and that Maori students are engaged learners achieving educational success with pride in their identity, language and culture.
Annual aim for 2016:	To improve the rate of progress for all students deemed at risk of not achieving at the level of National Standard for Reading.
Baseline data 2015:	The analysis of school wide Reading data in November 2015 identified some concerns in the Year 1, Year 2, Year 3 students and Maori students across the school.
Targets 2016	<p>To improve the number of students achieving at or above to 85 % or better</p> <p>50% (15/29) Year 2 students achieving below will be achieving at standard by the end of 2016</p> <p>78% (7/9) Year 3 students achieving below will be achieving at standard by the end of 2016</p> <p>31% (5/16) Maori students achieving below will be achieving at standard by the end of 2016</p>
Actions (What did we do)	<ul style="list-style-type: none">• Text rich classrooms• Standardised assessment tools used such as EasTTle Reading to measure progress and effect size• Team meeting minutes focussed on targeted student cohorts• Staff professional development in First Steps Reading Strategies• Staff professional development in the use of guided, shared and independent reading strategies• Staff professional development in the administration of reading assessments• ELLP in Speaking, Listening, Reading and Writing (English Language Learning Progressions)• Quick 60, Lexia, Reading Recovery support programmes• Mutukaroa• Older students supporting younger readers - <i>Tuakana Teina</i>



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Reading contd

Focus: READING

Outcomes

81.4% (257/316) of students across the school are progressing and achieving either at or above the National Standard for Reading with 150 achieving above and 107 achieving at the National Standard. 2016 data shows the highest Percentage of Y7's achieving above since pre 2012. After 2 years at school we have 23.3% below standard. This is the lowest number of students after 2 years at school below standard in the last 3 years. 68.9% of students after 1 year at school achieving at or above compared with 38.3% in 2015.

Our Targets for 2016	2016 EOY actual
1. To improve the number of students achieving at or above to 85 % or better	1. 81.4% of students achieved at or above National Standard by the end of 2016.
2. 50% (15/29) Year 2 students achieving below will be achieving at standard by the end of 2016	2. 16 Year 2 students total were below National Standard after their second year at school
3. 78% (7/9) Year 3 students achieving below will be achieving at standard by the end of 2016	3. 12 Year 3 students total were achieving below National Standard after their third year of school
4. 31% (5/16) Maori students achieving below will be achieving at standard by the end of 2016	4. 21 students total achieved below or well below National Standard at the end of 2016.

Reasons for the variance (Why did it happen?)

The focus on improved writing outcomes has had an effect on reading outcomes. Students are using reading strategies more effectively and are making connections with writing strategies. The improvements to the learning resource centre has created higher student interest in reading. Student access to shared documents through the google app suite has strengthened collaborative learning and students are more accountable for the quality of their written feedback, and their understanding of purpose and audience. Students are now making clear connections that reading and writing are closely linked. Attendance at Maori and Pasifika hui was improved in 2016.

Evaluation (Where to next?)

A target of 85% across the school achieving at or above the National Standards will be set.
 The school will develop and implement reading progressions across the school to strengthen student's ability to be assessment capable in reading.
 Building student knowledge of reading levels and stretch goals for reading.
 Home school partnerships (Mutukaroa)
 Use devices to access online reading support material
 E-Asttle ILPs online for every student in Years 5 - 8



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Reading continued

Focus: READING

Planning for 2017

The following points will be built into the planning for 2017:

Fostering the wider use of student voice in learning programmes across the school will be a priority. This will align with the development of a shared language of learning and will improve the assessment capability of readers, by building student knowledge of reading levels and stretch goals.

Targeting specific students had a significant impact on the success of individual teachers reading programmes and will be further developed

Greater engagement of parents in the teaching and learning programmes in a planned manner (Mutukaroa) with Year 1-3 classes,

The success of this programme will be shared with parents of Maori and Pasifika students at hui.

Quick 60 and Lexia will continue for 2016, along with Reading Recovery and Gifted and Talented programmes in Reading

Continue development of decoding and comprehensions specifically for Y0 - 4, with a specific drive to develop student capability in talking through their strategy use.

High frequency words and alphabet work in Year 0-2, with a specific focus on developing phonemic awareness.

Whanau vertical grouping approach to allow for integrated and authentic deep learning experiences for students to be involved in

Older students teaching younger students a variety of reading strategies - *Tuakana Teina*

Professional Development in NPDL



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Alfriston School

School level data for 2015/2016 showing progress and achievement in relation to the *National Standards for Reading* obtained from overall teacher judgements in November 2015/2016

Alfriston School National Standards Data 2015 - 2016

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students 2015	4	1.4%	54	18.30%	84	28.5%	153	51.9%	295
All students 2016	12	3.8%	47	14.90%	107	33.9%	150	47.5%	316
Māori 2015	2	3.8%	16	30.2%	16	30.2%	19	35.8%	53
Māori 2016	4	7.1%	17	30.4%	17	30.4%	18	32.1%	56
Pasifika 2015	0	0.0%	5	21.7%	4	17.4%	14	60.9%	23
Pasifika 2016	0	0.0%	1	4.2%	7	29.2%	16	66.7%	24
Asian 2015	0	0.0%	16	20.8%	29	37.7%	32	41.8%	77
Asian 2016	5	5.2%	12	12.4%	44	45.4%	36	37.1%	97
MELAA 2015	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4
MELAA 2016	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4
European/Pākehā/ Other European 2015	2	1.4%	17	12.3%	34	24.6%	85	61.6%	138
European/Pākehā/ Other European 2016	3	2.2%	17	12.7%	38	28.4%	76	56.7%	134
Male 2015	1	0.6%	33	21.2%	48	30.8%	74	47.4%	156
Male 2016	8	4.9%	32	19.5%	50	30.5%	74	45.1%	164
Female 2015	3	2.2%	21	15.1%	36	25.9%	79	56.8%	139
Female 2016	4	2.6%	15	9.9%	57	37.5%	76	50.0%	152

2015/2016 Data *Commentary:*

2016 includes all students in the school at the end of the year, including OTJs for students in their first year at school calculated correctly, as in 2015.

All students in Years 0-3 are on an anniversary reporting schedule. Learners who need teaching adaptations and individualised support to access the curriculum and achieve, those with IEPs those who are ESOL and those who require targeted teaching programmes to access the curriculum are included in the data.



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

School level data for 2015/2016 by year level,
reporting student progress and achievement in relation to
the *National Standards in Reading*,
obtained from overall teacher judgement
in November 2015/2016

Alfriston School National Standards Data 2015 - 2016

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school 2015	0	0.0%	29	61.7%	7	14.9%	11	23.4%	47
After 1 year at school 2016	1	2.2%	13	28.9%	18	40.0%	13	28.9%	45
After 2 Years at school 2015	0	0.00%	9	37.5%	5	20.8%	10	41.4%	24
After 2 Years at school 2016	6	14.00%	10	23.3%	15	34.9%	12	27.9%	43
After 3 years at school 2015	0	0.0%	4	12.9%	12	38.7%	15	48.4%	31
After 3 years at school 2016	0	0.0%	12	36.4%	13	39.4%	8	24.2%	33
End of Year 4 2015	1	2.0%	2	4.0%	19	38.0%	28	56.0%	50
End of Year 4 2016	1	2.9%	2	5.7%	21	60.0%	11	31.4%	35
End of Year 5 2015	1	3.0%	3	9.1%	11	33.3%	18	54.5%	33
End of Year 5 2016	1	2.1%	4	8.3%	17	35.4%	26	54.2%	48
End of Year 6 2015	1	2.3%	2	4.7%	10	23.3%	30	69.8%	43
End of Year 6 2016	1	3.0%	2	6.1%	7	21.2%	23	69.7%	33
End of Year 7 2015	1	2.7%	3	8.10%	12	32.40%	21	56.8%	37
End of Year 7 2016	1	2.3%	4	9.30%	11	25.60%	27	62.8%	43
End of Year 8 2015	0	0.0%	2	6.70%	8	26.7%	20	66.7%	30
End of Year 8 2016	1	2.8%	0	0.00%	5	13.9%	30	83.3%	36



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

All Boys by Year Level - READING	Well Below	Below	At	Above	Totals
After one year at school	1 (5%)	7 (35%)	5 (25%)	7 (35%)	20
After two years at school	5 (18%)	7 (25%)	6 (21%)	10 (36%)	28
After three years at school	0 (0%)	9 (56%)	4 (25%)	3 (19%)	16
Year 4	1 (4.8%)	2 (9.5%)	14 (66.7%)	4 (19%)	21
Year 5	1 (4%)	2 (8%)	8 (32%)	14 (56%)	25
Year 6	0 (0%)	2 (10.5%)	5 (26.3%)	12 (63.2%)	19
Year 7	0 (0%)	3 (18.8%)	4 (25%)	9 (56.3%)	16
Year 8	0 (0%)	0 (0%)	4 (21.1%)	15 (78.9%)	19
Totals	8 (4.9%)	32 (19.5%)	50 (30.5%)	74 (45.1%)	164

Alfriston School - GIRLS

School -level data by gender and year level, reporting student progress and achievement in relation to the **National Standards in Reading**, obtained from overall teacher judgements in November 2016.

Alfriston School - BOYS

School -level data by gender and year level, reporting student progress and achievement in relation to the **National Standards in Reading**, obtained from overall teacher judgements in November 2016.

All Girls by Year Level - READING	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	6 (24%)	13 (52%)	6 (24%)	25
After two years at school	1 (6.7%)	3 (20%)	9 (60%)	2 (13.3%)	15
After three years at school	0 (0%)	3 (17.6%)	9 (52.9%)	5 (29.4%)	17
Year 4	0 (0%)	0 (0%)	7 (50%)	7 (50%)	14
Year 5	0 (0%)	2 (8.7%)	9 (39.1%)	12 (52.2%)	23
Year 6	1 (7.1%)	0 (0%)	2 (14.3%)	11 (78.6%)	14
Year 7	1 (3.7%)	1 (3.7%)	7 (25.9%)	18 (66.7%)	27
Year 8	1 (5.9%)	0 (0%)	1 (5.9%)	15 (88.2%)	17
Totals	4 (2.6%)	15 (9.9%)	57 (37.5%)	76 (50%)	152



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Maori & Pasifika Boys READING	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	5 (71%)	2 (28%)	0 (0%)	7
After two years at school	1 (14.2%)	4 (57%)	1 (14%)	1 (14.2%)	7
After three years at school	0 (0%)	3 (37.5%)	2 (25%)	3 (37.5%)	8
Year 4	1 (20%)	0 (0%)	3 (60%)	1 (20%)	5
Year 5	0 (0%)	1 (20%)	3 (60%)	1 (20%)	5
Year 6	0 (0%)	2 (28.5%)	2 (28.5%)	3 (43%)	7
Year 7	0 (0%)	1 (17%)	2 (33%)	3 (50%)	6
Year 8	0 (0%)	0 (0%)	3 (43%)	4 (57%)	7
Totals	2 (4%)	16(30.5%)	18 (35%)	16 (30.5%)	52

Alfriston School – Maori and Pasifika GIRLS

School -level data for Maori and Pasifika girls, reporting student progress and achievement in relation to the *National Standards in Reading*, obtained from overall teacher judgements in November 2016.

Alfriston School – Maori and Pasifika BOYS

School -level data for Maori and Pasifika boys by year level, reporting student progress and achievement in relation to the *National Standards in Reading*, obtained from overall teacher judgements in November 2016.

Maori and Pasifika Girls READING	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	0 (0%)	4 (80%)	1 (20%)	5
After two years at school	1 (33.3%)	0 (0%)	0 (0%)	2 (66.6%)	3
After three years at school	0 (0%)	0 (0%)	0 (0%)	2 (100%)	2
Year 4	0 (0%)	0 (0%)	2 (66.6%)	1 (33.3%)	3
Year 5	0 (0%)	2 (40%)	0 (0%)	3 (60%)	5
Year 6	0 (0%)	0 (0%)	0 (0%)	1 (100%)	1
Year 7	0 (0%)	0 (0%)	0 (0%)	5 (100%)	5
Year 8	1 (25%)	0 (0%)	0 (0%)	3 (75%)	4
Totals	2 (7.5%)	2 (7.5%)	6 (21%)	18 (64%)	28



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Mathematics

Focus: MATHS

Strategic aim:

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.
Maori students are engaged learners achieving educational success with pride in their identity language and culture

Annual aim for 2016:

To improve the rate of progress for all students deemed at risk of not achieving at the level of National Standard for Mathematics.

Baseline data 2015:

The data collected at the end of 2015 demonstrated a need in the year 5 and 7 age band. We were also concerned with the achievement levels of our Maori Students across the school.

Targets:

To improve the number of students achieving at or above to 90% or better
62.5% (5/8) students currently achieving below standard at Year 6 will be achieving at by the end of 2016
71% (5/7) students currently achieving below standard at Year 8 will be achieving at by the end of 2016
38 % (5/13) Maori students currently achieving below standard across the school will be achieving at by the end of 2016.

**Actions
(What did we do)**

- Staff professional development in Mathematics
- Improvements to the teaching of student assessment capability in Mathematics
- Online maths workshops attended and created by students
- E Learning student driven Maths task boards used in Senior and Intermediate School Maths classes
- Streamed mathematics classes in the senior and intermediate school
- Otago problem solving Y5-8
- Syndicate monitoring of the progress of targeted students.
- Mathex competitions for GATE and high achieving students
- Targeted students achievement reported at team meetings

Analysis of Variance Mathematics contd

Focus: MATHS

Outcomes: 80.4 % (254/316) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 127 achieving above and 127 achieving at the National Standard for Maths. Highest percentage above in the last 3 years. Highest percentage of females above in the last 3 years. Highest percentage of males above in the last 3 years. Number of students below and well below has remained consistent in the last 3 years. Highest number of Y8 students achieving above since pre 2012. Lowest number of Y8 students achieving below since pre 2012. Highest number of Y7 students achieving above since pre 2012. Highest number of Y6 students achieving above since pre 2012. Lowest number of Y6 students achieving below since pre 2012.

Our 2016 Targets	2016 EOY Actual
<ol style="list-style-type: none"> 1. To improve the number of students achieving at or above to 90% or better 2. 62.5% (5/8) students currently achieving below standard at Year 6 will be achieving at by the end of 2016 3. 71% (5/7) students currently achieving below standard at Year 8 will be achieving at by the end of 2016 4. 38 % (5/13) Maori students currently achieving below standard across the school will be achieving at by the end of 2016. 	<ol style="list-style-type: none"> 1. 80.4% of students achieving across the school at or above National Standard 2. 4 Year 6 students total achieving below or well below National Standard 3. 4 Year 8 students total achieving below or well below National Standard 4. 20/56 students total achieving below or well below National Standard across the school.

Reasons for the variance (Why did it happen?)

A continued focus on accelerated learning principles in Mathematics has further informed teacher practise. The use of online learning environments such as Mathletics and the professional development of teachers in the use of Mathematics has been attributed to some of the successes in 2016. Students report higher levels of engagement, particularly in the senior and intermediate school where e-learning strategies for teaching and learning have been intensively developed. We have had a large number of newly enrolled ESOL students across the school, through out of zone ballot who have come in with lower than expected levels of learning. Schoolwide implementation of Maths progressions started in Term 4 2016, this will continue to be refined before full launch and implementation in 2017.

Evaluation (Where to next?)

Further development of school wide Mathematics progressions to improve student assessment capability in Mathematics. Continued use of e-learning in classes will continue to engage students and allow them to make cross curricular links with more clarity. Mathletics will continue to be used in the school for home school links, challenging students knowledge and strategy and providing useful planning and assessment material for teachers.



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance for Mathematics contd

Focus: MATHS

Planning 2017

Annual targets will be set in the 2017 annual plan regarding the identified groups of students who did not achieve at least *at the National Standard* for Maths.
The use of Numeracy 123 across the school
Individual student shifts will be tracked as systems for gathering data are continuing to be well utilised across the school
Planning will continue to be differentiated to meet the needs of groups of students and will be informed by analysis of assessment data
Staff PD around Learning Intentions and Success Criteria - in line with Visible Learning Principles
Staff PD around marking work and giving thorough feedback & feedforward - in line with Visible Learning Principles
We will continue to develop and refine the shared language of learning for Mathematics through the development and implementation of Maths progressions
Every class will have children using progressions to describe their learning and next steps
A blended learning space is being trialled in the Intermediate area of the school, with teacher and student led workshops taking place
Teacher capability in running workshops lifted across the school from Y1-8.
Teacher knowledge and capability in Mathematics lifted by lead numeracy teachers.
Maori and Pasifika hui will discuss plans for improved outcomes for Maori and Pasifika students in Mathematics.
Professional Development in NPDL

Alfriston School

School level data for 2015/2016 showing progress and achievement in relation to the *National Standards for Mathematics* obtained from overall teacher judgements in November 2015/2016

Alfriston School National Standards Data 2015 - 2016

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students 2015	5	1.7%	46	15.6%	128	43.4%	116	39.3%	295
All students 2016	8	3.1%	46	17.6%	110	42.1%	97	37.2%	261
Māori 2015	3	5.7%	15	28.3%	25	47.2%	10	18.9%	53
Māori 2016	4	9.1%	15	34.1%	14	31.8%	11	25.0%	44
Pasifika 2015	0	0.0%	4	17.4%	8	34.8%	11	47.8%	23
Pasifika 2016	0	0.0%	2	11.1%	7	38.9%	9	50.0%	18
Asian 2015	0	0.0%	9	11.7%	28	36.4%	40	51.9%	77
Asian 2016	1	1.1%	15	17.2%	40	46.0%	31	35.6%	87
MELAA 2015	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4
MELAA 2016	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4
European/Pākehā/ Other European 2015	2	1.4%	17	12.3%	66	47.8%	53	38.4%	138
European/Pākehā/ Other European 2016	3	2.8%	13	12.1%	48	44.9%	43	40.2%	107
Male 2015		1.3%	22	14.1%	65	41.7%	67	42.9%	156
Male 2016	6	4.4%	27	19.7%	47	34.3%	57	41.6%	137
Female 2015	3	2.2%	24	17.30%	63	45.3%	49	35.3%	139
Female 2016	2	1.6%	19	15.30%	63	50.8%	40	32.3%	124

2015/2016 Data Commentary:

2016 includes all students in the school at the end of the year, including OTJs for students in their first year at school calculated correctly, as in 2015.

This year all students in Years 0-3 are on an anniversary reporting schedule.

2016 saw a number of newly enrolled Maori / Pasifika students.

Learners who need teaching adaptations and individualised support to access the curriculum and achieve, those with IEPs those who are ESOL and those who require targeted teaching programmes to access the curriculum are included in the data.

School level data for 2015/2016 by year level, reporting student progress and achievement in relation to the **National Standards in Mathematics**, obtained from overall teacher judgement in November 2015/2016

Alfriston School National Standards Data 2015 - 2016

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school 2015	0	0.0%	6	12.8%	30	63.8%	11	23.4%	47
After 1 year at school 2016	0	0.0%	7	16.7%	32	76.2%	3	7.1%	42
After 2 years at school 2015	0	0.0%	7	29.2%	9	37.5%	8	33.3%	24
After 2 years at school 2016	3	7.3%	9	22.0%	21	51.2%	8	19.5%	41
After 3 years at school 2015	0	0.0%	5	16.1%	19	61.3%	7	22.6%	31
After 3 years at school 2016	0	0.0%	12	38.7%	15	48.4%	4	12.9%	31
End of Year 4 2015	0	0.0%	5	10.00%	19	38.0%	26	52.0%	50
End of Year 4 2016	1	3.0%	4	12.10%	11	33.3%	17	51.5%	33
End of Year 5 2015	2	6.1%	8	24.20%	9	27.3%	14	42.40%	33
End of Year 5 2016	0	0.0%	9	20.00%	15	33.3%	21	46.70%	45
End of Year 6 2015	2	4.7%	2	4.7%	16	37.2%	23	53.5%	43
End of Year 6 2016	3	10.7%	0	0.0%	7	25.0%	18	64.3%	28
End of Year 7 2015	1	2.7%	8	21.6%	12	32.4%	16	43.2%	37
End of Year 7 2016	1	2.4%	5	12.2%	9	22.0%	26	63.4%	41
End of Year 8 2015	0	0.0%	5	16.7%	14	46.7%	11	36.7%	30
End of Year 8 2016	9	28.8%	53	16.8%	13	34.2%	9	23.7%	38



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

All Boys by Year Level - MATHEMATICS	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	4 (20%)	14 (70%)	2 (10%)	20
After two years at school	3 (10.7%)	6 (21.4%)	12 (42.9%)	7 (25%)	28
After three years at school	0 (0%)	10 (62.5%)	4 (25%)	2 (12.5%)	16
Year 4	1 (4.8%)	3 (14.3%)	9 (42.9%)	8 (38.1%)	21
Year 5	0 (0%)	4 (16%)	6 (24%)	15 (60%)	25
Year 6	2 (10.5%)	1 (5.3%)	3 (15.8%)	13 (68.4%)	19
Year 7	0 (0%)	2 (12.5%)	2 (12.5%)	12 (75%)	16
Year 8	0 (0%)	3 (15.8%)	2 (10.5%)	14 (73.7%)	19
Totals	6 (3.7%)	33 (20.1%)	52 (37.1%)	73 (44.5%)	164

Alfriston School - GIRLS

School -level data by gender and year level, reporting student progress and achievement in relation to the *National Standards in Mathematics*, obtained from overall teacher judgements in November 2016.

Alfriston School - BOYS

School -level data by gender and year level, reporting student progress and achievement in relation to the *National Standards in Mathematics*, obtained from overall teacher judgements in November 2016.

All Girls by Year Level - MATHEMATICS	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	3 (12%)	21 (84%)	1 (4%)	25
After two years at school	0 (0%)	5 (33.3%)	9 (60%)	1 (6.7%)	15
After three years at school	0 (0%)	3 (17.6%)	11 (64.7%)	3 (17.6%)	17
Year 4	0 (0%)	1 (7.1%)	4 (28.6%)	9 (64.3%)	14
Year 5	0 (0%)	5 (21.7%)	10 (43.5%)	8 (34.8%)	23
Year 6	1 (7.1%)	0 (0%)	6 (42.9%)	7 (50%)	14
Year 7	1 (3.7%)	3 (11.1%)	8 (29.6%)	15 (55.6%)	27
Year 8	1 (5.9%)	0 (0%)	6 (35.3%)	10 (58.8%)	17
Totals	3 (2%)	20 (13.2%)	75 (49.3%)	54 (35.5%)	152



Maori & Pasifika Boys MATHEMATICS	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	3 (43%)	4 (57%)	0 (0%)	7
After two years at school	1 (14%)	3 (43%)	3 (43%)	0 (0%)	7
After three years at school	0 (0%)	4 (50%)	2 (25%)	2 (25%)	8
Year 4	1 (20%)	1 (20%)	3 (60%)	0 (0%)	5
Year 5	0 (0%)	2 (40%)	1 (20%)	2 (40%)	5
Year 6	2 (28.5%)	0 (0%)	2 (28.5%)	3 (43%)	7
Year 7	0 (0%)	1 (17%)	0 (0%)	5 (83%)	6
Year 8	0 (0%)	1 (14%)	2 (28.5%)	4 (57%)	7
Totals	4 (7.6%)	15 (29%)	17 (32.3%)	16 (31%)	52

Alfriston School – Maori and Pasifika GIRLS

School -level data for Maori and Pasifika girls, reporting student progress and achievement in relation to the **National Standards in Maths**, obtained from overall teacher judgements in November 2016.

Alfriston School – Maori and Pasifika BOYS

School -level data for Maori and Pasifika boys by year level, reporting student progress and achievement in relation to the **National Standards in Maths**, obtained from overall teacher judgements in November 2016.

Maori and Pasifika Girls MATHEMATICS	Well Below	Below	At	Above	Totals
After one year at school	0 (0%)	0 (0%)	5 (100%)	0 (0%)	5
After two years at school	0 (0%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	3
After three years at school	0 (0%)	0 (0%)	1 (50%)	1 (50%)	2
Year 4	0 (0%)	0 (0%)	2 (66.6%)	1 (33.3%)	3
Year 5	0 (0%)	2 (40%)	0 (0%)	3 (60%)	5
Year 6	0 (0%)	0 (0%)	0 (0%)	1 (100%)	1
Year 7	0 (0%)	0 (0%)	1 (20%)	4 (80%)	5
Year 8	1 (25%)	0 (0%)	1 (25%)	2 (50%)	4
Totals	1 (4%)	3 (11%)	11 (39%)	13 (46%)	28



Students With Special Abilities

Focus: Full Inclusion

Strategic Aim: Students with special learning abilities are supported in their learning so they can extend their progress in relation to the NZ Curriculum.

Annual Aim for 2017 : All Students identified as GATE attend, engage, participate and achieve against goals set in their learning pathways and part of the GATE register's planned actions. Relationships between home and school are strengthened so that GATE students are supported and extended in their learning.

Baseline data 2016 : Current Situation:

- We have teachers facilitating learning experiences with their most able students in different ways.
- We have identified students who are working two or more years above their chronological age in Reading, Writing and Maths.
- We have a Y7/8 GATE Literacy Class functioning at a high level, sharing best practise with other students across the school. *Tuakana Teina*
- GATE - Reading - 94 students achieving 2 or more years above chron. age compared with 98 from the previous year.
- GATE - Maths - 96 students achieving 2 or more years above chron. age compared with 54 from the previous year.
- GATE - Writing - 33 students achieving 2 or more years above chron. age compared with 28 from the previous year.
- We have a variety of MLE principles in place which we wish to utilise to best effect for positive outcomes for our gifted and talented students.
- We have an Intermediate team which has flexible grouping in Reading, Writing, and Maths to extend our most able students.
- We have flexible needs based grouping in Year 3 & above.
- We have some evidence of student voice in GATE but wish to develop this further.

Actions
(what did we do?)

GATE Team Established
GATE Definition developed and used to identify GATE students.
GATE Professional Development for staff in GATE Indicators
Intermediate GATE Literacy Class
Establishment of GATE site for staff
GATE Register created
GATE *Tuakana Teina* Teaching
Providing students opportunities to lead Literacy experiences across the school
Fully utilising the Google apps for education suite for teaching and learning opportunities, and giving and receiving feedback



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Students Achieving 2 or more years above the National Standard In Reading

	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
After 1 Year	6	2					
After 2 Years		3	7				
After 3 Years			7				
Year 4				4	1	1	
Year 5					5	7	3
Year 6						4	13
Year 7							11
Year 8							20

Alfriston School Students

School Level Data by Year Level Reporting Student Progress and Achievement 2 or more years above in relation to the **National Standards in Reading** obtained from overall teacher judgements in November 2016

Students with Special Abilities

Alfriston School Students

School Level Data by Year Level Reporting Student Progress and Achievement 2 or more years above in relation to the **National Standards in Writing** obtained from overall teacher judgements in November 2016

Students Achieving 2 or more years above the National Standard In Writing

	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
After 1 Year	3						
After 2 Years		2					
After 3 Years			0				
Year 4				3			
Year 5					5	1	
Year 6							7
Year 7							4
Year 8							8

Students With Special Abilities

Alfriston School Students

School Level Data by Year Level Reporting Student Progress and Achievement 2 or more years above in relation to the **National Standards in Mathematics** obtained from overall teacher judgements in November 2015

Students Achieving 2 or more years above the National Standard In Mathematics							
	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
After 1 Year	1						
After 2 Years		1	1				
After 3 Years			3	3	1		
Year 4				12	1		2
Year 5					7	4	6
Year 6						2	7
Year 7							21
Year 8							24



**ALFRISTON
SCHOOL**

CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

English Language Learners Target 2016

Focus: Full Inclusion

Strategic Aim:	Students who speak English as a Second or other Language will attend, engage, participate and achieve against goals highlighted in their English Language Learning Progressions (ELLPs).
Annual Aim for 2016 :	85% of students who are identified as speaking English as a Second or Other Language will achieve at stage 1 or higher in Listening, Speaking, Reading and Writing as assessed on the English Language Learning Progressions.
Baseline data 2016 :	<p>At Alfriston School, we used the English Language Learning Progressions as a tool to record the progress and achievement of our English as Second or other Language speakers.</p> <p>Our English as a Second or Other Language speakers are identified as Indian, Vietnamese, Austrian and Chinese, speakers.</p> <p>During 2016 8 ESOL students enrolled at Alfriston School.</p> <p>At the end of 2016 there were 95% (21/22 students) were working at ELLP level 1 or higher in listening. In reading 95% (22/22) were achieving level one or higher. In speaking, 100% (22/22) students were achieving level one or higher. 85% (20/22 students) were working at level one or higher for writing.</p>
Actions (what did we do?)	<p>A designated teacher worked with students in Years 4-8.</p> <p>In Years 0-3, Talk to Learn programme was implemented throughout the year in small groups.</p> <p>Two trained ESOL personnel supported teachers worked within their classes to lift the achievement levels of ESOL students</p> <p>Year 0-4 classes utilised a structured oral language programme throughout the year, using speaking and writing frames, and using think aloud approaches (strategies employing TESSOL techniques)</p> <p>Writing progressions implemented across the school</p> <p>BYOD Year 3 -8 encouraged.</p>

English Language Learners - Listening 2016

ELLP Stage End- Listening 2016

ELLP stage	22	%			
Stage 3	6	27 %			
Stage 2	9	41.5 %			
Stage 1	6	27 %			
Foundation Stage	1	4.5 %			
ELLP Stage End 2015 - Listening		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	23	2	7	8	6
	100%	8%	30%	35%	26%

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

27% of students are now working within the expected range for their cohort and are not longer requiring ESOL support.



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English Language Learners - Speaking 2016

ELLP Stage End- Speaking 2016

ELLP stage	22	%			
Stage 3	7	27%			
Stage 2	11	45%			
Stage 1	4	23%			
Foundation Stage	0	5%			
ELLP Stage End 2015 - Speaking		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	23	1	6	10	6
	100%	4%	26%	44%	26

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

27% students have made significant progress and now are working at the expectation for their age group.

English Language Learners - Reading 2016

ELLP Stage End- Reading 2016

ELLP stage	22	%			
Stage 3	6	32%			
Stage 2	10	50%			
Stage 1	5	18%			
Foundation Stage	1	0%			
ELLP Stage End 2015 - Reading		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	23	1	6	10	6
	100%	5%	26%	43%	26%

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

All students have made progress towards expected age level attainment.

50% of students working at stage 2.

32% of students working at stage 3



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English Language Learners - Writing 2016

ELLP Stage End- Writing 2016

ELLP stage	22	%			
Stage 3	5	23%			
Stage 2	4	18%			
Stage 1	10	45%			
Foundation Stage	3	14%			
ELLP Stage End 2015 - Writing		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	23	3	8	7	5
	100%	13%	35%	31%	21%

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

23% of students working at stage 3, attaining within their expected age range an increase of 2% since 2015

Analysis of Variance Special Needs

Focus:	Full Inclusion
Strategic Aim:	Students with special learning needs are supported in their learning so that they can progress and achieve in relation to the New Zealand Curriculum and their IEP and fully attend, engage, participate in and contribute to the school and the community.
Annual Aim for 2016 :	All Students attend, engage, participate and achieve against goals developed in their IEPs and make progress towards National Standards. Relationships between home and school are strengthened so that students with special learning needs are supported in their learning.
Baseline data 2015:	<p>The school's special education register was kept up to date and shared with staff each term.</p> <p>In 2016 students who were funded by GSE, Moderate Physical Needs Contract or ACC received 2 IEPs per year. These were reflected upon through collaborative meetings with parents, teacher, teacher aide, agencies involved and students (where appropriate). Each review entailed a discussion of progress made and challenges presenting before a review of the students' tailored and specific goals were undertaken before new appropriate goals were set. These specific goals were made up depending on the needs discussed of speech language, mobility, assistive technology, social, self-management and educational needs.</p> <p>In 2016 there were 20 students receiving IEPs 6 students were ORS funded, 7 students were being assisted by Moderate Physical Needs Contract Agents and 1 received assistive technology for learning. 5 students received alternative support from GSE such as Language support, Hearing and also behaviour support. A board report was presented in Term 4 with specifics around how many students receive support and are funded for support across the school.</p> <p>A survey was sent out to parents at the end of each IEP round asking for feedback in relation to inclusive practises, the IEP process and working alongside the support team at Alfriston School.</p>
Actions (what did we do?)	<p>Sourced assistive technology to enable students to further access the curriculum and which is enabling them to meet their learning goals</p> <p>Continued the Lexia programme in the school across all learning levels.</p> <p>Fully engaged and utilised resources and personnel in the school to support our special needs students</p> <p>SENCO timetables and supports students through setting programmes, assessing and resourcing for students.</p> <p>Special needs life skills programme implemented year round. (Cooking, gardening, art and swimming)</p> <p>Ensured that all learning programmes, including extra curricular activities were accessible to our special needs students, including gymnastics, EOTC events, Sports events and Performing Arts</p> <p>Trialed different technologies to support language outcomes for students with special needs such as the ipad with voice output.</p> <p>All families and whanau were included in supporting students through collaborative actions plans and IEPs These were reflected upon through collaborative meetings with parents, teacher, teacher aide, agencies involved and students (where appropriate). Reviews of goals were undertaken before new goals were set. These goals were made up of speech language, mobility, assistive technology, social, self-management and educational needs.</p> <p>A survey was conducted at the end of each term to gain information on key areas of special education such as: welcoming to the school for initial and consequential visits, transition, inclusion, involvement in learning and partnership with agencies and the school staff in creating a supporting scaffold around the child.</p>



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Analysis of Variance Special Needs contd

Focus:	Full Inclusion
Outcomes:	<p>The board, through the Principal prioritised allocation of teacher aide resourcing for supporting students that do not qualify for any funding outside of the school's operational grant. The board, through the Principal enabled professional development for teachers through The Incredible Years Programme. The RTLB service has also been utilised by providing support for individual staff members.</p> <p>A Board report was presented in November, informing the BOT of inclusive practises, transitions and the IEP process. Alfriston School SENCO has the role of specialist teacher to assess, monitor and implement programmes across the school for ORS students. Teacher aides timetables were adapted to support the specialist skills requiring promotion and development.</p> <p>An online survey was conducted each term for parents, agencies and both supporting and teaching staff to contribute their thoughts and positions on different practises at Alfriston School. School staff and supporting agencies were forthcoming with positive comments, five parents completed the surveys each term. All comments were positive and supportive of the school's practice.</p>
Reasons for Variance:	<p>The board through the principal priorities allocation of funding and teacher capability and teacher aide training creating a support for both students, families and staff.</p> <p>The Incredible years programme enhanced confidence and relationships for both staff, families and supporting agencies.</p> <p>The life skills and special needs education programmes enables Alfriston School to tailor make our programmes to meet the needs of the students in our school on a day to day basis.</p> <p>We have seen gains in ownership, language development and confidence in speaking without support develop amongst our special needs students.</p> <p>Parents feedback has provided confidence in our programmes, procedures and strategies.</p>
Evaluations (Where to next?)	<p>As the school board further develops the school's achievement aims and targets, the school will gather and analyse the data through the self review process.(Using well being@school and IPT)</p> <p>Continue to access programmes on offer for the support team for students with special needs such as Incredible years to new PRTs , TIPs for autism, equine therapy.</p> <p>Continue to administer an electronic survey to parents and the support team for each student after each IEP round. These self review questions will be used in conjunction the inclusive practises tool and will relate to school culture and leadership for including students, teamwork, working with families, using information and transitions, cultural identity, individual learning programmes and school safety. Data will be collated termly.</p> <p>Mutukaroa and Lexia will continue in our school.</p>
Planning for 2017	<p>The board's targets will reflect the changes or improvements the board wishes to make (set out in the charter strategic plan) for learners with special education needs.</p> <p>Targets and planned actions will include support for learners with special education needs to come to school (attend), enjoy school (engage) and have the opportunity to participate and achieve.</p> <p>All students will make progress towards their Independent Education Plans and National Standard across the curriculum.</p>



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Special Needs Target 2017

Focus: Full Inclusion

Strategic Aim: Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and community environment.

Annual Aims:

Presence

All Students attend, engage, participate, achieve and progress towards goals developed in their IEPs, with a particular focus on their wellbeing

Engagement

To continue to complete a school wide self-review of inclusive policies and practices using wellbeing at school and the inclusive practises tool.

Achievement

Strengthen relationships between home and school to further engage learners with special education needs

Increase the progress and achievement of the group of learners with special education needs who are currently not achieving as expected.

Baseline Data 2016:

The school's special education register was kept up to date and shared with staff each term through Google docs.

Out of 345 students: 2% of our school roll are ORS funded, 5.3% received RTLB support in 2016. 1.2% are accessing Riding for the Disabled and 1.8 % are also accessing Speech Language therapy. 1.8% of our school is accessing the Physical Disability Service. 4% of students have been allocated assistive technology for either communication, auditory processing or fine motor skills/writing. 38% are accessing the Lexia Reading support programme.

All funded students are receiving their full quota of their allocated funding. The TIPS for Autism Course allocated for two professional support teams positions on recent and upcoming sessions enabling the development of student specific plans. 6.3% of students receive an Individual Education Programme (IEPs), these are conducted at least twice a year for all students who are funded by the Ministry of Education through ORS funding, behaviour or communication support, under Physical Disability Service or receive assistive technology. IEPs are reflected upon through collaborative meetings with parents, teacher, teacher aide, agencies involved and students (where appropriate). High needs and ORS Students transitioning into Alfriston school had an IEP within the first term of attendance, then one each subsequent term for the next three terms to ensure the transition plan was successful. Each review entailed discussion around progress made and challenges presenting before a review of the students' tailored and specific goals are undertaken and new appropriate goals were set. These specific goals were made up depending on the needs discussed pertaining to speech language, mobility, assistive technology, social, self-management and educational needs. Surveys were sent out to parents, teachers and agencies at the end of each IEP round asking for feedback in relation to inclusive practises, the IEP process and working alongside the support team at Alfriston School.

ten students accessed Reading Recovery in 2016. Students who showed concerning lack of progress were referred to RTlit, 2 students completed their association with RTlit in Term 2 of 2016. In 2016 the Quick 60 programme continued to support students in year 2. 5 students completed the full 20 weeks in July 2016 with the next set starting in Term 3, these student will complete their 20 weeks in mid term 1.

A board report was presented in Term 4 with specifics around how many students receive support and are funded for support across the school. (including quick 60, reading recovery and specialist programmes).

Alfriston specialist programme for children with special or extra learning needs including ORS funded students continued to work through their learning programme set up each week to meet specific needs alongside this life skills, art therapy, gardening were timetabled each week. At risk and high needs students also partook in parts of the programme that offered benefit to their behavioural or social challenges/needs



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Special Needs Target 2017 contd

Focus: Full Inclusion

Targets:	As part of the IEP process we aim to continue regularly carrying out a survey through google forms the parents, teacher and agencies involved with students as to the effectiveness of the transition to school, the IEP, school environment and programmes used to support the child as well as other features pertaining to the student.
Engagement:	All learners on the special education needs register will have up-to-date documentation showing how their learning needs are being met within the curriculum, their IEP will be linked to the register. All referrals will be scanned and uploaded onto our student management system under guidance, enabling all staff to have access to documentation over the course of the enrollment.
Achievement:	The progress of all learners with special education needs will be regularly monitored against individual learner plans in relation to National Standards and reported to parents, families, whanau and the board. The Senco will assess and modify the student's programmes depending on the progress of the child. The group of learners identified as having special education needs will make progress in relation to their literacy and numeracy goals set in their 2016 IEPs and towards National Standard.

Special Needs Target 2017 contd

Actions to Achieve Targets	Led by	Budget	Timeframe
To survey both the parents, teacher and agencies involved with students as to the effectiveness of the IEP, school environment and programmes used to support the child as well as other features pertaining to the student. This will be conducted at the conclusion of an IEP	SENCO	Nil	Termly
Regular review and assessment of all learners on the Alfriston School online Special needs register. Build capability across the school in identifying and supporting presenting needs.	SENCO	Nil	Termly
Through the support of the SENCO and outside agencies Classroom teachers will adapt teaching and learning to meet the needs of learners with special education needs by using tools introduced in professional development	SENCO/ Classroom teachers	Nil	Ongoing
SENCO will closely monitor learners on the Special Needs Register, identifying and work towards individualised learning goals for literacy and numeracy and will support classroom teachers to adapt learning programmes appropriate to their learning needs.	SENCO Classroom teachers	Release time	Ongoing

READING: STUDENT ACHIEVEMENT TARGETS 2017

BASELINE DATA

Analysis of the school-wide data in Reading at the end of 2016 showed the following:
73.4% (232/316) of students across the school are progressing and achieving either at or above that National Standard in Writing, with 85 achieving above and 147 achieving at the National Standard for Writing. Highest percentage of at and above in the last 3 years. Lowest percentage of below and well below in the last 3 years. Highest percentage of girls writing at and above in the last 3 years. Highest percentage of Y8's writing above since pre 2012. Lowest percentage of Y8's writing below since pre 2012. Highest percentage of Y7's writing at and above since pre 2012. Lowest percentage of below students in Y7 since pre 2012. Lowest percentage of well below students in Y7 since pre 2012. Highest number of at and above Y6 students since pre 2012. Lowest number of below Y6 students since pre 2012. Y4 and after 3 years at school - data is in line with last year. 62.3% of students after 1 year at school achieving at or above, compared with 55.7% in 2015.

TARGETS:

1. To improve the number of students achieving at or above to 85% or better
2. 36% (5/14) students in their second year of school currently achieving below, will be achieving at by the end of 2017
3. 38% (6/16) students in their third year of school currently achieving below, will be achieving at by the end of 2017
4. 25% (4/12) Year 4 students currently achieving below will be achieving at standard by the end of 2017
5. 30% (5/17) Maori males currently achieving below will be achieving at standard by the end of 2017

Actions to Achieve Targets	Led by	Budget	Timeframe
Classroom environments for all classrooms will be rich in text and will reflect both teacher and student text and voice	AP/DP		On going throughout the year
Use standardised assessment tools such as E-AsTTle Reading to measure progress and effect size	Literacy Leaders / AP & DP		Term 2 and Term 4
Target student reading achievement will be reported at every team meeting & tracked across teams and SMT	Team leaders / SMT		Term 1-4
Professional development for teachers to create and implement Reading Progressions	Literacy Leaders		Term 1-4
The Mutukaroa home-school partnership will continue	AP/Mutukaroa coordinator		Term 1-4
The Quick 60 Reading Programme & Reading Recovery will continue	Literacy support teacher		Term 1-4
Classroom programmes will include the use of digital devices and online resources, including the use of google docs for improved student collaboration.	Expert e-learning teachers and classroom teachers		Term 1-4
Visible representation of reading progressions in all classrooms for all learning levels so that students can see where their next learning should be	Leadership team and Literacy leaders		Term 2 - 4
Innovative elearning approaches, with the support of Jacqui Sharp to be utilised in Reading Programmes	Expert e-learning teachers and classroom teachers		Term 1-4
Lexia programme to be available to student across the school	Literacy Leaders		Term 1-4



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WRITING: STUDENT ACHIEVEMENT TARGETS 2017

BASELINE DATA:

73.4% (232/316) of students across the school are progressing and achieving either at or above that National Standard in Writing - as opposed to 72.2 % in 2015, with 85 achieving above and 147 achieving at the National Standard for Writing. Highest percentage of at and above in the last 3 years. Lowest percentage of below and well below in the last 3 years. Highest percentage of girls writing at and above in the last 3 years. Highest percentage of Y8's writing above since pre 2012. Lowest percentage of Y8's writing below since pre 2012. Highest percentage of Y7's writing at and above since pre 2012. Lowest percentage of below students in Y7 since pre 2012. Lowest percentage of well below students in Y7 since pre 2012. Highest number of at and above Y6 students since pre 2012. Lowest number of below Y6 students since pre 2012. Y4 and after 3 years at school - data is in line with last year. 62.3% of students after 1 year at school achieving at or above, compared with 55.7% in 2015

TARGETS:

1. To improve the number of students achieving at or above across the school to 85% or better
2. 70% (12/17) of students in their second year of school currently achieving below, will be achieving at by the end of 2017
3. 44% (8/17) of students in their third year of school currently achieving below, will be achieving at by the end of 2017
46% (6/13) of males in their third year of school currently achieving below will be achieving at by the end of 2017
4. 47% (7/15) Year 4 students currently achieving below, will be achieving at by the end of 2017
5. 33% (8/24) Maori students currently achieving below, will be achieving at by the end of 2017

Actions to Achieve Targets

	Who	Budget	Timeframe
Collect data and evidence to show the use of writing progressions by students and teachers including student voice	Lead teachers	\$1000	Term 1 to 4
Effectively moderated baseline data will be gathered from a range of sources and timelines established for the tracking and review of data and programmes throughout the year	Literacy lead teachers and team leaders		Term 1, 2, 3 and 4.
Target student writing achievement will be reported at every team meeting	Team leaders		Weekly
Further develop the language of learning using the writing progressions	Literacy lead teachers		Term 2, 3, 4
Professional development around the use of coaching to further develop teaching practise	Lead teachers/Principal		Termly
Using Performing Arts planned in Term 2 as a platform for engaging writers, in rich meaningful and authentic learning experiences	DP/teachers		Term 3
Use of digital technology as a tool for writing to plan, create, and critically evaluate written texts	DP/lead teachers		Ongoing throughout the year
Professional development in the creation and use of learning intentions and success criteria	Lead teachers		Ongoing throughout the year



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MATHEMATICS: STUDENT ACHIEVEMENT TARGETS 2017

Analysis of the school-wide data in Mathematics at the end of 2016 showed the following: 80.4 % (254/316) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 127 achieving above and 127 achieving at the National Standard for Maths. Highest percentage above in the last 3 years. Highest percentage of females above in the last 3 years. Highest percentage of males above in the last 3 years. Number of students below and well below has remained consistent in the last 3 years. Highest number of Y8 students achieving above since pre 2012. Lowest number of Y8 students achieving below since pre 2012. Highest number of Y7 students achieving above since pre 2012. Highest number of Y6 students achieving above since pre 2012. Lowest number of Y6 students achieving below since pre 2012.

TARGETS:

1. To improve the number of students achieving at or above to 90% or better
2. 43% (6/14) of students in their third year currently achieving below standard, will be achieving at by the end of 2017
3. 30% (3/10) Year 4 males currently achieving below standard, will be achieving at by the end of 2017
4. 25% (5/20) Maori students currently achieving below standard, will be achieving at by the end of 2017

Actions to Achieve Targets	Led by	Budget	Timeframe
Progressions will be developed so that students can describe their learning and next steps.	Lead teachers	\$1000	T1, 2, 3, 4
Students in every class will use worked examples and Mathematics strategy displays to describe their learning and next steps	Lead teachers		T1 2, 3, 4
Mathletics will be used to challenge students knowledge and use of strategy and provide planning and assessment material for teachers	Lead teachers and Team Leaders		Ongoing
Modelling books are used daily for targeted students and are referred to by students when discussing their learning and are tracked by numeracy coordinator	Lead teachers and Team leaders		Ongoing
Daily use of basic facts to improve speed and accuracy	Lead teachers and Team leaders		Ongoing
Mathex and Otago Problem solving will be included in Yr 5-8 high ability classes	Lead teachers		On going throughout the year.
Students will use e-learning tools and apps to improve number knowledge and strategy	Classroom teachers/ICT team		On going throughout the year.
Target student achievement will be reported at every team meeting	Team Leaders/Lead teachers		On going throughout the year.
Resourcing support for all students to align with the progressions. Numeracy 123	Lead teachers		Term 1-4



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