

FRANKLEY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2168
Principal:	Sarah Horton-Morris
School Address:	Tukapa Street, New Plymouth
School Postal Address:	Tukapa Street RD 1, New Plymouth, 4371
School Phone:	06 753 6436
School Email:	admin@frankley.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Nathan Mumby	Chairperson	Elected	Jun 2022
Sarah Morris	Principal	ex Officio	
Dave Fox	Parent Rep	Elected	Jun 2022
Zoe Manderson	Parent Rep	Elected	Jun 2022
Paul Davison	Parent Rep	Elected	Jun 2022
Kim Cribb	Staff Rep	Elected	Apr 2020
Bonnie Mills	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd



FRANKLEY SCHOOL

Annual Report - For the year ended 31 December 2020

Index

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



Frankley School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Nathan Mumby
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

16 June 2021
Date:

Sarah Hester-Morris
Full Name of Principal

[Signature]
Signature of Principal

16 June 2021
Date:

Frankley School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,484,674	1,731,397	2,232,033
Locally Raised Funds	3	174,248	76,500	160,611
Interest income		4,735	1,500	5,912
		<u>2,663,657</u>	<u>1,809,397</u>	<u>2,398,556</u>
Expenses				
Locally Raised Funds	3	30,846	8,000	57,794
Learning Resources	4	1,704,098	1,139,271	1,422,810
Administration	5	159,542	146,027	121,921
Finance		3,067	2,564	3,403
Property	6	553,252	457,519	540,292
Depreciation	7	49,290	37,939	54,263
Loss on Disposal of Property, Plant and Equipment		-	-	196
		<u>2,500,095</u>	<u>1,791,320</u>	<u>2,200,679</u>
Net Surplus / (Deficit) for the year		163,562	18,077	197,877
Total Comprehensive Revenue and Expense for the Year		<u>163,562</u>	<u>18,077</u>	<u>197,877</u>

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



Frankley School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		445,307	256,328	247,430
Total comprehensive revenue and expense for the year		163,562	18,077	197,877
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		3,530	-	-
Equity at 31 December	23	612,399	274,405	445,307
Retained Earnings		612,399	274,405	445,307
Equity at 31 December		612,399	274,405	445,307

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Frankley School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	438,959	160,353	101,755
Accounts Receivable	9	138,484	91,817	127,073
GST Receivable		12,895	8,270	13,806
Prepayments		10,280	5,837	6,405
Inventories	10	2,155	2,209	2,488
Investments	11	130,500	30,500	220,500
		<u>733,273</u>	<u>298,986</u>	<u>472,027</u>
Current Liabilities				
Accounts Payable	13	223,422	90,966	135,363
Revenue Received in Advance	14	-	4,900	-
Provision for Cyclical Maintenance	15	5,500	5,400	5,455
Finance Lease Liability - Current Portion	16	15,567	17,886	17,071
Funds held for Capital Works Projects	17	64,222	-	21,591
		<u>308,711</u>	<u>119,152</u>	<u>179,480</u>
Working Capital Surplus/(Deficit)		424,562	179,834	292,547
Non-current Assets				
Property, Plant and Equipment	12	263,693	190,145	232,359
Work in Progress		6,617	-	-
		<u>270,310</u>	<u>190,145</u>	<u>232,359</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	74,000	74,933	61,533
Finance Lease Liability	16	8,473	20,641	18,066
		<u>82,473</u>	<u>95,574</u>	<u>79,599</u>
Net Assets		<u>612,399</u>	<u>274,405</u>	<u>445,307</u>
Equity		<u>612,399</u>	<u>274,405</u>	<u>445,307</u>

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



Frankley School
Statement of Cash Flows
For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	611,747	406,210	508,153
Locally Raised Funds	173,895	76,500	156,056
Goods and Services Tax (net)	911	-	(5,536)
Payments to Employees	(228,054)	(185,110)	(170,672)
Payments to Suppliers	(266,534)	(157,583)	(227,878)
Cyclical Maintenance Payments in the year	-	-	(4,159)
Interest Paid	(3,067)	(12,564)	(3,403)
Interest Received	5,398	1,500	5,001
Net cash from/(to) Operating Activities	294,296	128,953	257,562
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(74,884)	(41,800)	(54,191)
Purchase of Investments	-	-	(190,000)
Proceeds from Sale of Investments	90,000	-	-
Net cash from/(to) Investing Activities	15,116	(41,800)	(244,191)
Cash flows from Financing Activities			
Furniture and Equipment Grant	3,530	-	-
Finance Lease Payments	(17,509)	(18,566)	(18,253)
Funds Held for Capital Works Projects	41,771	-	14,871
Net cash from/(to) Financing Activities	27,792	(18,566)	(3,382)
Net increase/(decrease) in cash and cash equivalents	337,204	68,587	9,989
Cash and cash equivalents at the beginning of the year	8 101,755	91,766	91,766
Cash and cash equivalents at the end of the year	8 438,959	160,353	101,755

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Frankley School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Frankley School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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



Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

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

i) 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.



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	20 years
Furniture and Equipment	5-10 years
Information and Communication	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



I) Intangible Assets

Software costs

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

m) 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.

n) 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.



o) 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, and also annual leave earned, by non teaching staff, 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.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

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

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



u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	438,963	325,000	379,658
Teachers' Salaries Grants	1,460,928	989,456	1,323,761
Use of Land and Buildings Grants	444,227	350,731	419,253
Resource Teachers Learning and Behaviour Grants	2,250	-	-
Other MoE Grants	138,306	66,210	109,361
	<u>2,484,674</u>	<u>1,731,397</u>	<u>2,232,033</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$13,320 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	74,852	43,500	38,295
Bequests & Grants	45,245	12,500	49,227
Activities	44,920	13,500	64,408
Trading	7,936	7,000	8,681
Fundraising	1,295	-	-
	<u>174,248</u>	<u>76,500</u>	<u>160,611</u>
Expenses			
Activities	23,745	3,000	51,997
Trading	6,891	5,000	5,797
Other Locally Raised Funds Expenditure	210	-	-
	<u>30,846</u>	<u>8,000</u>	<u>57,794</u>
<i>Surplus for the year Locally raised funds</i>	<u>143,402</u>	<u>68,500</u>	<u>102,817</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	50,910	49,530	32,834
Library Resources	1,387	1,200	1,245
Employee Benefits - Salaries	1,641,179	1,073,541	1,380,536
Staff Development	5,114	10,000	2,496
Extra Curricular Activities	5,508	5,000	5,699
	<u>1,704,098</u>	<u>1,139,271</u>	<u>1,422,810</u>



5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,132	4,132	3,817
Board of Trustees Fees	2,580	4,000	3,580
Board of Trustees Expenses	3,962	3,900	2,982
Communication	2,233	4,260	1,942
Consumables	5,908	5,500	3,217
Other	34,534	21,100	12,857
Employee Benefits - Salaries	90,268	86,025	79,150
Insurance	5,125	4,610	4,656
Service Providers, Contractors and Consultancy	10,800	12,500	9,720
	<u>159,542</u>	<u>146,027</u>	<u>121,921</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	45,394	44,000	41,701
Cyclical Maintenance Expense	12,512	13,066	14,880
Grounds	16,815	11,272	16,640
Heat, Light and Water	17,802	14,700	15,800
Repairs and Maintenance	15,032	22,250	30,662
Use of Land and Buildings	444,227	350,731	419,253
Security	1,470	1,500	1,356
	<u>553,252</u>	<u>457,519</u>	<u>540,292</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings	415	290	415
Building Improvements	5,505	4,798	6,863
Furniture and Equipment	14,418	9,010	12,886
Information and Communication Technology	11,354	11,106	15,885
Leased Assets	15,978	11,494	16,439
Library Resources	1,620	1,241	1,775
	<u>49,290</u>	<u>37,939</u>	<u>54,263</u>



8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	(71)	66,847	(1,018)
Bank Call Account	349,030	93,506	102,773
Short-term Bank Deposits	90,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>438,959</u>	<u>160,353</u>	<u>101,755</u>

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

Of the \$438,959 Cash and Cash Equivalents \$70,046 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	353	345	-
Banking Staffing Underuse	27,970	23,375	36,438
Interest Receivable	426	178	1,089
Teacher Salaries Grant Receivable	109,735	67,919	89,546
	<u>138,484</u>	<u>91,817</u>	<u>127,073</u>
Receivables from Exchange Transactions	779	523	1,089
Receivables from Non-Exchange Transactions	137,705	91,294	125,984
	<u>138,484</u>	<u>91,817</u>	<u>127,073</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	2,155	2,209	2,488
	<u>2,155</u>	<u>2,209</u>	<u>2,488</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	130,500	30,500	220,500
Total Investments	<u>130,500</u>	<u>30,500</u>	<u>220,500</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	6,640	-	-	-	(415)	6,225
Building Improvements	101,537	4,079	-	-	(5,505)	100,111
Furniture and Equipment	51,519	35,271	-	-	(14,418)	72,372
Information and Communication Tech	31,521	32,445	-	-	(11,354)	52,612
Leased Assets	36,137	7,600	-	-	(15,978)	27,759
Library Resources	5,005	1,229	-	-	(1,620)	4,614
Balance at 31 December 2020	232,359	80,624	-	-	(49,290)	263,693

The net carrying value of equipment held under a finance lease is \$27,759 (2019: \$36,137)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	8,300	(2,075)	6,225
Building Improvements	326,481	(226,370)	100,111
Furniture and Equipment	338,533	(266,161)	72,372
Information and Communication	237,446	(184,834)	52,612
Leased Assets	56,645	(28,886)	27,759
Library Resources	47,408	(42,794)	4,614
Balance at 31 December 2020	1,014,813	(751,120)	263,693

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	7,055	-	-	-	(415)	6,640
Building Improvements	108,400	-	-	-	(6,863)	101,537
Furniture and Equipment	37,764	26,641	-	-	(12,886)	51,519
Information and Communication Tech	19,705	27,897	(196)	-	(15,885)	31,521
Leased Assets	37,541	15,035	-	-	(16,439)	36,137
Library Resources	6,160	620	-	-	(1,775)	5,005
Balance at 31 December 2019	216,625	70,193	(196)	-	(54,263)	232,359

The net carrying value of equipment held under a finance lease is \$36,137 (2018: \$37,541)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	8,300	(1,660)	6,640
Building Improvements	322,402	(220,865)	101,537
Furniture and Equipment	310,674	(259,155)	51,519
Information and Communication	205,002	(173,481)	31,521
Leased Assets	56,145	(20,008)	36,137
Library Resources	46,179	(41,174)	5,005
Balance at 31 December 2019	948,702	(716,343)	232,359



13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	29,650	17,196	36,800
Accruals	3,512	3,506	4,012
Capital Accruals for PPE items	5,723	-	966
Employee Entitlements - Salaries	179,235	67,919	89,546
Employee Entitlements - Leave Accrual	5,302	2,345	4,039
	<u>223,422</u>	<u>90,966</u>	<u>135,363</u>
Payables for Exchange Transactions	223,422	90,966	135,363
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>223,422</u>	<u>90,966</u>	<u>135,363</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Income in Advance	-	4,900	-
	<u>-</u>	<u>4,900</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	66,988	67,267	56,267
Increase to the Provision During the Year	12,966	13,066	14,880
Adjustment to the Provision	(454)	-	-
Use of the Provision During the Year	-	-	(4,159)
Provision at the End of the Year	<u>79,500</u>	<u>80,333</u>	<u>66,988</u>
Cyclical Maintenance - Current	5,500	5,400	5,455
Cyclical Maintenance - Term	74,000	74,933	61,533
	<u>79,500</u>	<u>80,333</u>	<u>66,988</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,249	17,886	18,566
Later than One Year and no Later than Five Years	9,107	20,641	18,569
	<u>26,356</u>	<u>38,527</u>	<u>37,135</u>



17. Funds Held (Owed) for Capital Works Projects

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

2020		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Sewerage Infrastructure Monitoring	<i>in progress</i>	25,287	(137,002)	115,342	-	3,627
Boiler Demolish	<i>completed</i>	(3,696)	3,696	-	-	-
SIP Turf Replacement	<i>in progress</i>	-	64,130	(64,380)	-	(250)
SIP Gas Heater Replacement	<i>in progress</i>	-	9,685	(9,064)	-	621
Autex Project	<i>in progress</i>	-	19,662	(13,350)	-	6,312
SIP Block F Deck Te Puawai	<i>in progress</i>	-	65,121	(5,635)	-	59,486
SIP Block E Infill & Refurb	<i>completed</i>	-	22,741	(22,741)	-	-
Septic Tank & Sewer Upgrade	<i>in progress</i>	-	134,288	(139,862)	-	(5,574)
Totals		21,591	182,321	(139,690)	-	64,222

Represented by:

Funds Held on Behalf of the Ministry of Education	70,046
Funds Due from the Ministry of Education	(5,824)
	<u>64,222</u>

2019		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Block A Replace Roof	<i>completed</i>	-	23,154	(23,154)	-	-
Sewerage Infrastructure Monitoring	<i>in progress</i>	2,947	143,550	(121,210)	-	25,287
Block F	<i>completed</i>	465	-	(465)	-	-
Special Needs Property Modification	<i>completed</i>	5,522	2,659	(8,181)	-	-
Boiler Demolish	<i>in progress</i>	-	51,810	(55,506)	-	(3,696)
Totals		8,934	221,173	(208,516)	-	21,591

18. 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.



19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,580	3,580
Full-time equivalent members	0.10	0.12
<i>Leadership Team</i>		
Remuneration	333,642	315,110
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>336,222</u>	<u>318,690</u>
Total full-time equivalent personnel	<u>3.10</u>	<u>3.12</u>

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$69,500	-
Number of People	1	-



21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

\$36,412 contract for the Sewerage Infrastructure Monitoring as agent for the Ministry of Education. This project is fully funded by the Ministry and \$34,109 has been received of which \$30,482 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$72,980 contract for the SIP Turf Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$64,130 has been received of which \$64,380 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$11,785 contract for the SIP Gas Heater Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,685 has been received of which \$9,064 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$22,205 contract for the Autex Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$19,662 has been received of which \$13,350 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$82,965 contract for the SIP Block F Deck Te Puawai as agent for the Ministry of Education. This project is fully funded by the Ministry and \$65,121 has been received of which \$5,635 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$180,794 contract for the Septic Tank & Sewer Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$134,288 has been received of which \$139,862 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$5,200 plus GST for a slide, of which \$2,800 has been paid at balance date; and

\$37,181.74 plus GST for a caretakers shed, of which \$3,817.39 has been paid at balance date.

(Capital commitments at 31 December 2019: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

23. 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.



24. Financial Instruments

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

Financial assets measured at amortised cost

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	438,959	160,353	101,755
Receivables	138,484	91,817	127,073
Investments - Term Deposits	130,500	30,500	220,500
Total Financial assets measured at amortised cost	<u>707,943</u>	<u>282,670</u>	<u>449,328</u>

Financial liabilities measured at amortised cost

Payables	223,422	90,966	135,363
Borrowings - Loans	-	-	-
Finance Leases	24,040	38,527	35,137
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>247,462</u>	<u>129,493</u>	<u>170,500</u>

25. Events After Balance Date

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

26. Comparatives

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

27. New Plymouth Group Mowing Scheme

Frankley School is part of a partnership in the New Plymouth Group Mowing Scheme. The mowing scheme is a partnership agreement between 21 schools in Taranaki. Each members share in the scheme is only realisable on winding up of the scheme. If any member withdraws from the scheme and the majority wish to continue, the withdrawing member will forfeit their ownership rights and will not be purchased out by other members. The scheme is administered by Education Services Ltd and a Management Committee consisting of at least two representatives from the member schools. The balance date for the scheme is 31 March 2021. The partnership is audited by Silks Audit Chartered Accountants Limited.

Total Equity as at 31/12/20	\$	52,423
Frankley School Share	\$	2,496
Total Equity as at 31/12/19	\$	54,243
Frankley School Share	\$	2,583



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF FRANKLEY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows] for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 16th June 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



PO BOX 7144

156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz



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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included under the School Directory page and the Analysis of Variance and Kiwisport statement as appendices, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 16th June 2021



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz



Frankley School

Analysis of Variance 2020

Principal's endorsement: Sarah Morris

Board of Trustees' endorsement: Nathan Mumby

Submission Date to Ministry of Education: March 01 - 2021

Frankley School Strategic Plan Monitoring

Strategic Goal One:

Te Kākano

Community Culture (NAG 1, 2, 5)

Strengthen home and school partnerships through the development of culturally responsive practices

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
<ul style="list-style-type: none"> ➤ Whānau/caregivers of pupils, and the community, are kept fully informed of what is happening at the school and of future events. 	<ul style="list-style-type: none"> ➤ Design a new school website 	Bonnie Mills	Term 1	Google Sites Amber McFadgen
	<ul style="list-style-type: none"> ➤ Continue work on Frankley School Vision and implement community wide, including sandblasting into footpaths by council, and signage. We want our vision 'dripping from the walls' 	Leadership team, teaching staff, BOT NPDC	Term 1 - 4	PLD budget Mark Osborne Razz Print - Michelle Read
	<ul style="list-style-type: none"> ➤ Redesign permission form for sharing of images etc 	Unit holder	Term 1	School docs template

	➤ Implement SchoolDocs for Policy and Procedure	Frankley School Board of Trustees and Robyn King	Term 1 -2	Schooldocs
--	---	--	-----------	------------

Monitoring and Evaluation.

June: Timeline for website completion for this project indicates an August sign off.NPDC to complete a Road safety audit which includes sandblasting. We are awaiting information. Sarah Morris working with Nathaniel Benefield. Vision launch yet to be decided. Mark Osborne will work with Leadership to form a plan. Brendon Anderson to start this work in term 3 with support from Sarah Morris on permission form. Questionnaire completed for school docs and BOT to sign off each Policy

November: Website will be completed by the end of the year ready to launch 2021. This extra time allows up to date staffing information to be included. We are still waiting for the audit report for roading outside of school. Tohu feedback completed and design to be sent to printers to update signage. Sarah to work with students re practical examples of Vision. MASAM to work with MAC to look at teaching history through tohu and Vision statements

Key Planning 2021- Follow up road audit, implement school docs; including staff and BOT training, share information with the community. Redevelop permission form as not completed and include in school docs forms. Work with filament design to complete and launch website February 2021. Website training for Leadership and Admin staff.

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
➤ To ensure students and parents are clear about progress and achievement in relation to Curriculum expectations and feel comfortable and empowered to ask questions about how to support the next step of learning	➤ Reporting to parents review; consult with community, including learners and investigate SMS	Leadership team	Term 2 and 3	LINK ED Spotlight on eTap
	➤ Information evenings on Vision with a link to Te Ao Māori , Thinking and Communicating(Writing) capabilities	Leadership team, Teaching Staff and Frankley School Board of Trustees	Term 3 and 4	Bek Galloway Mark Osborne Damon Ritai

Monitoring and Evaluation.

June: Review for parents will be sent out in term 4. The process will need to include the capabilities included in the new Frankley school localised curriculum. Information evenings put on hold due to COVID 19. Thinking and Communication have been introduced into hubs

November: Review now on hold due to Capability development. We will work with Bek Galloway and Mark Osborne in 2021 to look at introducing the new Vision and Curriculum to the community

Key Planning 2021- Vision, Guiding Principles and Capabilities to be introduced to the Community. Track attendance and inform the community of the impact of not attending school for at least 90% of the time.

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
<ul style="list-style-type: none"> ➤ Make new families and tamariki full participating members of Frankley School whānau and our community. 	<ul style="list-style-type: none"> ➤ Celebrate our diverse cultures through identification, displays, mahi tahi , cultural evening. Acknowledge special days within our hubs and language weeks to be identified throughout the year 	Tania Scott, Geraldine Irvine, MASAM, Mahi Tahī	Term 1- 4	Manaakitanga budget
	<ul style="list-style-type: none"> ➤ Cultural audit of our learning environment to plan Next Steps - Including a Review of our enrolment procedures to ensure they; <ol style="list-style-type: none"> 1. are culturally responsive 2. capture relevant information e.g. language spoken 	Bonnie Mills, Robyn King, Sarah Morris	Term 1	Research other schools and MOE CORE Education template
	<ul style="list-style-type: none"> ➤ Use Dr Webber’s research to support a localised Maori curriculum for Te Atiawa- 	Leadership team and MASAM	Term 1 - 4	Dr Webber’s feedback from survey
	<ul style="list-style-type: none"> ➤ Fix flag pole and identify flags from different countries that are represented at our school to purchase and fly at different times- 	Student led	Term 2-3	SFRC
	<ul style="list-style-type: none"> ➤ Regular engagement with diverse groups to identify their 	Leadership team and teaching	Term 1 - 4	Manakitanga budget

	needs and hear their voice. Identify support person/people from the specific culture.	staff throughout Mahi Tahī sessions		
--	---	-------------------------------------	--	--

Monitoring and Evaluation.

June: Cultural celebrations is an area that needs more focus in the second half of the school year. Sarah Morris to meet with unit holders to make a plan moving forward. Sarah Morris and Anna Trinder have looked at Frankley School MASAM rubric and CORE educations Hear, See, Feel indicators. A walk around in term 3 and 4 will support information gathering. We need to gather community and student voices. Our data from the Student wellbeing survey in 2019 indicated we need to look at cultural identity and how students feel about their culture being valued. Bonnie Mills will start to collate different enrolment information to support developing a new Frankley [template](#) which includes gender diverse, cultural and family contexts. The uptake of the Melinda Webber survey from our community has not been supported. Sarah Morris to purchase flags or students. Countries have been identified. A father has offered to fix the flagpole. Senior students could use this as an option for Purposeful learning. Contact was made with different whānau during Lockdown. Support members need to be identified and used to assist decision making at Frankley School

November: Celebrations have been put on hold due to COVID Alert levels. This will be a focus for 2021. Updated pre enrolment form checked by the MOE and will be linked to our new website. This will be called a pre enrolment due to the Enrolment Scheme. We are looking at running regular hui to engage whānau.

Key Planning 2021- Flag pole work to be completed. Pre enrolment form to be included on the website. Regular hui with diverse whānau groups at Frankley. Cultural events/activities to be planned out. Cultural audit to be completed using CORE visual.

Strategic Goal Two:

**Te Ako
Learning to Learn (NAG 1, 2, 3, 4, 5)**

All students are supported to achieve success in their learning through a balanced curriculum that reflects our Mission and Values. Programmes reflect government priorities

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
➤ Implement the principles of 21st century learning with cohesiveness and consistency across	➤ Introduce Thinking and Communicating(writing) capabilities across the hubs.	Leadership team	Term 1 - 3	Leading Learning MOE PLD TBC

collaborative hubs.	➤ Learn about and Implement new digital technologies curriculum content	Unit holder	Term 1 - 4	technology.tki.org.nz Kia Takatū ā-Matahiko Frankley Curriculum
	➤ Develop and confirm Vision, Guiding Principles and Learner Profile Capabilities	Leadership team	Term 1 and 2	Leading Learning NZC MAC Razz Printing
	➤ Create a 3 year review cycle of Frankley School Curriculum	Leadership team and Curriculum unit holder	Term 2	MOE Localised curriculum MAC

Monitoring and Evaluation.

June: Thinking and Communicating capabilities have been introduced to hubs and are included in teacher appraisals. Bek Galloway will visit the school in term 3 to continue to support this work. Brendon Anderson has started Digital Technology workshops with staff. Vision, Guiding Principles and Capabilities have been formed through PLD, community voice and research. Merryl McAllister will start this process in term 3 of Curriculum, review cycle in term 3.

November: Bek Galloway has worked with teachers and students in term 4. Communication and Thinking has been developed successfully. A similar approach will be used for Agency and Hauora in 2021. 2 Digital Technology workshops were held in term 3 and will continue in term 1 2021 due to Brendon being on leave. Tohu options have been shared with our stakeholders. Our Vision will be strengthened with a visual that represents the past, the Kahikatea trees, Te Ao Māori and our kupu. Review cycle work will be completed in term 4.

Key Planning 2021: Introduce Hauora and Agency Capabilities, continue with Digital Technology workshops, use review cycle to work on next steps for curriculum- School docs review schedule used to support review of curriculum. Visuals of Vision around school-"dripping from the walls". Senior students to use Vision work for Akoranga. Review cycle work will be completed in term 4 - note; this will now be pre planning introduction of capabilities over a developed cycle to support the Vision

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
➤ That staffing is used effectively to best meet student needs	➤ Educational Leadership Capability Framework used to develop goals for Leadership Team	Sarah Morris	Term 1	Educational Leadership Capability Framework
	➤ Frankley School Quality Practice Template, Hub Analysis and TAI to be used to support Appraisal for Teaching Staff	Sarah Morris	Term 1	Frankley School QPT
	➤ Lower ratio in senior hubs with extra staffing to support targets	Sarah Morris	Term 1-4	Staffing/Resourcing

	➤ Induction for support staff and trainees	Bonnie Mills	Ongoing	Schooldocs
--	--	--------------	---------	------------

Monitoring and Evaluation.

June: Deputy Principals have selected their goals based on their needs. Quality Practice Template has been updated to reflect the new Vision and Frankley School Curriculum. TAI will commence in term 3. Staffing has increased across hubs to reflect needs and targets. All new staff have been inducted.

November: Due to COVID 19 the Leadership goals have not been covered in depth. An outside appraiser will work with DPs in 2021 to support their leadership growth. Language used in the QPT will need to be altered again to reflect the introductions of new capabilities. TAI data will be collated for the analysis of the Annual Improvement Plan. Hub Analysis has been updated twice this year due to COVID 19. Final Appraisal meetings are booked for November.

Extra staffing in hubs has been a supportive process for teachers and students. Staff have worked hard to distribute workload based on teachers hours IWS staff have also been inducted so consistent language and expectations have been used across the school.

Key Planning Steps 2021: Professional Growth Cycle used from Teaching Council. A new template will be designed. Teachers will work 1:1 with the Principal for this process rather than Collaboratively with their hub partners. Jenny Gray from Team Builders will work with all staff for PLD rather than outside appraiser to support building and maintaining Collaborative Teaching Team and Environment. Extra staffing to support targets in place and for the introduction of Decodables pilot project. New job descriptions written for Learning assistant to reflect CA. These will be shared with teaching staff so they understand the expectations of individuals.

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
➤ Personalised learning programmes will be offered, based on quality assessment data, that result in improved learning outcomes for individuals and groups	➤ Hub analysis to be reviewed 3 times a year	Merryl McAllister	Term 1- 3	Template Leading Learning
	➤ Make target and priority learners visual for staff	Bonnie Mills MASAM	Term 1	eTap
	➤ Review types of assessment with a focus on Assessment for Learning that link to capabilities	Leadership team	Term 1	TKI
	➤ Tier agency in Tūhono and Kahikatea	Merryl McAllister	Term 1-4	Template Bek Galloway

	➤ Introduce hub tracking for Learning through Play for Te Puāwai, Te Kākano and Te Pihinga	Bonnie Mills	Term 2-4	Template
	➤ Introduce individual tracking for Tūhono and Kahikatea	Merryl McAllister	Term 2-4	Template
	➤ Introduce music sessions across hubs	Jan Aiello and Kim Cribb	Term 2-3	Music budget
	➤ Support for ESOL learners and teachers. ESOL matrix used thoroughly to track learners progress	Bonnie Mills SENCO Hayley Ford	Term 1-4	ESOL Matrix
	➤ Refocus on 2019 target learners	Sarah Morris Hayley Ford Hub teachers	Term 1	Tracking Data from 2019 AoV 2019
	➤ Leadership focus camp for Year 6 leaders with Out of Bounds	Year 6 teachers Sarah Morris	Feb 20 and 21	SFRC
	➤ Continue to develop internal Evaluation using the ERO cycle template on Literacy with a focus on Year 0-3 Outcomes from Learning Through Play	Sarah Morris, Bonnie Mills, Rachel James and Tina Johnson	Term 1 - 4	eTap/ERO documents MOE -Cathie Newton
	➤ Continue to develop baseline accommodations that become the norm in our school to support dyslexic learners and their whanau including multisensory approaches	Brendon Anderson	Term 1- 4	Course notes from 2019

Monitoring and Evaluation.

June: Hub analysis to be updated at the end of term 2. Wellbeing of learners after Lockdown was entered if any concerns on return to school at Level 2. Visual Targets are included on staff boards and in admin handbook 2020. Maths target focus in term 3. Leadership will work with Mark Osborne to identify metrics for Capabilities. We still need to continue creating OTJ for Reading, Writing and Maths at this stage. Jan Aiello is teaching across 4 hibs in term 2 and 3. ELLP matrix used to apply for funding. Refocus readers targeted. Retesting realigned due to Lockdown. Refocus Writers on hold due to Communication

capability being introduced. Teachers know who the learners are. Year 6 camp - this was a successful 2 day camp held at school. Year 6 students presented their learning to the school. Te kākano hub teachers attending LLLI MOE course to support identifying a target group for Internal Evaluation. This will link to Communication Capability.

November: Leadership have had access to hub analysis to monitor children and target programmes. Staff have updated targets and priority students as new children have entered the school. A new visual has been created and shared with staff to support consistency of OTJs. Moderation will need to continue to support teachers' understanding of Curriculum Expectations. A tracker has been created and trialled by Te Kākano. This will be used across 3 hubs in 2021. A visual has been created to identify Play and Purposeful Projects expectations across all year levels. Jan is continuing to work with Te Pihinga in term 4, donating her time to this hub. Refocus Readers will be retested in Week 4. Decodables will be introduced to a target group by Bonnie Mills in 2021. This is a more structured reading approach. Year 6 children will all have an opportunity to try surfing in 2021 thanks to a grant and a small contribution from the school. I will approach SFRC and see if they are happy to find camp again for Year 6 leaders. I am still waiting to hear from John Elliot, camp organiser. December - John has confirmed booked for Feb 2021. A target group had been identified and their learning will be tracked against the Agency Capability in 2021

Key Planning for 2021: Tracking of identified students against the Agency Capability in 2021. Continue to tier agency. Year 6 leadership camp and surfing sessions. Change in language for Learning Through Play to Akoranga. This will be supported by a visual with an explanation for each year level. PLD for An ESOL plan will be further developed in 2021 to reflect the number of ESOL children we have at school. Bonnie Mills will lead this. Extra staffing for ESOL in hubs with PLD opportunities for Learning Assistant. Music across 4 terms with Jan Aiello. A celebration to be planned and held. Tracking of Curriculum coverage. Art specialist and dance teachers employed to support Creativity and Visual Arts. Internal Evaluation for Literacy linked to Decodables.

Objective	Specific Actions	Responsibility	Timeframe	Resourcing	Monitoring
➤ Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture.	Refer to MASAM plan				

Strategic Goal Three:

**Te Taiao
Our Environment (NAG 1, 2, 4, 5)**

To utilise the Frankley School environment and ensure the school is resourced effectively so personnel can provide excellent teaching and learning opportunities and management.

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
<p>➤ Our school facilities/resources are maintained to an excellent standard and developed/improved where necessary.</p>	<p>➤ Living wall/play based water wall built/mud kitchen/trail/glow worms trail/loose parts</p>	<p>Geraldine Irvine and Te Kakano/Te Puawai team</p>	<p>Term 1- 4</p>	<p>\$2,000</p>
	<p>➤ Implement Frankley School Zone in consultation with surrounding schools and MOE if needed</p>	<p>Frankley School Board of Trustees, MOE</p>	<p>Ongoing based on need</p>	<p>MOE</p>
	<p>➤ Administration block to be planned</p>	<p>Nathan Mumby, Sarah Morris in consultation with stakeholders and MOE</p>	<p>TBC</p>	<p>MOE funded capital project</p>
	<p>➤ Sports uniforms replacement schedule to be developed that reflects growing roll</p>	<p>Sport and Outdoor Education unit holders Grant Unit holder</p>	<p>Term 1</p>	<p>Template/SFRC \$1,000/Grants to be applied for/Kiwisport funding</p>
	<p>➤ Create asset replacement and maintenance cleaning schedules</p>	<p>Sarah Morris, Rangi Trinder, BOT</p>	<p>Term 2 - 3</p>	<p>Template</p>

	➤ Identify and implement sustainable practices with staff and tamariki - including pest control and waste practices	Te Taiao Leadership team	Term 2 - 4	Mounga Project TRC Community/tamariki and whanau
	➤ Purchase ride on mower and petrol edger	Sarah and Rangi	January	Norwood \$8970 plus edger cost
	➤ Plan out building projects with extra money from MOE	BOT	Term 1 -ongoing	MOE resourcing
	➤ Repaint outdoor games on concrete	Sport and Outdoor Education unit holders	Term 1	\$1,000/Kiwisport funding playmarks@gmail.com
	➤ Furnish one existing classroom in a manner conducive to 21st century learning	Sarah Morris	Term 1 and 2	Furniture supplier \$7,500

Monitoring and Evaluation.

June: Living Wall has been priced and Mud kitchen has been installed. Loose parts are being added to through the Learning Through Play budget. Enrolment Scheme written and mapped. Tender for this admin block closed in June. Sports uniforms schedule completed. Sustainable practices to be linked to our Vision. An outdoor area to be built with a slide, tunnel and musical instrument. Mower purchased and serviced after 50 hours. Turf has been laid and building projects priced(decking and Room 12). Furniture(tables,storage) purchased for Tūhono and bench seats for Te Puāwai

November: Enrolment Scheme will be implemented January 2021. Information is with the MOE who are working on the process. Planning underway for admin block. Pricing for asbestos removal being completed currently. BoT rooms to be removed for the new building site. A final order of netball uniforms was ordered. All uniforms up to date at this stage. Photos need to be taken of assets for insurance purposes and schedules will be completed by the end of term 4: Rat trapping continuing with TRC support. Decking project at consent stage. Outside concrete games booked and waiting for consistent fine weather. The contractor has to travel from Rotorua Order for 2021 completed to furnish Room 5. Edger purchased.

Key Planning 2021: Sustainable practices to be a focus for 2021. Visuals of hubs for asset replacement and cleaning schedule shared with kaitiaki. . Enrolment scheme to now be implemented in March due to consultation outcome and changes to be made. Completion of new playground area. Continuing work on admin block and completion for deck through SIP funding. Rebook painting of outside games. Versatile shed to be installed for Caretaker, Health and PE equipment and SFRC storage due to BOT room being demolished. Adjust cyclical maintenance plan.

Objective	Specific Actions	Responsibility	Timeframe	Resourcing
<ul style="list-style-type: none"> ➤ Digital fluency equipment is available for all students, working correctly and up to date. 	<ul style="list-style-type: none"> ➤ Replacement of Digital displays equipment - plan to be created and implemented 	Brendon Anderson	Term 1 - 2	SFRC funding \$20,000
	<ul style="list-style-type: none"> ➤ Purchase Micro: Bit Go Bundle and 3D printer 	Brendon Anderson	Term 1	SFRC \$1,500

Monitoring and Evaluation.

June: 5 Displays ordered. 1 for each hub at this point. 3D printer and Micro Bundle purchased

November: We will look at the budget to purchase more displays. Room 5 will need one for the beginning of 2021.

Key Planning for 2021: Purchase of 5 more digital displays. Update Digital Technology plan and apply for TSB funding. Distribute devices across hubs as there is an extra classroom.

Māori Achieving Success as Māori Education Plan 2020				Overview
<p>We recognise that what benefits Māori learners, is also of rich benefit to all others. This is consistent with Tātaiako and Ka Hikita, the notion that learning through a context that is relevant to Māori, is not at the exclusion of others, rather, everyone benefits.</p> <p>This plan focuses greater attention on the sustainable development of tikanga at Frankley School</p> <p>Linked to Strategic Goal 1 and 2: <i>-Strengthen home and school partnerships through the development of culturally responsive practices</i> <i>-All students are supported to achieve success in their learning through a balanced curriculum that reflects our Mission and Values. Programmes reflect government priorities</i></p> <ul style="list-style-type: none"> • Staff continue to be educated around tikanga and te reo Māori • All students experiencing Māori culture in an authentic manner • Māori achieving success as Māori • Trustees, leadership and staff responding to whānau, communities, iwi or government priorities. • Manaakitanga and Whanaungatanga a focus 				MASAM unit feedback
Action	When	Resourcing	Responsibility	
Term 1 2020				Review
Further review the MASAM framework as a staff and set future goals	Jan 2020-	MASAM framework Damon Ritai MAC	Sarah, MASAM	This needs to be revisited with MASAM and MAC in 2021. A review was held in March to identify areas of growth
Poroaki to become a norm	Ongoing	Manaakitanga budget if needed	MASAM, Mahi Tahi (Year 6 learners)	Unable to farewell Kim Cribb with whole school, however we will invite her to Year 6 Poroaki
Whakatau to welcome new whānau at the beginning of each term	Ongoing	Manaakitanga budget	Anna, Sarah, Kim, Tania Robyn/Leah - kai Speakers - Brendon Rei, Rangi Trinder, Brendon Anderson, Lyndon	Term 3 and 4 whakatau held.

			Young	
STIN interviews - Meeting with each parent to identify the aspirations for their tamariki. What achieving success as māori means. Include whānau in learning opportunities		STIN day February eTap	Whole Staff	Completed New students had STIN interviews as they started school and SLCs were held
Te Ao Maori link to realigned Frankley School Vision	Term 1	Damon Ritai MAC	Sarah, BOT, Community involvement, MASAM	Links made and tohu will strengthen narrative. This was supported by Damon Ritai
Support Māori whānau with links to Iwi if needed	Ongoing	Damon Ritai Educationally Powerful Connections with Parents and Whānau ERO November 2015	MASAM	Need to revisit.
Formalised development plan of Te Reo strategy(the why)plan for staff and tamariki linked to kapa haka	Term 1	Facebook Class blogs/Seesaw Template Damon Ritai	MASAM and Sarah	Need to revisit Word of the week continued throughout the terms and there was a focus during Māori week
Continue developing a doc for Māori students to collate information for tracking across the curriculum, Hapu and Iwi connections, aspirations, deliberate actions and wekkbeing	Term 1	Google Drive Educationally Powerful Connections with Parents and Whānau ERO November 2015	eTap, MASAM and Sarah	MASAM shared with staff. We need to find a more efficient way to track. We may use Hub Analysis in 2021. To be discussed
Targets set for Raising Māori Achievement in Reading and Maths based on AoV 2019	Term 1 and ongoing	Educationally Powerful Connections with Parents and Whānau ERO November 2015	Leadership, Whole staff sharing	Targets to be analysed late in term 4 to support targets for 2021
Whakangahau - to share learning with whānau	Every 2	Hubs	Leadership team	Completed

	weeks			We could not have families in term 3 due to COVID 19
Kapa haka initiated for the year -Parents and whānau invited along to the sessions	Ongoing	Matapaepae Urwin \$4,000	MASAM/Kapa Haka leader	This was challenging due to illness and COVID 19. Decisions need to be made about the size of the roopu. We are participating at Tatarākihi Kapa Haka Festival in November
Principal Māori Achievement Collaboration PLD and staff PLD -Develop expectations for tikanga at Frankley School(karakia, waiata-link this to Te Reo strategy plan) -To create sustainable practices for Tikanga and Kawa at Frankley School. Empowering male staff members to whaikorero, then women to karanga. This will extend to wider community. It's about reading the situation within our context.	Ongoing	MAC - Damon Ritai	Sarah, MASAM	Non negotiables were agreed on by staff in regards to tikanaga at Frankley School Workshops with Damon Ritai will be factored in 2021 planning
Tuakana/Teina opportunities -Big buddies-Year 6 leaders -Shared Reading opportunities -collaborative hub work	Ongoing	Kahikatea Te Kakano	Merryl/Brendon and Te Kākano team	Seniors continued to support younger students successfully and opportunities of support looked for in hubs
Staff PLD - He Tikanga Whakaaro paper	Term 1 -ongoing 2020	Te Wānanga o Aotearoa	MASAM	Staff continue to work on this paper
Use of Dr Webber's research to support a localised Maori curriculum for Te Atiawa	Term 1 and	Dr Melinda Webber Survey	Leadership team	Discontinued

	ongong with feedback(3 years)	Damon Ritai		
Term 2 2020				
Investigate local Māori people(historical stories) to link our Values/Vision. This will give more meaning to our vision. Develop a kete of narratives that will be included in our curriculum *Touch the grass, know the stories		Damon Ritai	MASAM, Leadership team	To be a focus for 2021
Tracking of targets	Refer to schedule	Admin handbook/visuals	Leadership team	Completed
Iwi map in office area	Term 2		MASAM	To be revisited
Continued Pepeha for staff PLD -support staff to develop their own pepeha and have them up visually in school entrance. This will allow everyone to have the ability to welcome and introduce themselves confidently. Staff will practise at Mahi Tahī	Mahi Tahī	Damon Ritai	MASAM	To be revisited. A good start has been made and teachers have shared with their own pepeha with their hubs
Celebrate Puanga/Matariki - Children to be involved in initiating and running this	TBC	Damon Ritai/Trinder whanau	MASAM, Mahi Tahī - Whole staff involvement	A plan will be in place for 2021. Hubs learnt about Puanga but due to COVID 19 no school celebration was held
Term 3 2020				
Tracking of Targets	Refer to schedule	Admin handbook/visuals	Leadership team	Completed
Kapa Haka - Tatarakihi performance	TBC	Matapaepae Urwin	MASAM, Mahi Tahī - Whole staff involvement	November 27 - Term 4- we are participating in this event
Term 4 2020				

AoV targets			Leadership team	To be completed term 4
Kapa Haka end of year Celebration	TBC	Matapaepae Urwin Manaakitanga budget	Anna, Kim, Leadership team Whole staff - support	Date to be confirmed
Kapa Haka- Puanga performance	TBC	Kapa Haka budget	Kapa Haka leader	Not participating this year

TARGET ONE FOR RAISING STUDENT ACHIEVEMENT - 2020

<p><u>Strategic Goal Two:</u></p> <p>Te Ako Learning to Learn</p>	<p><i>All students are supported to achieve success in their learning through a balanced curriculum that reflects our Mission and Values. Programmes reflect government priorities</i></p>
<p>Annual Goal Annual Target 2</p>	<p>Improve Student Achievement in Mathematics</p> <p><i>To achieve equity and excellence by accelerating Mathematics progress for 17 learners, including Māori and girls, in Year 4 and 6, to meet Frankley School's curriculum expectation.</i></p> <p><i>To enhance the children's agency in Mathematics; where they can articulate their goals, challenges and successes.</i></p> <p>Success Indicators We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students learning within or beyond their appropriate curriculum level for Mathematics by the end of 2020. 2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for Mathematics by the end of 2020. 3. To track, monitor and accelerate the progress of learners achieving below expectation as identified in the 2019 end-of-year achievement data. -All Year 3 (10) and Year 5 (7) learners achieving below the 2019 Curriculum expectations. These learners will be Year 4 and 6 in 2020. This cohort includes 6 Māori students.

Current SituationBaseline Data

-At the end of 2019 10 Year 3 students and 7 Year 5 students were achieving below the Curriculum expectation.

Summary of Curriculum Expectations for Frankley School students for 2019

WB/B - Well below/Below

At/AB - At/Above

Maths Summary 2019		
	WB/B	At/AB
Boys - all	15.00%	85.00%
Girls - all	17.70%	82.30%
Māori	27.50%	72.50%
NZ/European	14.20%	85.80%
All	16.20%	83.80%

Key Tasks**Responsibilities****Timeframe****Resources****Monitoring**

2019 achievement data for maths to be analysed with

Leadership

Call back day

eTap

June: Completed and target students shared with teaching staff at the beginning of 2020. New

teaching staff and target students identified				students are monitored and will be added to targets if needed. Visual boards made and information added to admin handbook November: Students targeted in term 3 due to COVID 19
Develop and use a rubric to measure agency.	Merryl	Term 1	Google form	June: Agency rubric from Bek Galloway being trialled by Kahikatea and introduced to Tūhono. Merryl will work with a team to refine the rubric November: Leadership started this work with Bek Galloway in term 4. Staff have identified children to target in 2021 using a scoring system. The use of the Agency rubric will be developed on TOD with teaching staff on Feb 2
Collaborative planning and monitoring set up for target students <i>Team process for accelerating progress</i> 1. Agree what progress looks like 2. Data check points and assessment to be added 3. Math Moderation	Merryl	Term 1 Week 3 Term 2 and 3-ongoing as needed across the school		June: A Meeting was held in Week 4 of term 1. Data checkpoints have now been adjusted to reflect COVID 19. Math moderation to be held before OTJ for Curriculum Expectations are made November: Testing has been completed and analysed
Identify with students why they have been selected and why, where they need to get to and celebrations for success	Hub teachers	Term 1 and ongoing		June: The targeting of these learners will be an intense 10 week session in term 3. November: Whānau made aware of targets and why
<i>Hub teachers working to create a plan to further develop learning partnerships.</i> Student and whānau voice will be gathered on how to improve interest in maths	Merryl	Term 1	Survey	June: Teachers will initiate meetings with whānau at the end of term 2 to begin discussions around engaging with this process November: The timing was later due to COVID 19
TAI inquiry for Tūhono and Kahikatea with key criteria	Hub teachers	Term 1 week 5 - term 2 week 10	TAI template Research	June: This will now commence term 3 led by Merryl McAllister. Initial readings have been shared with the teachers

included - tier for agency and accelerated learning			https://nzmaths.co.nz/accelerating-learnin	November: Kahikatea and Tūhono met and worked together to discuss best practice. Readings were limited to support short time span
Talk Moves PLD - link to appraisal observations TBC	Sarah	Term 1	Readings	June: Talk Moves Information has been shared with the teachers. It is being used in Tūhono November: Kahikatea also used visuals for Talk Moves
Increase resources in response to hub needs, student voice: games etc	Leadership	Ongoing	Sarah Morris	June: The staff are aware of the budget allocation and will purchase resources to support their programmes November: More resources to be purchased in 2021 after a audit across the school
Numicon training TBC	TBC	Term 1	TBC	June: Staff volunteered for an online module during Lockdown. Numicon has an intervention programme which will be investigated by the Leadership team November: This has been put on hold. 2 unit holders will attend PLD in 2021 to support good practice across hubs
Number lines/games painted on concrete for active learning	Te Taio unit holder and Sports unit holder	Term 1	https://www.inesco.co.nz/site/inesco/files/INESCO%20ThermaMark%20Catalouge.pdf playmarks@gmail.com	June: Unit holders are aware of the budget and will now investigate games in consultation with staff and students November: The weather has held this off. It will hopefully be completed in January 2021
Tracking of authentic maths in Purposeful projects	Hub teachers	Ongoing	Tracking sheets	June: This work has not yet commenced. Purposeful projects are just starting in some hubs due to COVID 19 November: To be relooked at in 2021. Authentic opportunities were created not tracked thoroughly
Shared ideas for developing agency in mathematics	Leadership team	Ongoing	Bek Galloway	June: This work started with the development of our Frankley School Guiding Principles with Bek Galloway. We had to identify what we need to keep doing, stop doing and do more of to develop agentic learners. Bek will continue to work with staff in Week 11 of this term November: This is a focus in 2021

<p>Progress reported to the BOT meetings (x2) and leadership team to discuss priority and target students during Tuesday meetings</p>	<p>Leadership</p>	<p>TBC</p>	<p>eTap</p>	<p>June: The Leadership team had reviewed target students and realigned check points. Reporting to the BOT will take place in August as data will be available. A decision has been made about Cohort 1 and 2 data analysis to show progression over time at Frankley School in regards to standardised testing and Curriculum Expectations, as the roll has increased by one third in the past 18 months November: PAT data analysed and shared at December BoT meeting</p>
<p>Beginning of year Hub Analysis completed and updates termly(includes data analysis)</p>	<p>Principal, Hub Teachers</p>	<p>Term 1 - ongoing</p>	<p>Hub analysis Template</p>	<p>June: Hub analysis completed in term 1 and shared with Leadership team. They will be updated at the beginning of term 3 November: This template will be used again in 2021 to support planning</p>
<p>STIN interviews. This is to gather whānau aspirations for their tamariki as well as children's strengths, talents, interests and needs</p>	<p>Hub teachers</p>	<p>Term 1 and ongoing for new students</p>	<p>Online booking</p>	<p>June: STIN interviews were held at the beginning of term 1. Collaborative teachers met individually with selected whānau to support working smarter with large numbers. Information was added to etap and read by hub teachers. Information used to develop programmes and to connect with tamariki. STIN interviews have been booked for new students and Te kākano are looking at how to do this on an ongoing basis for New Entrant students and their whānau November:</p>
<p>Inform parents of child' Math assessment information and how they can help at home</p>	<p>Principal, Hub Teachers</p>	<p>Written term 2, 4 Ongoing</p>	<p>Parent, Teacher, Student Led Conferences Reports Seesaw</p>	<p>June: Reports went out Week 7 term 2. OTJs will be made in term 3 at this point and shared with whānau. Seesaw used to share learning November: STIN booked for term 1 2021. Te Kākano lead teacher will maintain a schedule to book new students in for a STIN during the school year, and any new students across Hubs will be booked in with their teachers.</p>

Enhance the use of technology as a tool for engagement and support	Principal, Deputy Principal. Digital Fluency unit holder	Ongoing	https://nzmaths.co.nz/ E-ako Digital learning objects	June: Learning online during Lockdown was a mix of hands on learning and digital learning. We will continue to respond to the needs of our learners moving forward using the best tool for the job November: We worked with Bek Galloway about making sure technology is used if it is making a difference or if it is enhancing a child's experience
Integrate new areas of technology curriculum with mathematics for authentic learning	Digital Technologies and Hangarau Matihiko unit holder	Term 1 - 4	Digital Technologies and Hangarau Matihiko	June: Workshops for staff facilitated by Brendon Anderson will recommence in term 3. He presented 2 workshops in term 1 November: Computational thinking will be a focus for 2021

Outcomes/What happened	Reasons for Variance(why did it happen?)	Evaluation(where to next?) Planning for 2021
<p>Year 6 group 2/7 (28.6%) Year 6 children from this target group are now meeting the Frankley Curriculum Expectation. These students are both Māori learners, one female and one male.</p> <p>While not meeting curriculum expectations many of these learners made good shifts in the Knowledge areas: while many children are not working at the knowledge stage we would like Year 6 students to be achieving at, 6/7 learners improved within fraction knowledge, 5/7 improved within place value knowledge and 3/7 improved their basic facts knowledge.</p>	<p>COVID-19 interruptions to teaching time has had an impact on progress</p> <p>This group went from 9 learners to 7 due to identified learning difficulties and moving schools</p> <p>Out of this group some of the learners who did not progress have identified issues that impacted on their learning</p> <p>Eg, attendance, emotional well being and</p>	<p>These students will be Year 7 and no longer at Frankley School.</p> <p>Their data and information has been passed on to their new Intermediate School</p>

Agency

An area that shows good movement is where 5/7 children identified the highest rating for feeling good when facing new learning in Mathematics.

Year 4 group

4/9 (44.4%) learners are now meeting the Frankley Curriculum Expectations. These are all girls.
3 boys and 2 girls are not meeting Frankley Curriculum Expectations from this target group.

Knowledge

FNWS (Forwards Number Word Sequence) saw a movement from 1 learner in March to 8 learners in September meeting the expected stage.
BNWS (Backwards Number Word Sequence) saw a movement from 1 learner in March to 8 learners in September meeting the expected stage.

Fractions; saw a movement from 1 learner in March to 5 learners in September meeting the expected stage.
Place value, - no learners were working at the expected stage in March with 1 working at the expected stage in September.
Basic facts; no learners were working at the expected stage in March with 1 working at the expected stage in September.

PAT Maths
8 of these learners made more than the expected shift in their scaled score than the National norm.

diagnosis for learning problems.

These learners were not pulled together as a group but worked within groups identified with a learning need. They were also targeted by individual teachers where during the week they had extra 1:1 sessions.

Agency

Teachers initiated rich tasks in this Hub. There was also an emphasis on growth mindset and children were encouraged to see themselves as 'drivers of their learning rather than passengers'.

Year 4 Group.

COVID-19 interruptions to teaching time has had an impact on progress

This group was very low in their knowledge at the start of this intervention.

Students in this target group were part of smaller teaching groups. One teacher did take the major responsibility for supporting these students to make accelerated progress.

Equipment was used frequently with these students to support their maths learning.

Regular observations and teacher interactions with the smaller group allowed next steps and progress to be identified.

Agency

This is a goal for Frankley School with the Agency Capability being a key area of development with Bek Galloway.

Year 4 Group.

These students not meeting the Frankley curriculum Expectation at the end of 2020 will be identified by their 2021 Hub Teachers. Individual goals will be set for these students. The areas where there is a bigger gap for these students will need to be identified and actions put in place to ensure students are progressing.

Teachers will need to look at the strategies they are using to increase basic fact knowledge and understanding of place value to strengthen this area with these learners.

Overall Planning

2 new units created for 2 Maths Leads in 2021. They will attend PLD and provide support to hub teachers across the school for consistent practice, including looking closely at data and using it to support area of concern

Maths equipment audited and identified needs

Maths Summary 2020		
	WB/B	At/AB
Boys - all	16.3%	83.7%
Girls- all	22.6%	77.4%
Māori	27.3%	72.7%
Nz/European	15.7%	84.3%
All	19.3%	80.7%

	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	0%	6%	94%	0%	6%
		(1)	(17)		(18)
Y1	0%	7%	92%	2%	19%
		(4)	(55)	(1)	(60)
Y2	0%	21%	55%	24%	19%
		(12)	(32)	(14)	(58)
Y3	0%	25%	64%	11%	14%
		(11)	(28)	(5)	(44)
Y4	5%	16%	77%	2%	14%
	(2)	(7)	(34)	(1)	(44)
Y5	10%	14%	55%	20%	16%
	(5)	(7)	(27)	(10)	(49)
Y6	16%	13%	50%	21%	12%
	(6)	(5)	(19)	(8)	(38)
Total pupils	4%	15%	68%	13%	-311
	(13)	(47)	(212)	(39)	

Maths Summary 2019			Maths Summary 2020		
	WB/B	At/AB		WB/B	At/AB
Boys - all	15%	85%	Boys - all	16.3%	83.7%

purchased

Numicon to be used in Kahikatea and Tūhono to support some target students

Encouragement of hands on activities and authentic opportunities to problem solve

School data will be tracked closely by the Leadership team to support resourcing; equipment and staffing. Data will be shared with staff and BOT. The Leadership team will work with MOE data analysis for PLD in February

Extra staffing included in junior hubs to support programmes

Te Tinihanga hub used to model Maths and the Agency Capability There will be staffing to resource teachers release

<i>Girls- all</i>	17.7%	82.30%	<i>Girls- all</i>	22.6%	77.4%
<i>Māori</i>	27.50%	72.50%	<i>Māori</i>	27.3%	72.7%
<i>Nz/Eur opean</i>	14.20%	85.80%	<i>Nz/Eur opean</i>	15.7%	84.3%
<i>All</i>	16.20%	83.80%	<i>All</i>	19.3%	80.7%

PAT Maths Analysis Māori Learners Year 3- 6

17/30 56.6% of this group are achieving the average expected score or above. 19/30 63.3% of these learners made the expected shift from Term 1 to Term 3.

Year 3 - 6 PAT Frankley School Board of Trustees full report is available

TARGET TWO FOR RAISING STUDENT ACHIEVEMENT - 2020

Strategic Goal Two:

**Te Ako
Learning to Learn**

All students are supported to achieve success in their learning through a balanced curriculum that reflects our Mission and Values. Programmes reflect government priorities

**Annual Goal
Annual Target 3**

Improve Student Achievement in Reading

To achieve equity and excellence by accelerating reading progress for 20 students, including Māori and boys, in Year 2 and 3, to meet Frankley School's curriculum expectation.

To enhance the children's agency in Reading; where they can articulate their goals, challenges and successes.

Success Indicators

We will know when we have achieved this when we:

1. Increase the total number of students learning within or beyond their appropriate curriculum level for Reading by the end of 2020.
2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for Reading by the end of 2020.
3. To track, monitor and **accelerate** the progress of the following priority groups as identified in the 2019 end-of-year achievement data:
 - All Year 1 (12) and 2(8) learners achieving below in the 2019 Curriculum level expectations. These learners will be Year 2 and 3 in 2020.

Current Situation

Baseline Data:

- In 2019 12 Year 1 and 8 Year 2 learners were achieving just below the 2019 Curriculum level expectation

Summary of Curriculum Expectations for Frankley School students for 2019

WB/B - Well below/Below

At/AB - At/Above

Reading 2019		
	WB/B	At/AB
Boys - all	21%%	79.00%
Girls - all	9.20%	91.80%
Māori	20.00%	80%
NZ/European	14%	86%
All	15.20%	84.80%

Key Tasks	Responsibilities	Timeframe	Resources	Monitoring
Refocus on 2019 reading and writing targets	Leadership Hub teachers	Term 1 and 2	MOE	June: 2019 refocus target students shared with teaching staff at the beginning of 2020. Data check points realigned for Reading. Writing on hold as Communication Capability may change how we collate data. Leadership team meeting with Mark Osborne and working with Bek Galloway. Leadership discussion in regards to assessment ongoing November: No update
2019 achievement data for reading to be analysed with	Leadership	Call back day	eTap	June: Completed and target students shared with teaching staff at the beginning of 2020. New

teaching staff and target students identified as a staff				students are monitored and will be added to targets if needed. Visual boards made and information added to admin handbook November: 2020 tracking data analysed and reported in this document. Data will be shared with staff
To investigate pedagogy that improves literacy practice(links between reading and writing)	Bonnie Mills	Term 1 and ongoing	LTP group	June: Communication characters introduced through reading, writing and across the curriculum to help children make connections. Our learners are picking up the characters quickly. SLC will provide an opportunity for them to share their learning with their whānau November: Plan to bring Communication to the forefront at the beginning of 2021 to keep it alive
Continue with Internal Evaluation - Track an identified group of learners- “ Learning through Play”	Bonnie Mills -Te Kākano team	Term 2-3	Cathie Newton	June: LLLI course put on hold due to COVID 19. This work will commence in term 3 in conjunction with Te Kākano TAI. Bonnie Mills is investigating an Oral Language matrix to sit within Communication to support Learning Through Play assessment November: We have decided to focus on the Agency rubric to support Play
Collaborative planning and monitoring set up for target students <i>Team process for accelerating progress</i> 1. Agree what progress looks like 2. Data check points and assessment to be added	Bonnie Mills	Term 1 Week 3	Hayley Ford	June: A Meeting was held in Week 4 of term 1. Data checkpoints have now been adjusted to reflect COVID 19. November: Testing has been completed and analysed
Learning Language and Loving It - PLD- To support progress in Literacy	Bonnie Mills (Te Kākano Hub)	Term 1 and ongoing	MOE	June: Te Kākano teaching team to complete this course in term 3 - delayed due to COVID 19. The learning will support oral language development

				and the Oral Language rubric under Communication. ELLP will also be used. November: Course completed and another teacher and TA will attend a course in December
Beginning of year Hub Analysis completed and updates termly(includes data analysis)	Principal, Hub Teachers	Term 1 - ongoing	Hub analysis Template/Target student template	June: Hub analysis completed in term 1 and shared with Leadership team. They will be updated at the beginning of term 3 November: This template will be used again in 2021 to support planning
TAI inquiry for Te Kākano, Te Pūawai and Te Pihinga with key criteria included	Hub teachers	Term 1 week 5 - Term 2 week 10	TAI template Research	June: TAI for this target has recommenced after a break due to COVID 19. Bonnie Mills to meet with the hubs in term 2 to realign expectations and check progress. Discussions have also been held during initial appraisal meetings with collaborative hub teachers November: Data from target students analysed and used to support planning for 2021
Progress reported to the BOT meetings twice and leadership team to discuss priority and target students during Tuesday meetings	Leadership	TBC	eTap	June: The Leadership team had reviewed target students and realigned check points. Reporting to the BOT will take place in August as data will be available. A decision has been made about Cohort 1 and 2 data analysis to show progression over time at Frankley School in regards to standardised testing and Curriculum Expectations, as the roll has increased by one third in the past 18 months November: Final Data included in this report and will be presented in February to BoT
Deliberate Acts of Teaching in Reading PLD	Principal	Ongoing	Internal expertise	June: Collaborative teachers will continue to share best practice through hub meetings November: Hubs will be grouped together next year to share planning and best practice
STIN interviews interviews. This is to gather whānau aspirations for their tamariki as well as children's strengths, talents, interests and needs	Hub teachers	Term 1 and ongoing for new students	Online booking	June: STIN interviews were held at the beginning of term 1. Collaborative teachers met individually with selected whānau to support working smarter with large numbers. Information was added to etap and read by hub teachers. Information used to develop programmes and to connect with tamariki. STIN interviews have been booked for new students and

				<p>Te kākano are looking at how to do this on an ongoing basis for New Entrant students and their whānau</p> <p>November: STIN booked for term 1 2021. Te Kākano lead teacher will maintain a schedule to book new students in for a STIN during the school year</p>
Reading Recovery Teacher .4	Principal Reading Recovery Teacher Deputy Principal	Term 1 -4	Reading Recovery Jasmine Mills	<p>June: Hayley Ford has continued her work with Reading Recovery students. COVID 19 has had an impact on sessions. Hayley has spent time reconnecting with tamariki at Level 2 and used time during Lockdown to join Zoom sessions</p> <p>November: Group teaching used in term 4 and this will also be used during 2021 as well as 1:1 teaching to support needs. Data has been sent through Reading Recovery portal</p>
Analysis of Literacy testing	Deputy Principal	Term 1, 2, 3, 4	NZCER eTap	<p>June: STAR data shared by Merry! McAllister with teaching staff. Bonnie Mills is working on 6 Year nets and will form a report for August BOT meeting</p> <p>November: STAR data shared at December meeting</p>
Making Literacy Visible PLD with Bek Galloway	Principal	Term 1-4 Dates to be confirmed		<p>June: Bek has successfully led the staff with Communication and Thinking capabilities which are being introduced using characters into hub learning and teaching. She will return later in term 2 and 3 to support successful implementation</p> <p>November: Bek continued to support staff in the second half of the year, face to face and zoom sessions.. Change in teacher practice was included in appraisal conversations. Bek will work with staff in 2021</p>
Support teacher and Learning Assistant in Collaborative Hub to support Literacy programme	Leadership	Term 1-4	TSBCT	<p>June: Leah Uhlenberg is working in Te Puāwai to support the Literacy programme and Hayley Ford in Te Pihinga.</p> <p>November: Teachers gave positive feedback about having an extra staff member at Literacy time. Extra staffing is available in 2021</p>

Inform parents of child's Reading assessment information and how they can help at home.	Principal, Hub Teachers	Written term 2, 4 Ongoing	Parent, Teacher, Student Led Conferences Reports Seesaw	June: Reports went out Week 7 term 2. OTJs will be made in term 3 at this point and shared with whānau. Seesaw used to share learning November: Reports sent out Week 7 term 4
Hub teachers working to create a plan to further develop learning partnerships.	MASAM, Leadership	Ongoing	MASAM plan and template	June: Teachers connected with whānau of targeted learners in term 1 with a questionnaire and letter to begin the process. This has been revisited due to COVID 19 interruptions November: Teachers talked to parents of targeted students about their progress. Teachers contacted/meet with parents who were not making expected progress before reports were sent out to set up extra support
Enhance the use of technology as a tool for engagement and support.	Principal, Deputy Principal. Digital Fluency unit holder	Ongoing	iWordQ, Dragon, GAFE etc	June: Learning online during Lockdown was a mix of hands on learning and digital learning. We will continue to respond to the needs of our learners moving forward using the best tool for the job November: We worked with Bek Galloway about making sure technology is used if it is making a difference or if it is enhancing a child's experience
Internal evaluation of reporting and monitoring progress of students. Complete full 360 review of our current reporting to parents approach. Looking forward, how might our vision and values be prominent in this?	Leadership team	Ongoing	Ministry of Education,	June: Consultation with whānau for reporting will be sent out in term 4. Reporting needs to reflect our new Frankley School Curriculum and pedagogy, teacher expertise and whānau needs November: Leadership has put this on hold as we believe our Curriculum needs further development before we make change to Reporting. Seesaw expectations will be reviewed in term 1 2021

Outcomes/What happened	Reasons for Variance(why did it happen?)	Evaluation(where to next?) Planning for 2021
The target cohort has been decreased back to 20 to respond to a learner leaving Frankley: Year 2(12) and Year 3(8) students	COVID-19 interruptions to teaching time has had an impact on progress	<i>A student has been reclassified due to date of birth to support success.</i> Continue to question Year level placements and be personalised in decision making,

Due to COVID-19 interruptions the testing intervals are remarkably lower than 2019 due to unprecedented times

High Frequency Words

95% of the target students in Year 2 and 3 have increased their knowledge of high frequency words

Alphabet names and Sounds

100% of the target students in Year 2 and 3 have increased their knowledge of alphabet names and sounds

Running Record(seen text PM level - instructional)

100% of the target students in Year 2 and 3 have increased their reading level from the start of the year

60%(12/20) have met the Curriculum Expectation for Reading

½ children not making accelerated progress are boys

100% of the Māori learners in this Year 2 and 3 target group made accelerated progress

Māori Learners

20% (11/55) of Māori students who are currently enrolled across cohorts are achieving below or well below in Reading in 2020. 15%(8/55) of Māori students are achieving above curriculum expectations in Reading. This is comparable to our NZ European students at 16% (49/311).

A number of target students have regular absences from school

Some teachers feel they do not have enough teaching time across the day and want more targeted time with these children, however one hub reads every day with target students for 15-20 minutes. They have regrouped children each term to support outcomes

Some of these students are ESOL and need more explicit programmes

Reading Recovery has been a positive support for target students on the programme

Differentiated learning programmes have been developed: including specific blend work, names of letters and sounds, word groups/families

Listening to stories has been vital. The Online classroom has included stories/text that highlights words as it reads alouds. Some children do not know how a story is formed and the exposure to more literature is supporting this understanding

Teachers have also identified that some children are not confident to make predictions and to work with text

Reading Recovery is 1:1 in a quiet space. Teachers feel that the skills are not

working with whānau for the best outcome

Decodables programme will be piloted with target Year 2 and 3 target students in 2021. Purchase resources to support programme

Word cards and language games will be used in Learning Through play(Akoranga) as non-negotiable activities

Use phonological screen with identified learners

Deputy Principal/SENCO released from hub teaching to focus on Reading targets and learners with additional needs

Teacher Aide to be supported to complete ESOL paper

A Tuakana/teina programme is to continue to support reading mileage as these children need to be reading aloud everyday

Teaching Staff will revisit Overall Teacher Judgements to ensure consistency across the school for Curriculum Expectations

Track 2020 target students in 2021

Speech sounds screening tool available for any children identified with need. Referral to MOE

Lower ratios in Te Pihinga and Te Puāwai with extra staffing to support Literacy sessions

Define success with our Māori whānau

Develop Agency Capability and and target learners

Frankley School End of Year Reading OTJ

21280	Well Below	Below	At	Above	Total
Y0		17% (3)	83% (15)		18
Y1		22% (13)	68% (41)	10% (6)	60
Y2		17% (10)	67% (39)	16% (9)	58
Y3	5% (2)	7% (3)	82% (36)	7% (3)	44
Y4	9% (4)	2% (1)	70% (31)	18% (8)	44
Y5	8% (4)	10% (5)	51% (25)	31% (15)	49
Y6	11% (4)	18% (7)	50% (19)	21% (8)	38
	4.5% 14	13.5% 42	66.2% 206	15.8% 49	311

Reading 2019			Reading 2020		
	WB/B	AT/AB		WB/B	AT/AB
<i>Boys all</i>	21%	79.00%	<i>Boys all</i>	17.60%	82.50%
<i>Girls all</i>	9.20%	91.80%	<i>Girls all</i>	18.50%	81.50%
<i>Māori</i>	20.00%	80.00%	<i>Māori</i>	20.00%	80.00%
<i>NZEuropean</i>	14.00%	86.00%	<i>NZEuropean</i>	14.90%	85.10%
<i>All</i>	15.20%	84.80%	<i>All</i>	18.00%	82.00%

always transferred back into group or class learning

Potential processing issues(to be investigated through a dyslexia screen)

Speech Language and Oral language difficulties have contributed to barriers to phonological awareness development

across the school

Teachers have identified the need to use longer wait time to allow students more processing time during workshops

Attendance and lateness will be watched closely and a plan put in place to support above 90% attendance for all learners

Continue ‘fun’ exposure to different text types to enhance enjoyment of reading

Teachers to look at tracking of students data to question whether their programme is working and work out next steps

Individual STAR reading data will be included in Admin handbook so support teachers to track learners over time

Increased research on the Science of Reading by Leadership to share with staff and to support PLD and decision making for programmes

Reading Recovery

Extra Reading Recovery funding from MOE. This will be used to support groups and individuals. The Reading Recovery teacher will work alongside teacher piloting Decodables to allow comparisons to be made between the 2 programmes.

		<p>Analyse tracking of Reading Recovery students to identify long term impact on student achievement at Frankley School. There will be termly Running Records over 3 years as required by Reading Recovery. Results will be set up on eTap.</p>
--	--	---

Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020 the funding was spent on sporting equipment and uniforms to support our growing roll.