



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 1520

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SUTTON PARK SCHOOL

Annual Report - For the year ended 31 December 2021

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Sutton Park School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Julia Belford

Full Name of Presiding Member

Signed by:

Julia Belford

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Signature of Presiding Member

02 December 2024

Date:

Vaitimu Togi Lemanu

Full Name of Principal

Signed by:

Vaitimu Togi Lemanu

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Signature of Principal

02 December 2024

Date:



Sutton Park School

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expires
Ofa Katoa	Chairperson	Re-elected Jun 2019	May 2022
Iosua Esera	Principal	Ex officio	
Julia Belford	Parent Representative	Elected Jun 2019	May 2022
Taniela Fangai'uiha	Parent Representative	Re-elected Jun 2019	May 2022
Charlene Peters	Parent Representative	Elected Jun 2019	May 2022
Deepanjali Raj	Parent Representative	Re-elected Jun 2019	May 2022
Ioelu Tautaiolefua	Parent Representative	Re-elected Jun 2019	May 2022
Naomi TeWhare	Parent Representative	Re-elected Jun 2019	May 2022
Tania Lakokiperitania	Staff Representative	Re-elected Jun 2019	May 2022



Sutton Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	5,926,013	4,815,274	4,907,516
Locally Raised Funds	3	100,027	77,100	92,435
Interest Income		4,417	3,000	7,844
		<u>6,030,457</u>	<u>4,895,374</u>	<u>5,007,795</u>
Expenses				
Locally Raised Funds	3	42,943	60,900	48,606
Learning Resources	4	3,842,958	3,471,274	3,356,975
Administration	5	627,585	258,639	239,781
Finance		4,784	5,700	5,464
Property	6	827,165	1,077,752	1,051,210
Depreciation	11	192,338	200,148	179,084
Loss on Disposal of Property, Plant and Equipment		-	-	571
		<u>5,537,773</u>	<u>5,074,413</u>	<u>4,881,691</u>
Net Surplus / (Deficit) for the year		492,684	(179,039)	126,104
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>492,684</u>	<u>(179,039)</u>	<u>126,104</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.



Sutton Park School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		956,202	956,201	791,098
Total comprehensive revenue and expense for the year		492,684	(179,039)	126,104
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,302	-	39,000
Equity at 31 December		1,458,188	777,162	956,202
Retained Earnings		1,458,188	777,162	956,202
Equity at 31 December		1,458,188	777,162	956,202

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.



Sutton Park School Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	395,894	137,843	178,283
Accounts Receivable	8	241,826	208,668	208,668
GST Receivable		-	26,727	26,205
Prepayments		11,723	6,922	6,922
Inventories	9	780	780	780
Investments	10	800,000	380,000	380,000
GST Receivable		9,998	-	524
		<u>1,460,221</u>	<u>760,940</u>	<u>801,382</u>
Current Liabilities				
Accounts Payable	12	409,327	257,301	258,963
Revenue Received in Advance	13	-	710	710
Provision for Cyclical Maintenance	14	-	176,088	-
Finance Lease Liability	15	36,634	35,559	36,400
Funds held in Trust	16	958	24,863	24,863
Funds held for Capital Works Projects	17	(18,658)	-	(60,512)
		<u>428,261</u>	<u>494,521</u>	<u>260,424</u>
Working Capital Surplus/(Deficit)		1,031,960	266,419	540,958
Non-current Assets				
Property, Plant and Equipment	11	660,064	594,797	672,354
		<u>660,064</u>	<u>594,797</u>	<u>672,354</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	222,186	68,153	223,241
Finance Lease Liability	15	11,650	15,901	33,869
		<u>233,836</u>	<u>84,054</u>	<u>257,110</u>
Net Assets		<u>1,458,188</u>	<u>777,162</u>	<u>956,202</u>
Equity		<u>1,458,188</u>	<u>777,162</u>	<u>956,202</u>

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



Sutton Park School Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		2,261,962	1,806,020	1,587,635
Locally Raised Funds		101,822	77,751	88,715
Goods and Services Tax (net)		16,732	(3,603)	(3,605)
Payments to Employees		(938,837)	(864,146)	(769,671)
Payments to Suppliers		(636,376)	(513,306)	(598,083)
Interest Paid		(4,784)	(5,700)	(5,464)
Interest Received		4,417	3,000	12,215
Net cash from/(to) Operating Activities		804,936	500,016	311,742
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(162,456)	(186,564)	(154,027)
Purchase of Investments		(420,000)	(205,000)	(105,000)
Net cash from/(to) Investing Activities		(582,456)	(391,564)	(259,027)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,302	-	39,000
Finance Lease Payments		(32,120)	(15,037)	(17,044)
Funds Held for Capital Works Projects		-	-	(29,908)
Funds Administered on Behalf of Third Parties		17,949	24,863	19,386
Net cash from/(to) Financing Activities		(4,869)	9,826	11,434
Net increase/(decrease) in cash and cash equivalents		217,611	118,278	64,149
Cash and cash equivalents at the beginning of the year	7	178,283	19,565	114,134
Cash and cash equivalents at the end of the year	7	395,894	137,843	178,283

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.



Sutton Park School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 14.

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 11.



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.

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

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

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) 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.

e) 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.

f) 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.

g) 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.

h) Inventories

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

i) 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.



j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows



n) 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.

o) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

p) 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.

q) 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.

r) Budget Figures

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

s) 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	1,501,028	1,297,323	1,388,962
Teachers' Salaries Grants	2,787,870	2,496,059	2,500,030
Use of Land and Buildings Grants	574,087	806,892	806,892
Other MoE Grants	1,063,028	215,000	211,632
	<u>5,926,013</u>	<u>4,815,274</u>	<u>4,907,516</u>

The school has opted in to the donations scheme for this year. Total amount received was \$82,950.

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	5,100	20,000	8,950
Fees for Extra Curricular Activities	8,680	3,600	11,186
Trading	6,221	2,000	8,348
Fundraising & Community Grants	80,026	51,500	63,951
	<u>100,027</u>	<u>77,100</u>	<u>92,435</u>
Expenses			
Extra Curricular Activities Costs	41,200	45,900	44,218
Trading	1,177	2,000	505
Fundraising and Community Grant Costs	566	13,000	3,883
	<u>42,943</u>	<u>60,900</u>	<u>48,606</u>
	<u>57,084</u>	<u>16,200</u>	<u>43,829</u>

Surplus/ (Deficit) for the year Locally raised funds

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	266,720	259,820	241,425
Equipment Repairs	9	-	1,155
Library Resources	-	-	830
Employee Benefits - Salaries	3,529,246	3,163,954	3,090,455
Staff Development	46,983	47,500	23,110
	<u>3,842,958</u>	<u>3,471,274</u>	<u>3,356,975</u>



5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	7,620	6,786	6,620
Board Fees	10,600	10,000	7,066
Board Expenses	12,501	18,000	6,490
Communication	6,842	8,220	10,842
Consumables	6,908	19,000	14,904
Operating Lease	2,103	5,520	5,520
Other	25,089	21,650	31,113
Employee Benefits - Salaries	141,770	149,927	137,543
Insurance	6,092	5,159	5,659
Healthy School Lunches Programme	395,118	-	-
Service Providers, Contractors and Consultancy	12,942	14,377	14,024
	<u>627,585</u>	<u>258,639</u>	<u>239,781</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	26,423	25,000	27,072
Consultancy and Contract Services	63,892	61,000	63,637
Cyclical Maintenance Provision	(1,056)	21,000	(2,427)
Grounds	10,065	11,300	11,404
Heat, Light and Water	38,425	41,500	44,441
Repairs and Maintenance	64,084	60,495	49,802
Use of Land and Buildings	574,087	806,892	806,892
Employee Benefits - Salaries	51,245	50,565	50,389
	<u>827,165</u>	<u>1,077,752</u>	<u>1,051,210</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of the land and buildings used by the schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	395,894	137,843	178,283
Cash and cash equivalents for Statement of Cash Flows	<u>395,894</u>	<u>137,843</u>	<u>178,283</u>

Of the \$395,894 Cash and Cash Equivalents, \$409,716 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.



8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	2,587	5,092	5,092
Teacher Salaries Grant Receivable	239,239	203,576	203,576
	<u>241,826</u>	<u>208,668</u>	<u>208,668</u>
Receivables from Exchange Transactions	2,587	5,092	5,092
Receivables from Non-Exchange Transactions	239,239	203,576	203,576
	<u>241,826</u>	<u>208,668</u>	<u>208,668</u>

9. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Stationery	780	780	780
	<u>780</u>	<u>780</u>	<u>780</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	800,000	380,000	380,000
Total Investments	<u>800,000</u>	<u>380,000</u>	<u>380,000</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	226,623	-	-	-	(45,430)	181,193
Furniture and Equipment	296,442	93,922	-	-	(67,187)	323,177
Information and Communication Technology	78,091	68,535	-	-	(36,635)	109,991
Leased Assets	71,198	17,592	-	-	(43,086)	45,704
Balance at 31 December 2021	672,354	180,048	-	-	(192,338)	660,064

The net carrying value of equipment held under a finance lease is \$45,704 (2020: \$71,198)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	908,606	(727,413)	181,193	908,606	(681,983)	226,623
Furniture and Equipment	1,193,440	(870,264)	323,176	1,099,518	(803,076)	296,442
Information and Communication Technology	315,958	(205,967)	109,991	247,423	(169,332)	78,091
Leased Assets	112,742	(67,038)	45,704	158,895	(87,697)	71,198
Balance at 31 December	2,530,746	(1,870,682)	660,064	2,414,442	(1,742,088)	672,354

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	26,986	41,271	28,886
Accruals	28,506	-	7,940
Banking Staffing Overuse	102,142	-	1,662
Employee Entitlements - Salaries	239,239	203,576	208,021
Employee Entitlements - Leave Accrual	12,454	12,454	12,454
	<u>409,327</u>	<u>257,301</u>	<u>258,963</u>
Payables for Exchange Transactions	409,327	257,301	258,963
	<u>409,327</u>	<u>257,301</u>	<u>258,963</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other revenue in Advance	-	710	710
	<u>-</u>	<u>710</u>	<u>710</u>



14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	223,241	223,241	225,668
Increase/ (decrease) to the Provision During the Year	(1,056)	21,000	(2,427)
Provision at the End of the Year	<u>222,186</u>	<u>244,241</u>	<u>223,241</u>
Cyclical Maintenance - Current	-	176,088	-
Cyclical Maintenance - Term	222,186	68,153	223,241
	<u>222,186</u>	<u>244,241</u>	<u>223,241</u>

15. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	39,004	35,559	40,099
Later than One Year and no Later than Five Years	12,781	15,901	35,329
Future Finance Charges	(3,500)		(5,159)
	<u>48,285</u>	<u>51,460</u>	<u>70,269</u>
Represented by			
Finance lease liability - Current	36,634	35,559	36,400
Finance lease liability - Term	11,650	15,901	33,869
	<u>48,285</u>	<u>51,460</u>	<u>70,269</u>

16. Funds held in Trust

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	958	24,863	24,863
	<u>958</u>	<u>24,863</u>	<u>24,863</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



17. Funds Held for Capital Works Projects

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

2021	Opening Balances	Receipts from MoE	Payments	Transfers	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$	\$
Block 1 Modernisation	279,631	-	-	(287,056)	7,425	-
Temporary Accommodation	(312,776)	-	-	287,056	399	(25,321)
Property Modernisation	(1,140)	-	-	-	1,140	-
ILE/Toilet Upgrade/Roof Replacem	(26,227)	-	-	-	29,769	3,542
MOE - Admin Interior Refurbish	-	133,361	(130,240)	-	-	3,121
MOE SIP Project - Heatpumps	-	10,620	(10,620)	-	-	-
MOE SIP Block 2 Cultural Panels	-	20,433	(20,433)	-	-	-
Totals	(60,512)	164,414	(161,293)	-	38,733	(18,658)

Represented by:

Funds Held on Behalf of the Ministry of Education	6,663
Funds Due from the Ministry of Education	(25,321)
Totals	(18,658)

2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block 1 Modernisation	282,171	-	(2,541)	-	279,631
Temporary Accommodation	(312,776)	-	-	-	(312,776)
Property Modernisation	-	-	(1,140)	-	(1,140)
ILE/Toilet Upgrade/Roof Replacement	-	-	(26,227)	-	(26,227)
Totals	(30,605)	-	(29,908)	-	(60,512)

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	10,600	7,066
 <i>Leadership Team</i>		
Remuneration	391,751	377,875
Full-time equivalent members	3	3
 Total key management personnel remuneration	402,351	384,941

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

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	0.00	1.00
110-120	3.00	2.00
	3.00	3.00

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	\$0	\$0
Number of People	0	0



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 (with the exception of the commitments disclosed in Note 17 - Funds Held for Capital Works), the Board has not entered into any further contract agreements.

(Capital commitments at 31 December 2020: -\$60,512)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any contracts.

23. 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	395,894	137,843	178,283
Receivables	241,826	208,668	208,668
Investments - Term Deposits	800,000	380,000	380,000
Total Financial assets measured at amortised cost	<u>1,437,720</u>	<u>726,511</u>	<u>766,951</u>

Financial liabilities measured at amortised cost

Payables	409,327	257,301	258,963
Finance Leases	48,284	51,460	70,269
Total Financial Liabilities Measured at Amortised Cost	<u>457,611</u>	<u>308,761</u>	<u>329,232</u>

24. Events After Balance Date

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



Independent Auditor's Report

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

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www.rsmnz.co.nz

To the readers of Sutton Park School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Sutton Park School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 2 December 2024. 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.

Expenditure not directly linked to an educational purpose

Without modifying our opinion, we draw attention to the following expenditure incurred by the school where a direct link to an educational purpose was not clear:

- There was a staff planning meeting held at SkyCity over a period of three days, totalling \$11,017. The cost included conference room rental, food, and two nights' accommodation for some attendees. However, the meeting programme only covered one and a half days, and there was no clear business purpose for the costs incurred for the remaining day and a half. All school spending should have a justifiable business purpose consistent with the school's objectives.
- There was food distributed to families of school pupils during the Covid-19 lockdown in Auckland, totalling \$14,227, and Pak'n'Save gift vouchers of \$4,000 purchased to encourage families to come to the school's vaccination drive. Not all gift vouchers were given out for the stated purpose, with the school still retaining \$3,000 of vouchers at the year end. This spending is contrary to the school's gift policy, which requires expenditure on gifts to be clearly linked to the business of the school.

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements


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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report but does not include the financial statements, and our auditor's report thereon.

and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



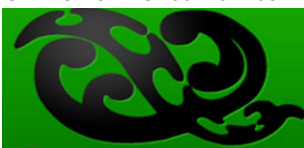


Analysis of Variance Reporting



School Name:	Sutton Park School	School Number:	1520
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Strategic Aim:	Accelerate student achievements especially in literacy and numeracy.
Annual Aim:	<p>Writing:</p> <ul style="list-style-type: none"> To accelerate the achievement of all students so that all will improve 2 e-asttle sub-levels in writing by the end of 2021 <p>Reading:</p> <ul style="list-style-type: none"> To accelerate the achievement of all students with identified levels of the NZ curriculum levels. <p>Maths:</p> <ul style="list-style-type: none"> To accelerate the achievement of all students with identified levels of the NZ curriculum levels.
Target:	<p>2021 Targets - Years 1-4</p> <p>Writing: By the end of 2021, 75% of Year 2 students will be writing at and above AT L1 in the NZC, Taiala, TMoA and Silapa</p> <p>Reading: Byt the end of 2021, 80% of Years 3 students will be reading at and above Early L2 in the NZC, Taiapia, TMoA and Silapa</p> <p>Maths: By the end of 2021, 85% of Year 2 students will be achieving at and above At L1 in the NZC.</p> <p>2021 Targets - Years 5-8</p> <p>Writing: By the end of 2021, 80% of Year 8 students will be writing at and above At L4 in the NZC, Taiala and Silapa</p> <p>Reading: By the end of 2021, 85% of Year 8 students will be reading at and above At L4 in the NZC, Taiala and Silapa</p>



<p>Tātaritanga r</p>	<p>Maths: By the end of 2021, 65% of Year 8 students will be achieving at and above At L4 in the NZC.</p>
<p>Baseline Data:</p>	<p>Writing:</p> <ul style="list-style-type: none"> At the end 2020, there was a similar trend in the data in all curriculum areas from the English-medium students to the Bilingual students (Maori, Samoan, Tongan). Therefore a whole school target was created. <p>Reading:</p> <ul style="list-style-type: none"> At the end 2020, there was a similar trend in the data in all curriculum areas from the English-medium students to the Bilingual students (Maori, Samoan, Tongan). Therefore a whole school target was created. <p>Maths:</p> <ul style="list-style-type: none"> At the end 2020, there was a similar trend in the data in all curriculum areas from the English-medium students to the Bilingual students (Maori, Samoan, Tongan). Therefore a whole school target was created.



EOY (End of Year data report for the whole school) Years 1 - 8, Term 4 - 2021

Introduction:

This year, we have continued with the new reporting system and the gathering of our school data. We are now using the New Zealand Curriculum levels instead of the National standards levels in past years. Our school will also be aligned with schools in our Community of Learning (CoL). Please refer to the key of the NZ Curriculum levels used throughout our Community of Learning schools.

Data gathering:

We have gathered data for Reading, Writing and Maths for all classes excluding the Maori Bilingual unit as they have their own data gathering system called Whanaketanga for Maori Rumaki Reo classes. Also, the Total Immersion classes their Reading and Writing data is not included only in Maths. We also have the Bilingual Units present their data also in this report.

Data presentation:

The data presented is of all the Years 1 to 8 excluding the Maori Rumaki Reo classes. The data will be presented later in the data presentation. The teachers enter results according to the New Zealand Curriculum Levels.

In order for teachers to make an accurate Overall Teacher Judgement (OTJ's), there were standardised tests, taken by all students in Years 1-8 as one way of determining where each student is at with their learning at the start of the year. Teacher observations in the classroom about each student's learning also indicates where they are placed in the OTJ's done by the teachers.

The data that is presented also suggests that the students who are identified as at risk. We have additional support provided beyond the classroom programme.

As you are all aware we went into Lockdown Level 4 on Wednesday (Week 3). Teachers normally finalise their OTJ's in Week 5 of Term 4. There is sufficient enough evidence for teachers to make these OTJ's for this Term even though they would have had two more weeks, we believe and are satisfied with teachers making those judgements. Teachers were



given extra time to enter their data during the Lockdown Level 3.2 period.

New Level entries:

This year we are using the new level expectations with the description below instead of National standards.

<p>Note 1</p>	<p><u>Agreed language:</u> Early or At Curriculum level ... Early means doing some of this level and they have achieved the level before. Eg: a student working at early L2 would have met the demands of L1 and is able to do some things at L2. At means, a student is able to do <u>most</u> expectations at that level <u>most</u> of the time.</p>																	
<p>Note 2</p>	<p><u>Year Level Expectations</u></p> <table border="1" data-bbox="315 868 1115 1358"> <tr> <td>Year 1</td> <td>Early L1</td> </tr> <tr> <td>Year 2</td> <td>At L1</td> </tr> <tr> <td>Year 3</td> <td>Early L2</td> </tr> <tr> <td>Year 4</td> <td>At L2</td> </tr> <tr> <td>Year 5</td> <td>Early L3</td> </tr> <tr> <td>Year 6</td> <td>At L3</td> </tr> <tr> <td>Year 7</td> <td>Early L4</td> </tr> <tr> <td>Year 8</td> <td>At L4</td> </tr> </table>		Year 1	Early L1	Year 2	At L1	Year 3	Early L2	Year 4	At L2	Year 5	Early L3	Year 6	At L3	Year 7	Early L4	Year 8	At L4
Year 1	Early L1																	
Year 2	At L1																	
Year 3	Early L2																	
Year 4	At L2																	
Year 5	Early L3																	
Year 6	At L3																	
Year 7	Early L4																	
Year 8	At L4																	

**Data analysis:**

There are a number of students who have significant learning disabilities and are also receiving support through the Ongoing and Reviewable Resourcing Schemes also known as ORRS. The progress these children make will be assessed in relation to a regular review of their learning that takes place through their Individual Education Plan/Programmes (IEP) and processes, which are in consultation with parents, families, whanau teachers and the Ministry of Education.

Furthermore, we are privileged to have trained Teacher Assistants to deliver a reading programme called 'Rainbow Reading' to help with accelerating learning through Reading. Rainbow Reading is available for mainstream students as well as the Bilingual Units from Years 3 to 8 and has continued to be a very successful programme for our students.

The teacher assistants undertaking the Rainbow Reading programme have indicated that some students are on their way and have made progress and will look at taking a new intake of students this year from their end data report. We also have a specialist teacher trained in Reading Recovery who delivers an intense one on one 30-40 minute session with one child and this support is set up for children in Year 2. For our Communities of Learning - Kahui Ako (Mangere South) one of our achievement challenges is about Writing with a focus on boys writing. We have within-school teachers who will focus on selected teachers to work on a collaborative inquiry to see what is going on with our writing programme here at Sutton Park school. The with-in school teachers work with other teachers in the CoL's to develop strategies that are working across all schools. We look forward to the shifts in Writing with support given by our with-in teachers in the Communities of Learning.

Validity and Reliability:

To ensure that we have valid assessments and reliable data we have 2 weeks timetabled in Term 1, 2, 3 and Term 4 for whole school assessments. This is when standardised tests are done in the hall for Years 5 to 8 and the Year 1-4 done in classes. We use the Progression Achievement Test (PAT) in Maths and Reading, STAR, e-asttle Reading and Writing, PROBE (for Years 4-8) and PM Benchmark (for Years 1-4), JAM (Maths assessment for Years 1-3) and GLoSS (for Years 4-8) to ensure that the data is aligned to the Curriculum levels as well as teacher observation which is an important factor in determining an accurate Teacher Judgement (TJ). In Term 4, we have trialled having online assessments for Years 5-8 even though this comes with the teething stages students were able to complete their online assessments. Catch up assessments were also done for these online assessments.



Our School Curriculum plan has been shared and discussed with the teachers. They will be referring to this Curriculum plan book for Annual aims for Reading, Writing and Maths, all the planning templates and strategies for Reading, Writing and Maths to accelerate the learning of all students at Sutton Park school.

We hold Syndicate and Whanau meetings on alternate Tuesday's to ensure that teachers are sharing good practices amongst their syndicates or whanau teams. These meetings also hold moderation sessions where teachers bring pieces of writing to moderate as a team to show transparency in students' writing and marking. If there are any discrepancies we would bring the samples to the staff meeting for all staff to moderate and discuss.

We have also started Peer Observations within the four syndicates and each teacher has the opportunity to go and observe another colleague. Following on from the observation they have the opportunity to have feedback about how the lesson went. The observer becomes the learner and through peer observations, strategies are gained for those observing.

Conclusion:

In this data, the data tables presented are for each curriculum learning area in English, Maori, Samoan and Tongan.

Key:

Yellow indicates - SOY (Start of Year) data.

Purple indicates - EOY (End of Year) data.

Green indicates - Clean data (students who started at the beginning of the year).



Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 1-2

11937	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	96% (26)	4% (1)										27
Y2	52% (24)	39% (18)	9% (4)									46

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 1-2

8425	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (4)											4
Y1	47% (14)	37% (11)	17% (5)									30
Y2	22% (14)	38% (24)	31% (20)	9% (6)								64



Sutton Park School NZ Curriculum CLEAN Reading Data Years 1-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	41% (11)	37% (11)	17% (5)									27
Y2	2% (1)	45% (20)	40% (18)	13% (6)								45



Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 3-4

11937	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	3% (2)	53% (37)	26% (18)	17% (12)		1% (1)						70
Y4		5% (3)	34% (19)	46% (26)	11% (6)	4% (2)						56

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 3-4

8425	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	6% (4)	23% (16)	63% (44)	7% (5)							70
Y4			6% (3)	22% (12)	63% (34)	9% (5)						54



Sutton Park School NZ Curriculum Reading CLEAN Data Years 3-4

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	6% (4)	23% (16)	62% (43)	7% (5)							69
Y4			6% (3)	22% (12)	63% (34)	9% (5)						54

READING: By the end of 2021, **80% of Year 3 students** will be reading at and above Early L2 in the NZC, Taiala, TMoA and Silapa.

EOY = 70% achieved

CLEAN = 69% achieve



Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 5-6

11937	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		6% (5)	14% (11)	66% (51)	12% (9)						77
Y6	1% (1)			4% (3)	22% (16)	32% (23)	38% (27)	3% (2)				72

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 5-6

8425	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		1% (1)	4% (3)	26% (20)	53% (40)	14% (11)					76
Y6		1% (1)			9% (7)	20% (15)	42% (31)	27% (20)				74



Sutton Park School NZ Curriculum CLEAN Reading Data Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		1% (1)	4% (3)	26% (20)	53% (40)	14% (11)					76
Y6		2% (1)			10% (7)	21% (15)	40% (29)	27% (20)				72



Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 7-8

11937	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					6% (4)	19% (14)	57% (41)	15% (11)	1% (1)	1% (1)		72
Y8	2% (1)				5% (3)	11% (7)	13% (8)	52% (33)	13% (8)	6% (4)		64

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 7-8

8425	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					1% (1)	14% (10)	33% (24)	36% (26)	13% (9)		3% (2)	72
Y8		2% (1)			2% (1)	8% (5)	3% (2)	22% (14)	50% (32)	9% (6)	5% (3)	64



Sutton Park School NZ Curriculum CLEAN Reading Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					1% (1)	14% (10)	34% (24)	35% (25)	13% (9)		3% (2)	71
Y8		2% (1)			2% (1)	6% (4)	3% (2)	22% (14)	50% (32)	9% (6)	5% (3)	63

READING: By the end of 2021, **85% of Year 8 students** will be reading at and above At L4 in the NZC, Taiala and Silapa.

EOY = 64% achieved

CLEAN = 64% achieved



Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 1-2

11948	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (27)											27
Y2	54% (25)	43% (20)	2% (1)									46

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 1-2

8457	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (4)											4
Y1	47% (14)	47% (14)	7% (2)									30
Y2	17% (11)	45% (29)	38% (24)									64



Sutton Park School NZ Curriculum CLEAN Writing Data 2021 Years 1-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	41% (11)	47% (14)	7% (2)									27
Y2	2% (1)	47% (21)	51% (23)									45

WRITING: By the end of 2021, 75% of Year 2 students will be writing at and above At L1 in the NZC, Taiala, TMoA and Silapa.

EOY = 38% achieved

CLEAN = 51% achieved



Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 3-4

11948	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	6% (4)	53% (37)	37% (26)	4% (3)								70
Y4		5% (3)	54% (30)	36% (20)	5% (3)							56

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 3-4

8457	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	1% (1)	30% (21)	61% (43)	6% (4)							70
Y4			4% (2)	30% (16)	65% (35)	2% (1)						54



Sutton Park School NZ Curriculum CLEAN Writing Data Years 3-4

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	2% (1)	2% (1)	29% (20)	61% (43)	6% (4)							69
Y4			4% (2)	30% (16)	65% (35)	2% (1)						54

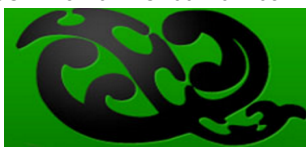


Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 5-6

11948	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		6% (5)	26% (20)	56% (43)	9% (7)	1% (1)					77
Y6	1% (1)			6% (4)	21% (15)	42% (30)	29% (21)	1% (1)				72

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 5-6

8457	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		1% (1)	7% (5)	28% (21)	49% (37)	14% (11)					76
Y6			1% (1)	3% (2)	9% (7)	19% (14)	49% (36)	19% (14)				74


Sutton Park School NZ Curriculum CLEAN Writing Data 2021 Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		1% (1)	7% (5)	28% (21)	49% (37)	14% (11)					76
Y6			1% (1)	3% (2)	10% (7)	19% (14)	48% (34)	19% (14)				72



Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 7-8

11948	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					7% (5)	25% (18)	56% (40)	11% (8)	1% (1)			72
Y8	2% (1)				5% (3)	11% (7)	16% (10)	56% (36)	11% (7)			64

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 7-8

8457	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					1% (1)	18% (13)	26% (19)	44% (32)	7% (5)	1% (1)	1% (1)	72
Y8		2% (1)			2% (1)	8% (5)	6% (4)	19% (12)	50% (32)	13% (8)	2% (1)	64



Sutton Park School NZ Curriculum CLEAN Writing Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					1% (1)	19% (13)	27% (19)	44% (31)	7% (5)	1% (1)	1% (1)	71
Y8		2% (1)			2% (1)	6% (4)	6% (4)	19% (12)	50% (32)	13% (8)	2% (1)	63

WRITING: By the end of 2021, **80% of Year 8 students** will be writing at and above At L4 in the NZC, Taiala and Silapa.

EOY = 65% achieved

CLEAN = 65% achieved

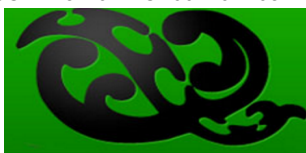


Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 1-2

11952	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	96% (43)	4% (2)										45
Y2	33% (21)	56% (35)	11% (7)									63

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 1-2

8489	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	83% (5)		17% (1)									6
Y1	56% (36)	38% (24)	6% (4)									64
Y2	9% (6)	41% (26)	38% (24)	13% (8)								64


Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	49% (22)	42% (19)	9% (4)									45
Y2	10% (6)	41% (26)	36% (22)	13% (8)								62

MATHS: By the end of 2021, 85% of Year 2 students will be achieving at and above At L1 in the NZC.

EOY = 51% achieved

CLEAN = 49% achieved



Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 3-4

11952	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	4% (3)	24% (17)	54% (38)	17% (12)								70
Y4		5% (3)	29% (16)	50% (28)	16% (9)							56

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 3-4

8489	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	4% (3)	17% (12)	70% (49)	7% (5)							70
Y4			4% (2)	20% (11)	70% (38)	6% (3)						54



Sutton Park School NZ Curriculum CLEAN Maths Data Years 3-4

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	2% (1)	4% (3)	18% (12)	69% (48)	7% (5)							69
Y4			4% (2)	20% (11)	70% (38)	6% (3)						54

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 5-6

11952	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		1% (1)	31% (24)	49% (38)	17% (13)						77
Y6	1% (1)			1% (1)	10% (7)	46% (33)	40% (29)	1% (1)				72



Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 5-6

8489	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)			4% (3)	33% (25)	42% (32)	20% (15)					76
Y6		1% (1)			9% (7)	18% (13)	50% (37)	22% (16)				74

Sutton Park School NZ Curriculum CLEAN Maths Data Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)			4% (3)	33% (25)	42% (32)	20% (15)					76
Y6		1% (1)			10% (7)	18% (13)	49% (35)	22% (16)				72



Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 7-8

11952	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					7% (5)	28% (20)	51% (37)	11% (8)	3% (2)			72
Y8	2% (1)				6% (4)	9% (6)	28% (18)	38% (24)	8% (5)	9% (6)		64

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 7-8

8489	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						22% (16)	19% (14)	49% (35)	6% (4)	1% (1)	3% (2)	72
Y8		2% (1)			2% (1)	9% (6)	6% (4)	25% (16)	41% (26)	8% (5)	8% (5)	64



Sutton Park School NZ Curriculum CLEAN Maths Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						22% (16)	19% (14)	48% (34)	6% (4)	3% (2)	2% (1)	71
Y8		2% (1)			2% (1)	6% (4)	8% (5)	25% (16)	41% (26)	8% (5)	8% (5)	63

MATHS: By the end of 2021, 65% of Year 8 students will be achieving at and above At L4 in the NZC.

EOY = 57% achieved

CLEAN = 57% achieved



Year Level	Taumata o te NZ Curriculum	Marautanga o Aotearoa
0	Pre- 1	I mua te Timata He Pīpī
1	Early 1	He Pīpī
2	At 1/ Early 2	He Kaha He Pakari
3	Developing 2	T2
4	At 2/ Early 3	T2-3
5	Adv 2/ Develop 3	T3
6	At 3 / Early 4	T3-4
7	Adv 3/ Develop 4	T4



WIKI 5 - PĀNUI. WAHANGA 1 2021 WHAEA MOLLY AKOMANGA 03.

SOY	Pre 1	Early 1	At 1/Early 2	Developing 2	At 2/Early 3	Advanced 2/Developing 3	At 3/Early 4	Advanced 3/Developing 4	At 4/Early 5	Total
	I mua o Taumata 1	Timata Taumata 1	Taumata 1	Timata Taumata 2	Taumata 2	Timata Taumata 3	Taumata 3	Timata Taumata 4	Taumata 4	
Y0										0
Y1	100% (1)									1
Y2		25% (1)	75% (3)							4
Y3			100% (1)							1
Y4				33% (1)	67% (2)					3
Y5										0
Y6			25% (1)		25% (1)	25% (1)	25% (1)			4

Out of 13 tamariki: Manawa taki (Well below) = 2. Manawa āki = 5. Manawa ora (At) = 6. Manawa Toa = 0.

The shaded colour in the table shows there were no tamariki in the Rūmaki during this wahanga.

Therefore, out of 13 Tamariki- 7 were below their taumata and 6 were At. A good start for the year after 6 weeks of holidays.



Rumaki Māori (SPS)Term 1, 2, 3, 4 Reading Data 2021

Tau Ako 0-6 2021.

WIKI 5 PĀNUI WAHAGA 2 2021 WHAEA MOLLY AKOMANGA 03

MOY	Pre 1	Early 1	At 1/ Early 2	Developing 2	At 2/Early 3	Advanced 2/Developing 3	At 3/Early 4	Advanced 3/Developing 4	At 4/Early 5	Total
	I mua o Taumata 1	Timata Taumata 1	Taumata 1	Timata Taumata 2	Taumata 2	Timata Taumata 3	Taumata 3	Timata Taumata 4	Taumata 4	
Y0										0
Y1	100% (3)									3 (1+2)
Y2	25% (1)	25% (1)	50% (2)							4
Y3		100% (1)								1
Y4				100% (3)						3
Y5			100% (1)							1
Y6			20% (1)	20% (1)	20% (1)	40% (2)				5 (1+4)



Out of 17 tamariki: **Manawa taki (Well below) = 6.** **Manawa āki (Below) = 9.** **Manawa ora (At) = 2.** **Manawa Toa = 0.**

The shaded **colour** in the table shows either : No tamariki in that year level, tamariki that have started this term. However, out of 17 tamariki: 15 were below their level of learning. 2 were at their level of learning.

TA1- Chay-lea. TA2 = Jahziah, Halatoa, Kingston, Te Kohu. TA3 = Yosh. TA4 = Caoilainn, Eztarahmarie, Lilly. TA6 = Fakaanga, Miah-Donna, Ohana, Ra-Junior

Out of the 13 tamariki that were in the Rūmaki in Wahanga 1:

Manawa taki (Well-below) = 4. **Manawa āki (Below) = 7.** **Manawa ora (At) = 2.** **Manawa toa (Above) = 0**

Therefore, out of 13 Tamariki- 11 were below their taumata and 2 were At.

Learning affected by: Absences from kura. One boy is still waiting for his glasses. 2 new tamariki have limited reo. Making sure that tamariki could connect and use Seesaw, akomanga kūkara. Many discussions with all tamariki about keeping safe online and being mindful of where they go online and what they say to people online.

Rumaki Māori (SPS)Term 1, 2, 3, 4 Reading Data 2021

Tau Ako 0-6 2021.

WIKI 5 PĀNUI WAHANGA 3 2021 WHAEA MOLLY AKOMANGA 03

The shaded **colour** in the table shows either : No tamariki in that year level, tamariki that have started this term. However, out of 17 tamariki: 15 were below their level of learning. 2 were at their level of learning.

TA1- Chay-lea. TA2 = Jahziah, Halatoa, Kingston, Te Kohu. TA3 = Yosh. TA4 = Caoilainn, Eztarahmarie, Lilly. TA6 = Fakaanga, Miah-Donna, Ohana, Ra-Junior

Out of the 13 tamariki that were in the Rūmaki in Wahanga 1:

Manawa taki (Well-below) = 4. **Manawa āki (Below) = 7.** **Manawa ora (At) = 2.** **Manawa toa (Above) = 0**

Therefore, out of 13 Tamariki- 11 were below their taumata and 2 were At.



Learning affected by: Absences from kura. One boy is still waiting for his glasses. 2 new tamariki have limited reo. Making sure that tamariki could connect and use Seesaw, akomanga kūkara. Many discussions with all tamariki about keeping safe online and being mindful of where they go online and what they say to people online.

TOY	Pre 1	Early 1	At 1/Early2	Developing 2	At 2/Early 3	Advanced 2 /Developing 3	At 3/Early 4	Advanced 3/Developing 4	At 4/Earl y 5	Total
	I mua o Taumata 1	Timata Taumata 1	Taumata 1	Timata Taumata 2	Taumata 2	Timata Taumata 3	Taumata 3	Timata Taumata 4	Tauma ta 4	
Y0	100% (2)									2
Y1		100% (3)								3 (1+2)
Y2			50% (2)	50% (2)						4
Y3			100% (1)							1
Y4			25% (1)		50% (2)	25% (1)				4 (1+3)
Y5			100% (1)							1
Y6			20% (1)		20% (1)	20% (1)	40% (2)			5 (1+4)



Out of 20 tamariki: **Manawa taki (Well below) = 6.** **Manawa āki = 5.** **Manawa ora (At) = 6.** **Manawa Toa = 0.**

Out of 20 tamariki: 11 were below their level of learning. 6 were at their level of learning.

Out of the 13 tamariki that were in the Rūmaki in Wahanga 1:

Manawa taki (Well-below) = 1. **Manawa āki (Below) = 2.** **Manawa ora (At) = 7.** **Manawa toa (Above) = 3**

Out of these 13 tamariki: 3 were below their level of learning. 10 were at/above their level of learning.

Learning affected by: Absences from kura. One boy received his glasses. His learning has progressed. Mate kōwheori arrived. Ako tuihono (learning online) began. Most of Year 0-4 do not have devices. Many whanau do not have the skills to assist their tamaiti with online learning: No email. Phone not connecting to online sites. Don't want to give their phone to the child to learn. Whanau need their phone for their own uses. Limited reo. Whanau that have difficulty teaching their own child. A lot of mahi, on my part, finding ways to connect whanau by sending learning out through Seesaw, Akomanga kūkara, Emails. Ringing, txting whanau to see if they could handle the learning. Finding ways to get whanau and tamariki



Rumaki Māori (SPS) Term 1, 2, 3, 4 Reading Data 2021 - Tau Ako 0-6 2021.

WIKI 5 PĀNUI WAHANGA 4 2021 WHAEA MOLLY AKOMANGA 03

EOY	Pre 1	Early 1	At 1/ Early 2	Developing 2	At 2/ Early 3	Advanced 2/ Developing 3	At 3/ Early 4	Advanced 3/ Developing 4	At 4/ Early 5	Total
	I mua o Taumata 1	Timata Taumata 1	Taumata 1	Timata Taumata 2	Taumata 2	Timata Taumata 3	Taumata 3	Timata Taumata 4	Taumata 4	
Y0		100% (2)								2
Y1		100% (3)								3 (1+2)
Y2			50% (2)	50% (2)						4
Y3			100% (1)							1
Y4			25% (1)	50% (2)	25% (1)					4 (1+3)
Y5				100% (1)						1
Y6				20% (1)	20% (1)	20% (1)	40% (2)			5 (1+4)



Out of 20 tamariki: Manawa taki (Well below) = 4. Manawa āki = 4. Manawa ora (At) = 8. Manawa Toa = 4.

Out of 20 tamariki: 8 tamariki are below their level of learning. 12 are At/ Above their level of learning.

Manawa taki (Well-below) = 1. Manawa āki (Below) = 4. Manawa ora (At) = 6. Manawa toa (Above) = 2

Out of the 13 tamariki that were in the Rūmaki in Wahanga 1: 5 tamariki are below their level of learning. 8 are At/ Above their level of learning.

Learning affected by: Whanau unable to connect with the learning due to no device or do not know how to connect. One has no email- I sent an ipad to her. But she could still not connect. I rang and told her son to connect and he showed her how. Whanau need to have more confidence in their child's knowledge of devices and the apps they use. Some whanau need to monitor their tamariki better while they are online. The affects of mate kōwheori- money, job stability, long hours of work, coping with all tamariki learning, not enough space in the whare, not enough devices, having to stay home- were beginning to affect tamariki learning.

Hoki mai ki te kura. Even though there were still some doubts about the safety of the kura, tamarik myself and the other whaea were glad to return to kura. We were glad to see each other. Most of the first day was korero about what lock down was like, what happened at home, catching up with each other- tamariki & whaea mā. I have had about 8 tamariki each day. Most returned because whanau found it difficult to teach them- tamariki would not listen, and were beginning not to listen. One comes to kura because there is no-one at home that can help her connect to seesaw.

Piro o te kura, Rūmaki hoki mo tēnei tau 2021.

(Target of the school, Rūmaki for 2021).

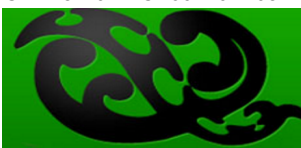
READING: By the end of 2021, **80% of Year 3 students** will be reading at and above Early L2 in the NZC, Taiala, TMoA and Silapa. : I te mutunga o 2021, 60% o ngā akonga o **Tau Ako 3** ka eke, ka eke panuku hoki i TMoA.



I have one TA3 and he was at: At1/ Early Level 2 = Taumata 1. He was just below his level of: Developing 2 = Timata Taumata 2.

His whanau had no devices. His mother has limited knowledge with the internet. His whanau have limited reo. The whanau find it difficult to teach him. He loves to play all day.

Tamariki within the Rūmaki	<p>Term 1 - Year 1 (TA1) = 1, Year 2 (TA2) = 4, Year 3 (TA3) = 1, Year 4 (TA4) = 3, Year 6 (TA6) = 4: Total tamariki = 13 tamariki.</p>	<p>Term 2 - Year 1 (TA1) = 3, Year 2 (TA2) = 4, Year 3 (TA3) = 1, Year 4 (TA4) = 3, Year 5 (1), Year 6 (TA6) = 5: Total tamariki- 17 tamariki.</p>	<p>Term 3 - Year 0 (TA0) = 2 Year 1 (TA1) = 3, Year 2 (TA2) = 4, Year 3 (TA3) = 1, Year 4 (TA4) = 4, Year 5 (1), Year 6 (TA6) = 5. Total tamariki- 20 tamariki.</p>	<p>Term 3 - Year 0 (TA0) = 2 Year 1 (TA1) = 3, Year 2 (TA2) = 4, Year 3 (TA3) = 1, Year 4 (TA4) = 4, Year 5 (1), Year 6 (TA6) = 5. Total tamariki- 20 tamariki.</p>
	Tamariki in the shared data were either not in the Rūmaki (Term 1) or arrived during Terms 2 & 3.			
Tamariki that have moved	<ul style="list-style-type: none"> ● Come to school regularly. ● Ask questions. ● Share their ideas. ● Are confident to korero Māori. ● Have a kete of kupu Māori they know and use. ● Have a range of strategies that assist them with reading- ✓ Sounding out new words, using dictionaries to find meanings, explain what words mean and provide another kupu for the word (Eg. eye = Karu, kanohi, whatu), ✓ Make predictions, ✓ Make connections, ✓ Ask where they went wrong, ✓ Question whaea mā when they think 			



	<ul style="list-style-type: none"> • they are right ✓ Find information within the story to support their answers. • Have devices at home. • Are able to connect with devices they have at home. • Work online regularly. • Have whanau that are able to work with them.
<p>Strategies that have been implemented to assist tamariki in progressing within their Reading.</p>	<ul style="list-style-type: none"> • A child now has his reading glasses- 1 pair at school and 1 pair at home. He has become more confident with his learning. • Speech challenges- This tamaiti has extra reading with Whaea Uru twice a week. He also has extra reading with a buddy twice a week. We kept encouraging him to say his words correctly. I keep reminding his mother that she needs to talk with Whaea Diana so that he can get some assistance. • TA0-1 are taught to: Every session started with reciting sounds of the alphabet and words for each sound. Point as they read ✓ Taught kupu waiwai (basic kupu) ✓ Practice reading the rerenga for the week to others in the akomanga. ✓ Read the kupu, write the kupu, say the kupu - to learn the kupu ✓ • ✓ Encourage them to point as they read. ✓ Use punctuation to assist with their reading. ✓ Sound out the word- Look at the word- put it together- say the word- give the meaning of the word to them- read the sentence again. Eg- Whakarongo- wha/ ka/ ro/ ngo- whaka/rongo- whakarongo/ means listen... ✓ Broaden Māori vocabulary • Discussions about: ✓ what they see in each picture. ✓ What's the story about? ✓ How do you know? ✓ What tells you that? ✓ Show me where it says? ✓ Learn basic kupu- ki, te, ngā... • Speak clearly and loud enough so that whaea can assist your learning. ✓ 'You missed a kupu. ✓ Read the sentence again. ✓ What word did you miss? ##'Ko' ✓ Yes, a small word BUT an important word. • Many types of Reading material- ✓ Books from book boxes, ✓ assorted books at their level (choosing box), ✓ waiata, ✓ haka, ✓ karakia, ✓ pao, ✓ tuhituhi that is completed- read it to me, ✓ devices = reading apps, looking for material on the internet • Mixed ability groups- tuakana/ teina assistance- more able, confident readers



	<ul style="list-style-type: none"> ● reading with less confident readers.
<p>Tamariki that need to move forward but need more teaching</p>	<ul style="list-style-type: none"> ● Must come to school regularly as the continuation of reading is interrupted. ● Have been/ will have time to read one-one with Whaea Uru. Tamaiti chooses a book and reads it to whaea. This method grows their confidence. ● Whaea Molly- Strategies: ✓ Encourage them to point as they read. ✓ Use punctuation to assist with their reading. ✓ Sound out the word- Look at the word- put it together- say the word- give the meaning of the word to them- read the sentence again. Eg- Whakarongo- wha/ ka/ ro/ ngo- whaka/rongo- whakarongo/ means listen... ✓ Broaden Māori vocabulary ● Discussions about: ✓ what they see in each picture. ✓ What’s the story about? ✓ How do you know? ✓ What tells you that? ✓ Show me where it says? ✓ Learn basic kupu- ki, te, ngā... ● Speak clearly and loud enough so that whaea can assist your learning. ✓ ‘You missed a kupu. ✓Read the sentence again. ✓ What word did you miss? ##‘Ko’ ✓ Yes, a small word BUT an important word. ● Many types of Reading material- ✓ Books from book boxes, ✓ assorted books at their level (choosing box), ✓ waiata, ✓ haka, ✓ karakia, ✓ pao, ✓ tuhituhi that is completed- read it to me, ✓devices = reading apps, looking for material on the internet ● Mixed ability groups- tuakana/ teina assistance <p>These are strategies especially for tamariki that are new to the akomanga. No matter which tau ako (year level) they are. Grow the confidence, the normality of the reo so that tamariki put more effort into reading and understanding te reo Māori.</p>



Sutton Park School Taiala document SOY Term 1 Faitau Tusi (Reading) - Years 1-2 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	57% (4)	43% (3)										7
Y2	6% (1)	67% (12)	28% (5)									18

Sutton Park School Taiala document EOY Term 4 Faitau Tusi (Reading) - Year 0-2 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (1)											1
Y1	30% (3)	40% (4)	30% (3)									10
Y2	11% (2)	56% (10)	33% (6)									18



Sutton Park School Taiala document SOY Term 1 Faitau tusi (Reading) - Years 3-4 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		10% (1)	20% (2)	20% (2)	40% (4)	10% (1)						10
Y4				20% (2)	60% (5)	20% (2)						10

Sutton Park School Taiala document EOY Term 4 Faitau Tusi (Reading) - Year 3-4 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			40% (4)	60% (6)								10
Y4			10% (1)	20% (2)	70% (7)							10

READING: By the end of 2021, **80% of Year 3 students** will be reading at and above Early L2 in the NZC, Taiala, TMoA and Silapa.



Sutton Park School Taiala document SOY Term 1 Faitau Tusi (Reading) - Years 5-6 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		10% (1)		40% (4)	40% (4)	10% (1)						10
Y6				29% (5)	12% (2)	59% (10)						17

Sutton Park School Taiala document EOY Term 4 Faitau Tusi (Reading) - Year 5-6 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				10% (1)	40% (4)	50% (5)						10
Y6					18% (3)	12% (2)	71% (12)					17



Sutton Park School Taiala document SOY Term 1 Faitau Tusi (Reading) - Years 7-8 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				14% (1)			86% (6)					7
Y8					7% (1)		29% (4)	50% (7)	14% (2)			14

Sutton Park School Taiala document EOY Term 4 Faitau Tusi (Reading) - Year 7-8 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				9% (1)	9% (1)	18% (2)	45% (5)	18% (2)				11
Y8					7% (1)		14% (2)	7% (1)	71% (10)			14

READING: By the end of 2021, **85% of Year 8 students** will be reading at and above At L4 in the NZC, Taiala and Silapa.



Sutton Park School Taiala document SOY Term 1 Tautala (Speaking) - Years 1-2 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	57% (4)	43% (3)										7
Y2	11% (2)	56% (10)	33% (6)									18

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 0-2 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (1)											1
Y1	10% (1)	50% (5)	20% (2)	20% (2)								11
Y2	17% (3)	50% (9)	33% (6)									18



Sutton Park School Taiala document SOY Term 1 Tautala (Speaking) - Years 3-4 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		10% (1)		50% (5)	30% (3)	10% (1)						10
Y4				20% (2)	20% (2)	60% (6)						10

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 3-4 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			50% (5)	50% (5)								10
Y4			10% (1)		90% (9)							10

Oral: By the end of 2021, 80% of Year 3 students will be speaking at and above Early L2 in the NZC, Taiala, TMoA and Silapa.



Sutton Park School Taiala document SOY Term 1 Tautala (Speaking) - Years 5-6 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		10% (1)	30% (3)	40% (4)	10% (1)	10% (1)						10
Y6			12% (2)	18% (3)	35% (6)	35% (6)						17

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 5-6 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				20% (2)	30% (3)	40% (4)	10% (1)					10
Y6				12% (2)	12% (2)	18% (3)	59% (10)					17



Sutton Park School Taiala document SOY Term 1 Tautala (Speaking) - Years 7-8 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				14% (1)		43% (3)	43% (3)					7
Y8					7% (1)		29% (4)	43% (6)	21% (3)			14

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 7-8 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				18% (2)		27% (3)	36% (4)	18% (2)				11
Y8						29% (4)			71% (10)			14

Oral: By the end of 2021, **85% of Year 8 students** will be speaking at and above At L4 in the NZC, Taiala and Silapa.



Sutton Park School Taiala document SOY Term 1 Tusitusi (Writing) - Years 1-2 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	43% (3)	57% (4)										7
Y2	11% (2)	67% (12)	22% (4)									18

Sutton Park School Taiala document EOY Term 4 Tusitusi (Writing) - Year 0-2 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (1)											1
Y1	30% (3)	50% (5)	20% (2)									10
Y2	17% (3)	50% (9)	33% (6)									18



Sutton Park School Taiala document SOY Term 1 Tusitusi (Writing) - Years 3-4 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			60% (6)	40% (4)								10
Y4			10% (1)	80% (8)	10% (1)							10

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 3-4 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			90% (9)	10% (1)								10
Y4			10% (1)	30% (3)	60% (6)							10

Writing: By the end of 2021, **80% of Year 3 students** will be writing at and above Early L2 in the NZC, Taiala, TMoA and Silapa.



Sutton Park School Taiala document SOY Term 1 Tusitusi (Writing) - Years 5-6 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		50% (5)	40% (4)	10% (1)								10
Y6		6% (1)	12% (2)	41% (7)	41% (7)							17

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 5-6 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				40% (4)	40% (4)	20% (2)						10
Y6				12% (2)	12% (2)	29% (5)	47% (8)					17



Sutton Park School Taiala document SOY Term 1 Tusitusi (Writing) - Years 7-8 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				14% (1)		14% (1)	71% (5)					7
Y8					7% (1)		14% (2)	50% (7)	29% (4)			14

Sutton Park School Taiala document EOY Term 4 Tautala (Speaking) - Year 7-8 Masina Va'aia

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				18% (2)	9% (1)	9% (1)	45% (5)	18% (2)				11
Y8		7% (1)			13% (2)	7% (1)	7% (1)	13% (2)	53% (8)			15

Writing: By the end of 2021, **85% of Year 8 students** will be writing at and above At L4 in the NZC, Taiala and Silapa.



Sutton Park School Silapa document SOY Term 1 Laukonga (Reading) - Years 1-2 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (11)											11
Y2	18% (3)	47% (8)	35% (6)									17

Sutton Park School Silapa document EOY Term 4 Laukonga (Reading) - Year 0-2 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (1)											1
Y1	54% (13)	46% (11)										24
Y2		13% (2)	31% (5)	56% (9)								16



Sutton Park School Silapa document SOY Term 1 Laukonga (Reading) - Years 3-4 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	3% (1)	38% (11)	45% (13)	14% (4)								29
Y4			45% (10)	36% (8)	18% (4)							22

Sutton Park School Silapa document EOY Term 4 Laukonga (Reading) - Year 3-4 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	3% (1)		7% (2)	59% (17)	28% (8)							28
Y4		5% (1)		14% (3)	57% (12)	24% (5)						21

READING: By the end of 2021, **80% of Year 3 students** will be reading at and above Early L2 in the NZC, Taiala, TMoA and Silapa



Sutton Park School Silapa document SOY Term 1 Laukonga (Reading) Years 5-6 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)			20% (6)	60% (18)	17% (5)						30
Y6		4% (1)		7% (2)		48% (13)	41% (11)					27

Sutton Park School Silapa document EOY Term 4 Laukonga (Reading) - Year 5-6 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)				7% (2)	53% (16)	37% (11)					30
Y6		3% (1)			7% (2)	3% (1)	76% (22)	10% (3)				29



Sutton Park School Silapa document SOY Term 1 Laukonga (Reading) Years 7-8 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						10% (3)	83% (25)	7% (2)				29
Y8			5% (1)				24% (5)	71% (15)				21

Sutton Park School Silapa document EOY Term 4 Laukonga (Reading) - Year 7-8 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							20% (6)	70% (21)	10% (3)			30
Y8			5% (1)					14% (3)	71% (15)	10% (2)		21

READING: By the end of 2021, **85% of Year 8 students** will be reading at and above At L4 in the NZC, Taiala and Silapa.



Sutton Park School Silapa document SOY Term 1 Lea (Speaking) - Years 1-2 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (11)											11
Y2	59% (10)	41% (7)										17

Sutton Park School Silapa document EOY Term 4 Lea (Speaking) - Year 0-2 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (1)											1
Y1	58% (14)	38% (9)	4% (1)									24
Y2			44% (7)	56% (9)								16



Sutton Park School Silapa document SOY Term 1 Lea (Speaking) - Years 3-4 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	3% (1)	34% (10)	59% (17)	3% (1)								29
Y4			36% (8)	55% (12)	9% (2)							22

Sutton Park School Silapa document EOY Term 4 Lea (Speaking) - Year 3-4 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	3% (1)			59% (17)	38% (11)							29
Y4			5% (1)	24% (5)	57% (12)	14% (3)						21

Oral: By the end of 2021, 80% of Year 3 students will be speaking at and above Early L2 in the NZC, Taiala, TMoA and Silapa.



Sutton Park School Silapa document SOY Term 1 Lea (Speaking) - Years 5-6 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			3% (1)	23% (7)	60% (18)	13% (4)						30
Y6			4% (1)	7% (2)		48% (13)	41% (11)					27

Sutton Park School Silapa document EOY Term 4 Lea (Speaking) - Year 5-6 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)				7% (2)	50% (15)	40% (12)					30
Y6			3% (1)	7% (2)			72% (21)	17% (5)				29



Sutton Park School Silapa document SOY Term 1 Lea (Speaking) - Years 7-8 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						3% (1)	70% (21)	27% (8)				29
Y8				5% (1)			24% (5)	62% (13)	10% (2)			21

Sutton Park School Silapa document EOY Term 4 Lea (Speaking) - Year 7-8 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							10% (3)	73% (22)	17% (5)			30
Y8				5% (1)				14% (3)	57% (12)	24% (5)		21

Oral: By the end of 2021, **85% of Year 8 students** will be speaking at and above At L4 in the NZC, Taiala and Silapa.



Sutton Park School Silapa document SOY Term 1 Tohi (Writing) - Years 1-2 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	73% (8)	27% (3)										11
Y2	53% (9)	35% (6)	12% (2)									17

Sutton Park School Silapa document EOY Term 4 Tohi (Writing) - Year 0-2 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (1)											1
Y1	63% (15)	38% (9)										24
Y2			38% (6)	63% (10)								16



Sutton Park School Silapa document SOY Term 1 Tohi (Writing) - Years 3-4 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	7% (2)	31% (9)	62% (18)									29
Y4			55% (12)	41% (9)	5% (1)							22

Sutton Park School Silapa document EOY Term 4 Tohi (Writing) - Year 3-4 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	3% (1)		14% (4)	59% (17)	24% (7)							29
Y4			5% (1)	29% (6)	52% (11)	14% (3)						21

Writing: By the end of 2021, **80% of Year 3 students** will be writing at and above Early L2 in the NZC, Taiala, TMOA and Silapa.



Sutton Park School Silapa document SOY Term 1 Tohi (Writing) - Years 5-6 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)			23% (7)	53% (16)	20% (5)						30
Y6		4% (1)		7% (2)		59% (16)	30% (8)					27

Sutton Park School Silapa document EOY Term 4 Tohi (Writing) - Year 5-6 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)			3% (1)	7% (2)	53% (16)	33% (10)					30
Y6			3% (1)		7% (2)	7% (2)	69% (20)	14% (4)				29



Sutton Park School Silapa document SOY Term 1 Tohi (Writing) - Years 7-8 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						23% (7)	73% (22)	3% (1)				29
Y8			5% (1)			5% (1)	24% (5)	62% (13)	5% (1)			21

Sutton Park School Silapa document EOY Term 4 Tohi (Writing) - Year 7-8 Sia Ua

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							20% (6)	70% (21)	10% (3)			30
Y8			5% (1)					19% (4)	57% (12)	19% (4)		21

Writing: By the end of 2021, **85% of Year 8 students** will be writing at and above At L4 in the NZC, Taiala and Silapa.



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Statement of Kiwi Sport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2021 the school received total Kiwisport funding of \$8100.17 (excluding GST). The funding was put towards the purchase of Sports Gear, Sport activities and transports the total cost of which was \$8,500.00

The number of students participating in organised sport at the end of the school year was 100% of the school roll.

A handwritten signature in black ink, appearing to read 'Faatili Iosua Esera', is written over a faint, illegible printed name.

Faatili Iosua Esera