



# ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

## School Directory

<b>Ministry Number:</b>	<b>1520</b>
<b>Principal:</b>	Iosua Esera
<b>School Address:</b>	89 Vine Street Mangere East Auckland 2024
<b>School Postal Address:</b>	89 Vine Street Mangere East Auckland 2024
<b>School Phone:</b>	09 276 4560
<b>School Email:</b>	principal@suttonpark.school.nz
<b>Accountant / Service Provider:</b>	Canterbury Education Services (CES)

# SUTTON PARK SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

<b>Page</b>	<b>Statement</b>
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### **Financial Statements**

1	Members of the Board
2	Statement of Responsibility
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 20	Notes to the Financial Statements

### **Other Information**

Analysis of Variance

Kiwisport

# Sutton Park School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Julia Belford	Chairperson	Elected	June 2025
Ioelu Tataiolefua	Parent Representative	Elected	June 2025
Charlene Peters	Parent Representative	Elected	June 2025
Ofa Katoa	Parent Representative	Elected	June 2025
Deepanjali Raj	Parent Representative	Co-opted	June 2025
Talita Fitikefu	Parent Representative	Elected	June 2025
Fiona Filipe	Staff Representative	Elected	June 2025
May Ngatuakana	Parent Representative	Co-opted	June 2025
Iosua Esera	Principal	Ex officio	
Taniela Fangai'uiha	Parent Representative	Elected	May 2022
Deepanjali Raj	Parent Representative	Elected	May 2022
Naomi TeWhare	Parent Representative	Elected	May 2022
Tania Lakokiperitania	Staff Representative	Elected	May 2022

# Sutton Park School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 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

04 December 2024

Date:

Vaitimu Togi Lemanu

Full Name of Principal

Signed by:

*Vaitimu Togi Lemanu*

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Signature of Principal

03 December 2024

Date:

# Sutton Park School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	6,039,291	5,179,025	5,926,013
Locally Raised Funds	3	66,965	63,000	100,027
Interest Income		27,696	8,000	4,417
<b>Total Revenue</b>		<b>6,133,952</b>	<b>5,250,025</b>	<b>6,030,457</b>
<b>Expenses</b>				
Locally Raised Funds	3	52,753	70,900	42,943
Learning Resources	4	3,990,943	4,115,246	4,035,296
Administration	5	824,006	281,382	627,585
Finance		4,059	4,162	4,784
Property	6	988,915	835,889	847,595
		<b>5,860,676</b>	<b>5,307,579</b>	<b>5,558,203</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>273,276</b>	<b>(57,554)</b>	<b>472,254</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>273,276</b>	<b>(57,554)</b>	<b>472,254</b>

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,458,188	1,332,879	976,632
Total comprehensive revenue and expense for the year		273,276	(57,554)	472,254
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,938	-	9,302
<b>Equity at 31 December</b>		1,740,402	1,275,325	1,458,188
Accumulated comprehensive revenue and expense		1,740,402	1,275,325	1,458,188
Reserves		-	-	-
<b>Equity at 31 December</b>		1,740,402	1,275,325	1,458,188

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	374,292	87,170	395,894
Accounts Receivable	8	248,685	240,326	241,826
GST Receivable		17,791	9,996	9,998
Prepayments		7,729	11,723	11,723
Inventories	9	338	780	780
Investments	10	1,200,000	800,000	800,000
Funds Receivable for Capital Works Projects	17	33,979	-	25,321
		<u>1,882,814</u>	<u>1,149,995</u>	<u>1,485,542</u>
<b>Current Liabilities</b>				
Accounts Payable	12	279,475	307,184	409,327
Revenue Received in Advance	13	450	-	-
Provision for Cyclical Maintenance	14	-	52,656	-
Finance Lease Liability	15	13,533	14,501	36,634
Funds held in Trust	16	959	105,834	959
Funds held for Capital Works Projects	17	163,340	-	6,663
		<u>457,757</u>	<u>480,175</u>	<u>453,583</u>
<b>Working Capital Surplus/(Deficit)</b>		1,425,057	669,820	1,031,959
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	571,988	665,899	660,064
		<u>571,988</u>	<u>665,899</u>	<u>660,064</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	242,142	33,245	222,185
Finance Lease Liability	15	14,501	27,149	11,650
		<u>256,643</u>	<u>60,394</u>	<u>233,835</u>
<b>Net Assets</b>		<u>1,740,402</u>	<u>1,275,325</u>	<u>1,458,188</u>
<b>Equity</b>		<u>1,740,402</u>	<u>1,275,325</u>	<u>1,458,188</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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,031,818	1,732,434	2,261,962
Locally Raised Funds		52,338	64,500	101,822
Goods and Services Tax (net)		(7,793)	2	16,732
Payments to Employees		(999,447)	(1,014,510)	(938,837)
Payments to Suppliers		(609,624)	(1,003,789)	(636,376)
Interest Paid		(4,059)	(4,162)	(4,784)
Interest Received		27,696	8,000	4,417
Net cash from/(to) Operating Activities		490,929	(217,525)	804,936
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(77,369)	(320,841)	(162,456)
Purchase of Investments		(400,000)	-	(420,000)
Net cash from/(to) Investing Activities		(477,369)	(320,841)	(582,456)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		8,938	-	9,302
Finance Lease Payments		(44,100)	106,108	(32,120)
Funds Administered on Behalf of Third Parties		-	123,534	17,949
Net cash from/(to) Financing Activities		(35,162)	229,642	(4,869)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(21,602)</b>	<b>(308,724)</b>	<b>217,611</b>
Cash and cash equivalents at the beginning of the year	7	395,894	395,894	178,283
<b>Cash and cash equivalents at the end of the year</b>	7	<b>374,292</b>	<b>87,170</b>	<b>395,894</b>

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 2022

#### 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15.

**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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist**

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

**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 expected 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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	20 years
Board Owned Buildings	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

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

**k) 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.

**l) 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 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**m) Revenue Received in Advance**

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

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

**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) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such 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.

**p) 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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**q) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**r) 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.

**s) Budget Figures**

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

**u) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,674,884	1,834,580	2,564,056
Teachers' Salaries Grants	2,665,068	2,770,358	2,787,870
Use of Land and Buildings Grants	699,339	574,087	574,087
	6,039,291	5,179,025	5,926,013

The school has opted in to the donations scheme for this year. Total amount received was \$83,850.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	19,558	5,000	5,100
Fees for Extra Curricular Activities	13,958	8,500	8,680
Trading	6,629	6,000	6,221
Fundraising & Community Grants	7,884	5,500	80,026
Other Revenue	18,936	38,000	-
	66,965	63,000	100,027
<b>Expenses</b>			
Extra Curricular Activities Costs	50,850	56,100	41,200
Trading	1,057	1,800	1,177
Fundraising and Community Grant Costs	846	13,000	566
	52,753	70,900	42,943
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	14,212	(7,900)	57,084

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	303,272	233,520	212,330
Equipment Repairs	-	-	9
Information and Communication Technology	45,383	45,000	54,390
Employee Benefits - Salaries	3,419,972	3,570,462	3,529,246
Staff Development	33,021	64,000	46,983
Depreciation	189,295	202,264	192,338
	3,990,943	4,115,246	4,035,296

**5. Administration**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	7,850	7,850	7,620
Board Fees	9,200	10,000	10,600
Board Expenses	25,689	23,000	12,501
Communication	3,655	8,300	6,842
Consumables	8,639	18,500	6,908
Operating Lease	-	5,200	2,103
Other	23,789	24,700	25,089
Employee Benefits - Salaries	191,578	163,778	141,770
Insurance	6,706	5,186	6,092
Healthy School Lunches Programme	532,342	-	395,118
Service Providers, Contractors and Consultancy	14,558	14,868	12,942
	<u>824,006</u>	<u>281,382</u>	<u>627,585</u>

**6. Property**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	15,949	20,000	26,423
Consultancy and Contract Services	64,240	60,000	63,892
Cyclical Maintenance Provision	19,957	19,374	19,374
Grounds	24,217	23,300	10,065
Heat, Light and Water	54,654	41,500	38,425
Repairs and Maintenance	48,100	35,000	64,084
Use of Land and Buildings	699,339	574,087	574,087
Security	12,586	12,000	-
Employee Benefits - Salaries	49,873	50,628	51,245
	<u>988,915</u>	<u>835,889</u>	<u>847,595</u>

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**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	374,292	87,170	395,894
Cash and cash equivalents for Statement of Cash Flows	<u>374,292</u>	<u>87,170</u>	<u>395,894</u>

Of the \$374,292 Cash and Cash Equivalents, \$163,340 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 2023 on Crown owned school buildings.

**8. Accounts Receivable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	17,664	1,087	2,587
Teacher Salaries Grant Receivable	231,021	239,239	239,239
	<u>248,685</u>	<u>240,326</u>	<u>241,826</u>
Receivables from Exchange Transactions	17,664	1,087	2,587
Receivables from Non-Exchange Transactions	231,021	239,239	239,239
	<u>248,685</u>	<u>240,326</u>	<u>241,826</u>

**9. Inventories**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Stationery	338	780	780
	<u>338</u>	<u>780</u>	<u>780</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	1,200,000	800,000	800,000
Total Investments	<u>1,200,000</u>	<u>800,000</u>	<u>800,000</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	181,193	3,478			(42,053)	142,618
Furniture and Equipment	323,176	36,339			(64,309)	295,206
Information and Communication Technology	109,991	37,552			(39,157)	108,386
Leased Assets	45,704	23,850			(43,776)	25,778
<b>Balance at 31 December 2022</b>	<b>660,064</b>	<b>101,219</b>	<b>-</b>	<b>-</b>	<b>(189,295)</b>	<b>571,988</b>

The net carrying value of equipment held under a finance lease is \$25,778 (2021: \$45,704)

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	912,084	(769,466)	142,618	908,606	(727,413)	181,193
Furniture and Equipment	1,228,019	(932,813)	295,206	1,193,440	(870,264)	323,176
Information and Communication T	353,510	(245,124)	108,386	315,958	(205,967)	109,991
Leased Assets	136,592	(110,814)	25,778	112,742	(67,038)	45,704
<b>Balance at 31 December</b>	<b>2,630,205</b>	<b>(2,058,217)</b>	<b>571,988</b>	<b>2,530,746</b>	<b>(1,870,682)</b>	<b>660,064</b>

## 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	25,003	47,871	26,986
Accruals	14,089	7,620	28,506
Banking Staffing Overuse	-	-	102,142
Employee Entitlements - Salaries	240,383	251,693	239,239
Employee Entitlements - Leave Accrual	-	-	12,454
	<b>279,475</b>	<b>307,184</b>	<b>409,327</b>
Payables for Exchange Transactions	279,475	307,184	409,327
	<b>279,475</b>	<b>307,184</b>	<b>409,327</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Other revenue in Advance	450	-	-
	<u>450</u>	<u>-</u>	<u>-</u>

**14. Provision for Cyclical Maintenance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	222,185	222,185	223,241
Increase to the Provision During the Year	30,315	19,374	19,374
Use of the Provision During the Year	(10,358)	(176,088)	-
Provision at the End of the Year	<u>242,142</u>	<u>65,471</u>	<u>242,615</u>
Cyclical Maintenance - Current	-	52,656	-
Cyclical Maintenance - Non current	242,142	33,245	222,185
	<u>242,142</u>	<u>85,901</u>	<u>222,185</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

**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:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	21,456	35,000	39,004
Later than One Year and no Later than Five Years	10,824	10,000	12,781
Future Finance Charges	(4,246)	(3,350)	(3,500)
	<u>28,034</u>	<u>41,650</u>	<u>48,285</u>
<b>Represented by</b>			
Finance lease liability - Current	13,533	14,501	36,634
Finance lease liability - Non current	14,501	27,149	11,650
	<u>28,034</u>	<u>41,650</u>	<u>48,285</u>

**16. Funds held in Trust**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	959	105,834	959
	959	105,834	959

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Admin Interior Refurbish & Toilets	3,121		(3,121)		-
ILE/Toilet Upgrade/Roof Replacement (Project # 2 Project - Temporary Accommodation	3,542 (25,321)		(12,200)		(8,658) (25,321)
Junior Playground upgrade (Project # 235008)	-	121,574	(5,000)		116,574
Paved Playing Area - Asphalt and New Concrete (	-	71,591	(24,825)		46,766
<b>Totals</b>	<b>(18,658)</b>	<b>193,165</b>	<b>(45,146)</b>	<b>-</b>	<b>129,361</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	163,340
Funds Receivable from the Ministry of Education	(33,979)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Admin Interior Refurbish & Toilets	-	133,361	(130,240)	-	3,121
ILE/Toilet Upgrade/Roof Replacement (Project # 2 Project - Temporary Accommodation	(26,227) (312,776)	-	-	29,769 287,455	3,542 (25,321)
Block 1 Modernisation	279,631	-	-	(279,631)	-
Property Modernisation	(1,140)	-	-	1,140	-
MOE SIP Project - Heatpumps	-	10,620	(10,620)	-	-
MOE SIP Block 2 Cultural Panels	-	20,433	(20,433)	-	-
<b>Totals</b>	<b>(60,512)</b>	<b>164,414</b>	<b>(161,293)</b>	<b>38,733</b>	<b>(18,658)</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	6,663
Funds Receivable from the Ministry of Education	(25,321)

## 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.

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	9,200	10,600
<i>Leadership Team</i>		
Remuneration	391,485	391,751
Full-time equivalent members	3	3
Total key management personnel remuneration	400,685	402,351

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 Presiding member 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:

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
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:

<b>Remuneration</b>	<b>2022</b>	<b>2021</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100-110	3	-
110-120	3	3
	6	3

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:

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has no capital commitments.

(Capital commitments at 31 December 2021: as per note 17)

## 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

	<b>2022 Actual</b>	<b>2022 Budget (Unaudited)</b>	<b>2021 Actual</b>
	\$	\$	\$
Cash and Cash Equivalents	374,292	87,170	395,894
Receivables	248,685	240,326	241,826
Investments - Term Deposits	1,200,000	800,000	800,000
Total Financial assets measured at amortised cost	<u>1,822,977</u>	<u>1,127,496</u>	<u>1,437,720</u>

### Financial liabilities measured at amortised cost

Payables	279,475	307,184	409,327
Finance Leases	28,034	41,650	48,284
Total Financial Liabilities Measured at Amortised Cost	<u>307,509</u>	<u>348,834</u>	<u>457,611</u>

## **24. Events After Balance Date**

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

## **25. Comparatives**

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

## Independent Auditor's Report

# To the readers of Sutton Park School's Financial statements For the year ended 31 December 2022

RSM Hayes Audit

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

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

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 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 4 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.

### 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 school 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.

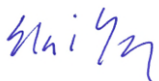
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

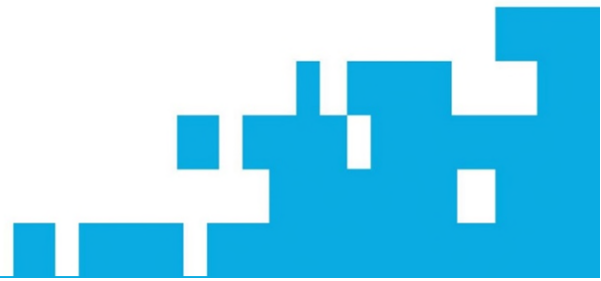
## Independence

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

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

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

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





# Analysis of Variance Reporting



<b>School Name:</b>	Sutton Park School	<b>School Number:</b>	1520
<b>Strategic Aim:</b>	<p><b>GOAL 1:</b> Accelerate student achievements especially in literacy and numeracy.</p> <p>Quality teaching and learning.</p>		
<b>Annual Aim:</b>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>By the end of 2022 every child will improve 2 e-asttle sublevels in Writing.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Learning progressions - how many learning progressions would equate to 1 ½ years.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Learning progressions - how many learning progressions would equate to 1 ½ years.</li> </ul> <p><b>ORACY:</b></p> <ul style="list-style-type: none"> <li>By the end of 2022, every child will be able to articulate their learning.</li> </ul>		
<b>Target:</b>	<p><b>2022 Targets - Years 1-4</b></p> <p><b>Writing:</b> By the end of 2022, 75% of Year 3 will be writing at and above Early Level 2 in the NZC, Taiala, TMOA and Silapa.</p> <p><b>Reading:</b> By the end of 2022, 80% of Year 3 will be reading at and above Early Level 2 in the NZC, Taiala, TMOA and Silapa.</p> <p><b>Maths:</b> By the end of 2022, 75% of Year 3 will achieve at and above At Early Level 2 in the NZC.</p>		

	<p><b>2022 Targets - Years 5-8</b></p> <p><b>Writing:</b> By the end of 2022, 75% of Year 6 and Year 8 will be writing at and above At Level 3 and at Level 4 in the NZC, Taiala and Silapa.</p> <p><b>Reading:</b> By the end of 2022, 75% of Year 6 and Year 8 will be reading at and above At Level 3 and At Level 4 in the NZC, TMOA, Taiala and Silapa.</p> <p><b>Maths:</b> By the end of 2022, 75% of Year 6 and Year 8 will be achieving at and above At Level 3 and At Level 4 in the NZC.</p>
<b>Baseline Data:</b>	<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• At the end of 2021, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• At the end of 2021, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.</li></ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"><li>• At the end of 2021, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.</li></ul>



## P.R.I.D.E

**Perseverance, Respect, Identity, Diversity and Excellence**

**Mission: Together we learn, Together we lead**

**Vision: Cast the net wide, set it deep to nourish learners for life.**

### EOY (End of Year data report for the whole school)

#### Years 1 - 8, Term 4 - 2022

#### **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, for all Total Immersion classes, their Reading and Writing data are 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 and where they are at in Term 3. 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.

Teachers normally finalise their OTJ's in Week 5 of each term.

**New Level entries:**

We are continuing to use the new level expectations with the description of the New Zealand Curriculum levels instead of National standards.

<p><b>Note 1</b></p>	<p><b><u>Agreed language:</u></b>                      Early or At Curriculum level ...  <b>Early</b> 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.  <b>At</b> means, a student is able to do <u>most</u> expectations at that level <u>most</u> of the time.</p>																	
<p><b>Note 2</b></p>	<p><b><u>Year Level Expectations</u></b></p> <table border="1" data-bbox="315 831 1115 1321"> <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 needs 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 next term. 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.

**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 Overall Teacher Judgement (OTJ). In Term 2, we have continued our online assessments for Years 5-8 and our teachers and students are aware of the expectations of assessing online.

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, syndicates 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.

We have specialist teachers who have been given the opportunity to lead and share their knowledge in specific areas in our staff meetings. The following specialist teachers are as follows: *Lineni Paea (Mathematics)*, *Rebecca Cowley (Writing)* and *Fiona Filipe (Student Agency)*. Each specialist teacher carries out at least one staff meeting per term and follow up sessions.

### **Conclusion:**

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

**Yellow - SOY data**

**Orange - EOY 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 SOY	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% (13)											13
Y2	65% (32)	31% (15)	4% (2)									49

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

8425 EOY	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% (6)											6
Y1	18% (4)	59% (13)	23% (5)									22
Y2	4% (2)	41% (23)	32% (18)	23% (13)								56



**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	8% (1)	50% (6)	42% (5)									12
Y2	2% (1)	35% (16)	35% (16)	28% (13)								46

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

11937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	30% (19)	31% (20)	33% (21)	6% (4)								64
Y4		10% (7)	18% (12)	66% (44)	6% (4)							67

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

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (3)	10% (6)	18% (11)	54% (33)	13% (8)							61
Y4		3% (2)	7% (5)	21% (15)	66% (47)	3% (2)						71

**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
<b>Y3</b>	3% (2)	11% (6)	18% (10)	54% (31)	14% (8)							<b>57</b>
<b>Y4</b>		2% (1)	6% (4)	18% (11)	71% (44)	3% (2)						<b>62</b>

**By the end of 2022, 80% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.**

**EOY = 67% achieved**

**CLEAN = 68% achieved**

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

11937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		4% (2)	10% (5)	21% (11)	56% (29)	10% (5)						52
Y6	1% (1)	1% (1)	1% (1)	5% (4)	37% (27)	44% (32)	10% (7)					73

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

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			2% (1)	2% (1)	36% (20)	50% (28)						56
Y6	1% (1)		1% (1)	4% (3)	11% (8)	13% (9)	63% (45)	6% (4)				71

**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
<b>Y5</b>			2% (1)	2% (1)	33% (16)	51% (25)	12% (6)					<b>49</b>
<b>Y6</b>	2% (1)			4% (3)	11% (7)	12% (8)	65% (43)	6% (4)				<b>66</b>

**By the end of 2022, 75% of Year 6 will be reading at/above EL3 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 69% achieved**

**CLEAN = 71% achieved**

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

1193 7 SOY	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)			7% (5)	24% (18)	56% (42)	12% (9)				75
Y8					4% (3)	11% (8)	46% (34)	32% (24)	5% (1)	1% (1)		74

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

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		4% (3)			1% (1)	8% (6)	21% (16)	45% (34)	18% (14)	3% (2)		76
Y8					1% (1)		3% (2)	14% (10)	64% (44)	14% (10)	3% (2)	69

**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
<b>Y7</b>		1% (1)			1% (1)	9% (6)	21% (14)	44% (30)	21% (14)	3% (2)		<b>68</b>
<b>Y8</b>					1% (1)			15% (10)	66% (44)	15% (10)	3% (2)	<b>67</b>

**By the end of 2022, 75% of Year 8 will be reading at/above EL4 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 81% achieved**

**CLEAN = 84% achieved**

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

11948 SOY	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% (13)											13
Y2	67% (33)	33% (16)										49

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

8457 EOY	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% (6)											6
Y1	32% (7)	45% (10)	23% (5)									22
Y2	7% (4)	41% (23)	41% (23)	11% (6)								56

**Sutton Park School NZ Curriculum CLEAN Writing Data Years 0-2**

	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y1</b>	25% (3)	42% (5)	33% (4)									<b>12</b>
<b>Y2</b>	9% (4)	32% (15)	46% (21)	13% (6)								<b>46</b>



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

11948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	34% (22)	39% (25)	25% (16)	2% (1)								64
Y4	1% (1)	9% (6)	31% (21)	54% (36)	4% (3)							67

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

8457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (3)	10% (6)	25% (15)	54% (33)	7% (4)							61
Y4		1% (1)	10% (7)	35% (25)	48% (34)	6% (4)						71

**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
<b>Y3</b>	4% (2)	11% (6)	25% (14)	53% (30)	7% (4)							<b>56</b>
<b>Y4</b>		2% (1)	6% (4)	34% (21)	52% (32)	6% (4)						<b>62</b>

**By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 61% achieved**

**CLEAN = 60% achieved**

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

11948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		2% (1)	13% (7)	25% (13)	58% (30)	2% (1)						52
Y6	1% (1)	1% (1)	1% (1)	10% (7)	36% (26)	45% (33)	5% (4)					73

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

8457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			2% (1)	9% (5)	34% (19)	45% (25)	11% (6)					56
Y6	1% (1)	1% (1)	1% (1)	4% (3)	13% (9)	11% (8)	62% (44)	6% (4)				71

**Sutton Park School NZ Curriculum CLEAN Writing 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
<b>Y5</b>			2% (1)	8% (4)	31% (15)	47% (23)	12% (6)					<b>49</b>
<b>Y6</b>	1% (1)		1% (1)	3% (2)	12% (8)	11% (7)	65% (42)	7% (4)				<b>65</b>

**By the end of 2022, 75% of Year 6 will be reading at/above EL3 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 68% achieved**

**CLEAN = 72% achieved**

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

<b>11948 SOY</b>	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y7</b>		1% (1)			7% (5)	29% (22)	52% (39)	11% (8)				<b>75</b>
<b>Y8</b>					4% (3)	12% (9)	42% (31)	38% (28)	3% (2)	1% (1)		<b>74</b>

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

<b>8457 EOY</b>	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y7</b>		4% (3)			1% (1)	9% (7)	18% (14)	51% (39)	14% (11)	1% (1)		<b>76</b>
<b>Y8</b>					1% (1)		4% (3)	16% (11)	64% (44)	12% (8)	3% (2)	<b>69</b>

**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
<b>Y7</b>		1% (1)			1% (1)	10% (7)	20% (13)	50% (34)	17% (11)	1% (1)		<b>68</b>
<b>Y8</b>					1% (1)		3% (2)	17% (11)	69% (44)	12% (8)	3% (2)	<b>68</b>

**By the end of 2022, 75% of Year 8 will be reading at/above EL4 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 79% achieved**

**CLEAN = 84% achieved**

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

1952 SOY	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% (27)	4% (1)										28
Y2	63% (42)	33% (22)	4% (3)									67

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

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	85% (11)	15% (2)										13
Y1	24% (11)	48% (22)	26% (12)	2% (1)								46
Y2	11% (8)	19% (13)	53% (37)	17% (12)								70

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

	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y1</b>	12% (3)	56% (14)	28% (7)	4% (1)								<b>25</b>
<b>Y2</b>	13% (8)	21% (13)	47% (29)	19% (12)								<b>62</b>



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

<b>11952 SOY</b>	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y3</b>	19% (12)	41% (26)	36% (23)	5% (3)								<b>64</b>
<b>Y4</b>		7% (5)	19% (13)	66% (44)	7% (5)							<b>67</b>

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

<b>8489 EOY</b>	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y3</b>		3% (2)	16% (10)	67% (41)	10% (6)	3% (2)						<b>61</b>
<b>Y4</b>		3% (2)	1% (1)	14% (10)	65% (45)	13% (9)	4% (3)					<b>71</b>

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

	<b>Pre L1</b>	<b>Early L1</b>	<b>At L1</b>	<b>Early L2</b>	<b>At L2</b>	<b>Early L3</b>	<b>At L3</b>	<b>Early L4</b>	<b>At L4</b>	<b>Early L5</b>	<b>At L5</b>	<b>Total</b>
<b>Y3</b>		3% (2)	18% (10)	64% (36)	11% (6)	4% (2)						<b>56</b>
<b>Y4</b>		2% (1)		11% (7)	68% (42)	14% (9)	5% (3)					<b>62</b>

**By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
EOY = 80% achieved CLEAN = 79% achieved**

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

1952 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		4% (2)	12% (6)	15% (8)	65% (34)	4% (2)						52
Y6	1% (1)			12% (9)	29% (21)	48% (35)	10% (7)					73

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

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			4% (2)	7% (4)	32% (18)	48% (27)	9% (5)					56
Y6	1% (1)		1% (1)	1% (1)	15% (11)	13% (9)	59% (42)	8% (6)				71

**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			4% (2)	8% (4)	27% (13)	51% (25)	10 (5)					49
Y6	1% (1)				17% (11)	12% (8)	61% (40)	9% (6)				66

**By the end of 2022, 75% of Year 6 will be reading at/above EL3 in the NZC, Silapa, Ta'iala, TMOA.  
 = 70% achieved                      EOY = 67% achieved                      CLEAN = 70% achieve**

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

11952 SOY	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)			9% (7)	29% (22)	44% (33)	15% (11)	1% (1)			75
Y8					1% (1)	16% (12)	36% (27)	43% (32)	1% (1)	1% (1)		74

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

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		4% (3)			1% (1)	8% (6)	24% (18)	46% (35)	11% (8)	7% (5)		76
Y8					1% (1)		6% (4)	19% (13)	58% (40)	14% (10)	1% (1)	69

**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		1% (1)			1% (1)	9% (6)	24% (16)	46% (31)	12% (8)	7% (5)		68
Y8					1% (1)		5% (3)	19% (13)	59% (40)	15% (10)	1% (1)	68

**By the end of 2022, 75% of Year 8 will be reading at/above EL4 in the NZC, Silapa, Ta'iala, TMOA. EOY = 73% achieved CLEAN = 75% achieved**

**Sia Ua Tongan Silapa document SOY Term 1: Lea (Speaking)**

10868 SOY	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% (9)											9
Y2	69% (18)	31% (8)										26

11462 EOY	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% (5)											5
Y1	47% (7)	53% (8)										15
Y2	16% (4)	28% (7)	36% (9)	20% (5)								25

10868 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		13% (2)	88% (14)									16
Y4	3% (1)	3% (1)	13% (4)	68% (21)	13% (4)							31

11462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			11% (2)	72% (13)	17% (3)							18
Y4		3% (1)	3% (1)	7% (2)	79% (23)	7% (2)						29

10868 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				21% (4)	63% (12)	16% (3)						19
Y6	4% (1)				4% (1)	79% (22)	14% (4)					28

11462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (1)	5% (1)	62% (13)	24% (5)	5% (1)				21
Y6	4% (1)					4% (1)	85% (23)	7% (2)				27

10868 SOY	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)	7% (2)			69% (20)	21% (5)				29
Y8							19% (6)	65% (20)	16% (5)			31

11462 EOY	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)			10% (3)	84% (26)	3% (1)			31
Y8								10% (3)	77% (24)	13% (4)		31

**Sia Ua Tongan Silapa document TOY Term 3: Laukonga (Reading)**

10862 SOY	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% (9)											9
Y2	62% (16)	38% (10)										26

11463 EOY	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% (5)											5
Y1	53% (8)	47% (7)										15
Y2	19% (5)	19% (5)	38% (10)	23% (6)								26

10862 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	13% (2)	6% (1)	81% (13)									16
Y4	6% (2)	6% (2)	19% (6)	58% (18)	10% (3)							31

11463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			11% (2)	72% (13)	17% (3)							18
Y4		7% (2)		3% (1)	90% (26)							29

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 89% achieved

10862 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				26% (5)	68% (13)	5% (1)						19
Y6	4% (1)				11% (3)	75% (21)	11% (3)					28

11463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (1)	24% (5)	52% (11)	19% (4)					21
Y6	4% (1)					19% (5)	74% (20)	4% (1)				27



10862 SOY	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)		3% (1)	3% (1)	72% (21)	17% (5)				29
Y8							29% (9)	61% (19)	10% (3)			31

11463 EOY	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)	3% (1)		23% (7)	71% (22)				31
Y8							6% (2)	13% (4)	71% (22)	10% (3)		31

**By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = 78% achieved**

**By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = 81% achieved**

**Sia Ua Tongan Silapa document MOY Term 2: Tohi (Writing)**

11482 SOY	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% (9)											9
Y2	62% (16)	38% (10)										26

11461 EOY	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% (5)											5
Y1	67% (10)	33% (5)										15
Y2	15% (4)	31% (8)	31% (8)	23% (6)								26

11482 SOY	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% (8)	6% (1)	44% (7)									16
Y4	13% (4)	3% (1)	10% (3)	74% (23)								31

11461 EOY	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% (1)	6% (1)	83% (15)	6% (1)							18
Y4		3% (1)	3% (1)	7% (2)	83% (25)		3% (1)					30

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 86% achieved

11482 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				32% (6)	63% (12)	5% (1)						19
Y6	4% (1)				14% (4)	71% (20)	11% (3)					28

11461 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (1)	24% (5)	52% (11)	19% (4)					21
Y6	4% (1)				4% (1)	7% (2)	81% (22)	4% (1)				27

11482 SOY	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)		7% (2)	7% (2)	66% (19)	17% (5)				29
Y8							26% (8)	65% (20)	10% (3)			31

11461 EOY	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)		3% (1)		16% (5)	74% (23)	3% (1)			31
Y8							6% (2)	10% (3)	61% (19)	23% (7)		31

**By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = 85% achieved**

**By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = 84% achieved**

**Masina Va'aia Samoan Ta'iala document TOY Term 3: Faitau Tusi (Reading)**

10826 SOY	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% (6)											6
Y2	33% (4)	42% (5)	25% (3)									12

10852 EOY	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% (2)										2
Y1			88% (7)	13% (1)								8
Y2		27% (3)	9% (1)	27% (3)	36% (4)							11

10826 SOY	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% (1)	59% (10)	35% (6)									17
Y4		9% (1)	18% (2)	36% (4)	27% (3)	9% (1)						11

10852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		8% (1)	31% (4)	46% (5)	15% (2)							13
Y4				18% (2)	64% (7)	18% (2)						11

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 61% achieved

10826 SOY	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)	20% (2)	70% (7)							10
Y6			8% (1)	8% (1)	42% (5)	42% (5)						12

10852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				11% (1)	11% (1)	44% (4)	33% (3)					9
Y6	8% (1)				15% (2)	38% (5)	23% (3)	15% (2)				13

10826 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					27% (4)	13% (2)	60% (9)					15
Y8				8% (1)	23% (3)	8% (1)	38% (5)	23% (3)				13

10852 EOY	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% (1)					18% (3)	24% (4)	41% (2)	12% (2)			17
Y8						17% (2)	8% (1)	17% (2)	58% (2)			12

**By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = 38% achieved**

**By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = 58% achieved**

**Masina Va'aia Samoan Ta'iala document TOY Term 3: Tautala (Speaking)**

10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	17% (1)	83% (5)										6
Y2	8% (1)	58% (7)	17% (2)	17% (2)								12

10848 EOY	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% (2)										2
Y1			75% (6)	25% (2)								8
Y2			36% (4)	9% (1)	55% (6)							11

10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	18% (3)	41% (7)	41% (7)									17
Y4				73% (8)	18% (2)	9% (1)						11



10848 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		8% (1)	38% (5)	31% (4)	23% (3)							13
Y4				45% (5)	45% (5)	9% (1)						11

10831 SOY	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)		90% (9)							10
Y6			8% (1)	25% (3)	25% (3)	33% (4)	8% (1)					12

10848 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				11% (1)	11% (1)	33% (3)	44% (4)					9
Y6					31% (4)	8% (1)	54% (2)	8% (1)				13

10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				13% (2)	20% (3)	20% (3)	40% (6)	7% (1)				15
Y8				15% (2)	15% (2)	8% (1)	31% (4)	31% (4)				13

10848 EOY	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% (1)	18% (3)	18% (3)	47% (8)	12% (2)			17
Y8					8% (1)	17% (2)		25% (3)	50% (6)			12

**Masina Va'aia Samoan Ta'iala document TOY Term 3: Tusitusi (Writing)**

10827 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	83% (5)	17% (1)										6
Y2	8% (1)	75% (9)	17% (2)									12

10850 EOY	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% (2)										2
Y1		13% (1)	50% (4)	38% (3)								8
Y2		18% (2)	18% (2)	27% (3)	36% (4)							11

10827 SOY	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% (1)	65% (11)	29% (5)									17
Y4			45% (5)	55% (6)								11

10850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			38% (5)	38% (5)	23% (3)							13
Y4			9% (1)	18% (2)	55% (6)	18% (2)						11

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 61% achieved

10827 SOY	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)	60% (6)							10
Y6				50% (6)	33% (4)	17% (2)						12

10850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			11% (1)		33% (3)	11% (1)	44% (4)					9
Y6	8% (1)			8% (1)	31% (4)	31% (4)	15% (2)	8% (1)				13

10827 SOY	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% (1)	27% (4)	27% (4)	40% (6)					15
Y8				15% (2)	15% (2)	8% (1)	54% (7)	8% (1)				13

10850 EOY	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% (1)				12% (2)	24% (4)	29% (5)	24% (4)	6% (1)			17
Y8				8% (1)	17% (2)		8% (1)	42% (5)	25% (3)			12

By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = **23% achieved**

By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = **25% achieved**

Nga taumata o TMoA mo te Rūmaki 2022

Sutton Park School Rumaki **SOY Term 1 KORERO Data 2022** Years 1-5

Tau Ako- How many?	Pre L1 Timata	Early L1 1 He Pīpī	At L1 / Early L2 1 He Kaha/ 1 He Pakari	Develop L2 Taumata 2	At L2 / Early L3 Taumata 2-3	Adv L2 / Develop L3 Taumata 3	At L3 / Early L4 Taumata 3-4
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				50% (2) (J) & (K) 50% (2)			
TA4 = 2					100% (2)		
TA5 = 5						40% (2) 60% (3)	
TA6 = 0							
<b>Total = 14</b>	42.9% - 6	57.1% - 8					

Ma te āta tautoko = 6 (-2). Kei te eke tonu = 8. Katoa = 14.

Sutton Park School Rumaki **EOY Term 4 KORERO Data 2022** Years 1-5

KORERO	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	KATOAA
Y1			100% (2)		2
Y2	100% (1)				1
Y3	33% (1) (1)	67% (2)			3
Y4	100% (2)				2
Y5	50% (3) (C)		50% (1)		6
Totals	50% 7-2	14.3% 2	35.7% 5		14

Ma te āta tautoko = 7 (-2). Kei te eke tonu = 2. Kei te eke = 5. Katoa = 14.

Explanation of **KORERO** Data.

<p><b>Maramatanga</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards 'Kei te eke tonu'. Programmes are put in place that the tamaiti works on to assist with their learning, behaviour or both that are monitored by myself. Tamariki are provided with time where they work with Whaea Uru to lift their reo. Korero whakawhiti is constantly between both Whaea mā about the progression of the child. Five tamariki take part in 'Te Puawaitanga o te reo Māori' programme that takes place within the Rūmaki. These tamariki have either arrived within the Rūmaki this year or need more assistance to learn Te Reo Māori. There are 5 in Total. The programme is an oral programme that motivates tamariki to Korero Te Reo Māori. Twice a week Whaea Aroha Ngaropo comes and carries out activities. Whaea Uru attends the sessions while I work with the rest of the tamariki. This programme has grown the confidence of these tamariki to korero Māori. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards 'Kei te eke'.</li> </ul>
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Tau Aho	NZC.	TMoA.
1	Early 1	He Pipī / He Kaha
2	At 1/ Early 2	He Kaha Ake / He Pakari 1 / He Pakari 2
3	Developing 2	Taumata 2
4	At 2 / Early 3	Taumata 2-3
5	Advanced 2 / Developing 3	Taumata 3

	<ul style="list-style-type: none"> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards '<b>Kei te eke Panuku</b>'.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> <li>❖ <b>Taumata of each tau ako:</b></li> </ul>
<p><b>The data shows:</b></p>	<p>Wahanga 1- <b>Ma te āta tautoko = 6. Kei te eke tonu = 8. Katoa = 14.</b>  Wahanga 4- <b>Ma te āta tautoko = 7. Kei te eke tonu = 2. Kei te eke = 5. Katoa = 14.</b>  <b>Whakamarama: Ma te āta tautoko:</b> 4 Tamariki = They are in a new medium of teaching- Te Reo Māori. 3 have te reo Māori within the home but their 1st reo is English. 3 have irregular attendance. The effect of the interrupted learning is revising and revisiting the learning.  <b>Kei te eke tonu = 2.</b> Tamariki are reminded to korero te reo. They have the reo but keep speaking in English.  <b>Kei te eke = 5.</b>  There is: 10 = Taumata 1. 1 = Taumata 2. 3 = Taumata 3. Y1-2 are at Taumata 1. <b>Year 1's</b> are achieving well. <b>Year 2</b> needs more encouragement. Year 3: need more motivation to korero Māori. Year 4 and some of Year 5 need more encouragement. Year 5 are achieving their taumata.</p> <p>The new tamariki (4) to our kura are progressing well. 3 have carried out individual roles within powhiri. Attendance- an ongoing issue that is constantly followed up. These tamariki know that there is learning on the digital platforms to carry out- learn waiata, karakia, mihi, korero. Therefore, when we consider the progression of the 14 tamariki within the Rūmaki, They have all progressed. They are more confident in speaking and understanding te reo Māori. They all need to speak Māori more.</p>
<p><b>Highlights.</b></p>	<p><b>Tu te korero:</b> All tamariki spoke.  <b>Te wiki o te reo Māori:</b> All tamariki assisted other tamariki from the kura.  <b>Karakia:</b> All tamariki can perform the karakia in front of others: kura, other places.  <b>Powhiri:</b> individual roles are carried out as best as the tamaiti can carry it out. Teina mā are more confident in what they need to do. <b>National Anthem.</b> TA5 kotiro carry out the karanga. These kotiro have been with me since they were 5 years old- confident and cheeky.</p>



Sutton Park School Rumaki **SOY Term 1 PANUI Data 2022** Years 1-5

Tau Ako- How many?	Pre L1 Timata	Early L1 1 He Pīpī	At L1 / Early L2 1 He Kaha/ 1 He Pakari	Develop L2 Taumata 2	At L2 / Early L3 Taumata 2-3	Adv L2 / Develop L3 Taumata 3	At L3 / Early L4 Taumata 3-4
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				50% (2) (J) & (K) 50% (2)			
TA4 = 2					100% (2)		
TA5 = 5						40% (2) 60% (3)	
TA6 = 0							
<b>Total = 14</b>	42.9% - 6	57.1% - 8					

Ma te āta tautoko = 6 (-2). Kei te eke tonu = 8. Katoa = 14.

Sutton Park School Rumaki **EOY Term 4 PANUI Data 2022** Years 1-5

Panui Wahanga 4	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	Total
Y1			100% (2)		2
Y2		100% (1)			1
Y3		33% (1) (I)	67% (2)		3
Y4	50% (1)	50% (1)			2
Y5	17% (1)	33% (2) (C)	50% (3)		6
<b>Totals</b>	14.3% 2	35.7% 5 (-2)	50% 7		14

**Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.**

**Explanation PANUI of Data.**

<b>Maramatanga</b>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards ‘<b>Kei te eke tonu</b>’. Tamariki read with Whaea Uru one on one. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards ‘<b>Kei te eke</b>’.</li> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards ‘<b>Kei te eke Panuku</b>’.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Kura Piro: Year 3:</b> By the end of 2022, <b>80% of Year 3</b> will be reading at and above EL2 in the NZC, TMoA.</li> <li>● <b>Rūmaki Piro: Tau Ako 3-</b> By the end of 2022, <b>60%</b> will be reading at and above: Developing Level 2 - KKi-KPa in Te Marautanga o Aotearoa.</li> </ul>																		
<b>The data shows:</b>	<p>Wahanga 1- <b>Ma te āta tautoko = 6. Kei te eke tonu = 8. Katoa = 14.</b></p> <p>Wahanga 4- <b>Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.</b></p> <p><b>Whakamarama: Ma te āta tautoko:</b> 2 Tamariki = Reading with Whaea Uru and being</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Tau ako</th> <th>NZC</th> <th>TMoA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Early 1</td> <td>Taumata 1-KHa/ KHe, KHe/ KHi</td> </tr> <tr> <td>2</td> <td>At 1 / Early 2</td> <td>Taumata 1-KHi/ KKa, KKa/KKe, KKe/KKi</td> </tr> <tr> <td>3</td> <td>Developing 2</td> <td>Taumata 2</td> </tr> <tr> <td>4</td> <td>At 2 / Early 3</td> <td>Taumata 2-3</td> </tr> <tr> <td>5</td> <td>Advanced 2 / Developing 3</td> <td>Taumata 3</td> </tr> </tbody> </table>	Tau ako	NZC	TMoA	1	Early 1	Taumata 1-KHa/ KHe, KHe/ KHi	2	At 1 / Early 2	Taumata 1-KHi/ KKa, KKa/KKe, KKe/KKi	3	Developing 2	Taumata 2	4	At 2 / Early 3	Taumata 2-3	5	Advanced 2 / Developing 3	Taumata 3
Tau ako	NZC	TMoA																	
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3	Developing 2	Taumata 2																	
4	At 2 / Early 3	Taumata 2-3																	
5	Advanced 2 / Developing 3	Taumata 3																	

	<p>encouraged to select and read material to, with her.</p> <p><b>Kei te eke tonu = 5.</b> Working on their understanding of text- predicting, questioning, finding meaning, making connections.</p> <p><b>Kei te eke = 7.</b> Working on their understanding of text- all the above and analyzing, justifying.</p> <p><b>Taumata of each tau ako:</b> Year 3: <b>One</b> is below their learning age level. <b>Two</b> have reached their learning age level.</p>
<b>Highlights.</b>	<p><b>Reading:</b> Reading more independently. .</p> <p><b>Phonics:</b> Tamariki are able to decode better- using sounds to form and decode new words within sentences.</p> <p><b>Making connections and meaning:</b> Tamariki are able to make connections and find meaning by using pictures, words , prior experiences.</p> <p><b>Waiata, karakia, mihi:</b> Tamariki are able to learn all these as they can recognise basic words, decode words they do not know and pronounce them correctly. They also understand the words.</p>

Sutton Park School **Rumaki SOY Term 1** TUHITUHI **Data 2022** Years 1-5

Tau Ako-How many?	Pre L1 Timata	Early L1 1 He Pīpī	At L1 / Early L2 1 He Kaha/ 1 He Pakari	Develop L2 Taumata 2	At L2 / Early L3 Taumata 2-3	Adv L2 / Develop L3 Taumata 3	At L3 / Early L4 Taumata 3-4
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				50% (2) (J) & (K) 50% (2)			

TA4 = 2					100% (2)		
TA5 = 5						40% (2) 60% (3)	
TA6 = 0							
<b>Total = 14</b>	42.9% 6	57.1% 8					

Ma te āta tautoko = 7. Kei te eke tonu = 7. Katoa = 14.

Sutton Park School Rumaki **EOY Term 4 TUHITUHI Data 2022** Years 1-5

Tuhituhi	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	Total
Y1			100% (2)		2
Y2		100% (1)			1
Y3		33% (1) (1)	67% (2)		3
Y4	50% (1)	50% (1)			2
Y5	17% (1)	33% (2) (C)	50% (3)		6
<b>Totals</b>	14.3% 2	35.7% 5 (-2)	50% 7		14

Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.

Explanation of **TUHITUHI** Data.

<p><b>Maramatanga</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards ‘<b>Kei te eke tonu</b>’.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards ‘<b>Kei te eke</b>’.</li> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards ‘<b>Kei te eke Panuku</b>’.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Year 3:</b> By the end of 2022, <b>75% of Year 3</b> will be writing at and above EL2 in the <b>TMoA</b>.</li> <li>• By the end of 2022, <b>60% of Tau Ako 3</b> will be reading at and above: Developing Level 2 - Taumata 2 (Early) in Te Marautanga o Aotearoa.</li> </ul>																																																																																																						
<p><b>The data shows:</b></p>	<p>Wahanga 1- <b>Ma te āta tautoko = 6. Kei te eke tonu = 8. Katoa = 14.</b>                  Wahanga 4- <b>Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.</b></p> <p><b>Whakamarama: Ma te āta tautoko:</b> 1 Tamaiti has irregular attendance. The other was working with an RTLB for his behaviour. However, he does not like to write. I have worked with him showing him that there are many ways to write- mindmaps, note taking, different types of sentences, drawing pictures. But the most important factor is to show others what you are thinking, your opinion. This is his 2nd year with us. He is now writing more but not to the standard of a Tau Ako 5. He also has irregular attendance.</p> <p><b>Kei te eke tonu = 5.</b> All tamariki are writing but not at their age reo Māori. The other has personal issues at home that are beyond her progressing.</p> <p><b>Kei te eke = 7.</b> TA1- are working on creating simple sentences using joining sounds to create the word they need. TA3 are working on one adding more detail to their writing to make it more interesting. All punctuation within their writing.</p> <p><b>Te Hanganga Reo Matatini.</b>                  This is a programme that has been introduced within the Rūmaki of explicit teaching of sounds (oro, kūoro), breaking &amp; joining sounds kupu (nouns, verbs, descriptive, tenses, plurals, etc...) sentences ( punctuation and all other aspects of writing. There are 3 Kaupae</p> <div data-bbox="1167 727 1592 1129" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="6">Te reo Māori Scope and Sequence</th> </tr> </thead> <tbody> <tr> <td colspan="6">Kaupae 1</td> </tr> <tr> <td>m</td> <td>a</td> <td>ā</td> <td>p</td> <td>t</td> <td>e ē h o ō k</td> </tr> <tr> <td colspan="6">Kaupae 2</td> </tr> <tr> <td>i</td> <td>ī</td> <td>n</td> <td>w</td> <td>ng</td> <td>r u ū wh</td> </tr> <tr> <td colspan="6">Kaupae 3</td> </tr> <tr> <td>aa</td> <td>ae</td> <td>ai</td> <td>ao</td> <td>au</td> <td>ea ee ei eo eu ia</td> </tr> <tr> <td>ie</td> <td>ii</td> <td>io</td> <td>iu</td> <td>oa</td> <td>oe oi oo ou ua ue</td> </tr> <tr> <td>ui</td> <td>uo</td> <td>uu</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">Kua oti</td> </tr> </tbody> </table>   <table border="1"> <thead> <tr> <th></th> <th>a</th> <th>e</th> <th>i</th> <th>o</th> <th>u</th> </tr> </thead> <tbody> <tr> <td>Kaupae 1</td> <td>1a = Pō</td> <td>1e = Tangi</td> <td>1i = Kupu</td> <td>1o = Kupu Manawa</td> <td>1u = Rerenga Kōrero</td> </tr> <tr> <td>Kaupae 2</td> <td>2a = Pō</td> <td>2e = Tangi</td> <td>2i = Kupu</td> <td>2o = Kupu Manawa</td> <td>2u = Rerenga Kōrero</td> </tr> <tr> <td>Kaupae 3</td> <td>3a = Orona</td> <td>3e = Tangi</td> <td>3i = Kupu</td> <td>3o = Revisit all Kupu Manawa</td> <td>3u = Rerenga Kōrero</td> </tr> </tbody> </table> </div> <p><b>Kaupae 1:</b> m, a, ā, p, t, e, ē, h, o, ō, k.  <b>Kaupae 2:</b> i, ī, n, w, ng, r, u, ū, wh- Reflect &amp; revise.  <b>Kaupae 3:</b> aa, ae, ai, ao, au, ea, ee, ei, eo, eu, ia ie, ii, io, iu,                  Each stage has accompanying resources- sound cards, Each rauemi ONLY has the sounds, words, sentences words that tamariki will need to make a complete</p> <table border="1"> <thead> <tr> <th>Tau Ako</th> <th>NCC</th> <th>TMoA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Early 1</td> <td>Taumata 1- Ka Oho</td> </tr> <tr> <td>2</td> <td>At 1 / Early 2</td> <td>Taumata 1- Ka Oho/ Ka Whai Horuhuru - Ka Whai Horuhuru</td> </tr> <tr> <td>3</td> <td>Developing 2</td> <td>Taumata 2- Ka Whai Horuhuru/ Ka Marawa</td> </tr> <tr> <td>4</td> <td>At 2 / Early 3</td> <td>Taumata 2-3- Ka Whai Horuhuru/ Ka Marawa</td> </tr> <tr> <td>5</td> <td>Advanced 2/ Developing 3</td> <td>Taumata 3- Ka Ka Marawa</td> </tr> </tbody> </table> <p>level. 4 are new to the kura and learning to control. However, all these tamariki are their skills of decoding- breaking and part of a writing Genre. TA5 are working on tamariki are working on placing</p> <p>📌 <b>2022: Hanganga Reo Matatini - Panui...</b> since Wahanga 2. The programme consists to make kupu, teaching different types of from simple to complex &amp; structure), (Stages).</p> <p>oa, oe, oi, oo, ou, ua, ue, ui, uo, uu. pictures, word, cards, sentences, books. relating to each stage. Kupu Mahara are the sentence- tēnei, tēna, tēra...</p>	Te reo Māori Scope and Sequence						Kaupae 1						m	a	ā	p	t	e ē h o ō k	Kaupae 2						i	ī	n	w	ng	r u ū wh	Kaupae 3						aa	ae	ai	ao	au	ea ee ei eo eu ia	ie	ii	io	iu	oa	oe oi oo ou ua ue	ui	uo	uu				Kua oti							a	e	i	o	u	Kaupae 1	1a = Pō	1e = Tangi	1i = Kupu	1o = Kupu Manawa	1u = Rerenga Kōrero	Kaupae 2	2a = Pō	2e = Tangi	2i = Kupu	2o = Kupu Manawa	2u = Rerenga Kōrero	Kaupae 3	3a = Orona	3e = Tangi	3i = Kupu	3o = Revisit all Kupu Manawa	3u = Rerenga Kōrero	Tau Ako	NCC	TMoA	1	Early 1	Taumata 1- Ka Oho	2	At 1 / Early 2	Taumata 1- Ka Oho/ Ka Whai Horuhuru - Ka Whai Horuhuru	3	Developing 2	Taumata 2- Ka Whai Horuhuru/ Ka Marawa	4	At 2 / Early 3	Taumata 2-3- Ka Whai Horuhuru/ Ka Marawa	5	Advanced 2/ Developing 3	Taumata 3- Ka Ka Marawa
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	<p>All tamariki were tested first then placed in each stage. All tamariki were tested in Korero, Panui, Tuhituhi. The results in Wahanga 2 revealed gaps within tamariki learning. I was able to discuss with other kaiako &amp; the creator of this programme, Mahina Selby-Law, results and why were they occurring- A tamaiti that would write 'mahī' as- 'moe, aniwaniwa, hikoi, ika' showed that his recognition of letters was the action and the word from Māori Jolly Phonics. So we eased off Māori Jolly Phonics. He, now, sounds and hears the consonants. This programme enables us to identify the learning need and focus on that need and assist the child in overcoming it. There has been a great improvement in tamariki learning within Korero, Panui &amp; Tuhituhi.</p> <p><b>Taumata of each tau ako:</b> Year 3: <b>One</b> is below their learning age level. <b>Two</b> have reached their learning age level.</p>
<p><b>Highlights.</b></p>	<p><b>Tu te korero:</b> Tamariki were able to compose their own kaupapa in te reo Māori.  <b>Seesaw, Akomanga Kūkara, Book Creator:</b> Tamariki adding work to these digital forms of writing.  <b>Kaimahi o te Rangi:</b> A responsibility within the Rūmaki- Write it properly or the teina will tell you.  <b>Tauira tuhituhi.:</b> Using their writing as a tauira.</p>

Sutton Park School **Rumaki SOY Term 1 PANGARAU Data 2022** Years 1-5.

Tau Ako- How many?	Pre 1 Taumata 1a Kaupae 0	Taumata 1a Kaupae 1	Taumata 1e Kaupae 3	Taumata 2a Kaupae 5a	Taumata 2e Kaupae 5e -	Taumata 3a Kaupae 6a	Taumata 3e Kaupae 6e
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				100% (4) (J) & (K)			
TA4 = 2					50% (1) 50% (1)		
TA5 = 5						20% (1) 80% (4)	
TA6 = 0							
<b>Total = 14</b>	14% - 2	86% - 12					

Ma te āta tautoko = 12. Kei te eke tonu = 2. Katoa = 14.

Sutton Park School Rumaki **EOY Term 4 PANGARAU Data 2022** Years 1-5.

Pangarau	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	Total
Y1				100% (2)	2
Y2		100% (1)			1
Y3		67% (2) (I)	33% (1)		3
Y4	50% (1)		50% (1)		2
Y5		50% (3)	50% (3) (C)		6
<b>Totals</b>	7.1% 1	42.9% 6	35.7% 5	14.3% 2	14

Ma te āta tautoko = 1. Kei te eke tonu = 6. Kei te eke = 5. Kei te eke Panuku = 2. Katoa = 14

Explanation of **PANGARAU** Data.

<b>Maramatanga</b>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards ‘<b>Kei te eke tonu</b>’. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards ‘<b>Kei te eke</b>’.</li> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards ‘<b>Kei te eke Panuku</b>’.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> <li>● <b>Piro o te Kura:</b> By the end of 2022, <b>75% of Year 3</b> will achieve at and above EL2 in the NZC, <b>TMoA</b>.</li> <li>● <b>By the end of 2022, 60% of Year 3</b> will achieve at and above: Developing Level 2 - Taumata 2a: Kaupae 5 in Te Marautanga o Aotearoa.</li> </ul>																		
<b>The data shows:</b>	<p>Wahanga 1- <b>Ma te āta tautoko</b> = 12. <b>Kei te eke tonu</b> = 2. <b>Katoa</b> = 14.</p> <p>Wahanga 4- <b>Ma te āta tautoko</b> = 1. <b>Kei te eke tonu</b> = 6. <b>Kei te eke</b> = 5. <b>Kei te eke Panuku</b>= 2. <b>Katoa</b> = 14.</p> <p><b>Whakamarama: Ma te āta tautoko:</b> 1 tamaiti has <b>Kei te eke tonu</b> = 6. All tamariki are learning to solve problems. However, I can see that TA3 and need confidence to work in this area.</p> <p><b>Kei te eke</b> = 5. Using all their strategies, skills to <b>Kei te eke Panuku</b> = Wanting to learn more.</p> <p><b>Taumata of each tau ako:</b> <b>Year 3: Two</b> are</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Tau Ako</th> <th>NZC</th> <th>TMoA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Early 1</td> <td>Taumata 1a- Kaupae 1-2</td> </tr> <tr> <td>2</td> <td>At 1/ Early 2</td> <td>Taumata 1e- Kaupae 3-4</td> </tr> <tr> <td>3</td> <td>Developing 2</td> <td>Taumata 2a- Kaupae 5a</td> </tr> <tr> <td>4</td> <td>At 2/ Early 3</td> <td>Taumata 2e- Kaupae 5e</td> </tr> <tr> <td>5</td> <td>Advanced 2/ Developing 3</td> <td>Taumata 3a-Kaupae 6a</td> </tr> </tbody> </table> <p style="margin-left: 20px;">irregular attendance. use the pangarau knowledge they have as strategies TA5 can reach their learning age level. They just solve problems, justify their answers. below their learning age level. <b>One</b> has reached</p>	Tau Ako	NZC	TMoA	1	Early 1	Taumata 1a- Kaupae 1-2	2	At 1/ Early 2	Taumata 1e- Kaupae 3-4	3	Developing 2	Taumata 2a- Kaupae 5a	4	At 2/ Early 3	Taumata 2e- Kaupae 5e	5	Advanced 2/ Developing 3	Taumata 3a-Kaupae 6a
Tau Ako	NZC	TMoA																	
1	Early 1	Taumata 1a- Kaupae 1-2																	
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4	At 2/ Early 3	Taumata 2e- Kaupae 5e																	
5	Advanced 2/ Developing 3	Taumata 3a-Kaupae 6a																	



	their learning age level.
<b>Highlights.</b>	<p><b>TA5:</b> 2 tamariki go to Akomanga 12 (Room 12) for added, higher assistance with their learning. This is greatly appreciated so that I can work with other tamariki. The gap between These 2 and the other TA5 tamariki is wide. It is smaller than before.</p> <p><b>TA1:</b> Tamariki just carry on with their mahi</p>

**Recommendations:**

- Te Puawaitanga o te reo Māori: To Have this in place for one more year so that I can implement Whaea Aroha's techniques and rauemi as well as Whaea Uru.
- Te Hanganga Reo Matatini: That we keep implementing this programme within the Rūmaki to lift Korero, Panui, Tuhituhi.
- To send TA5 & TA6 tamariki to Aorangi to assist with their Pangarau learning. Thank you Lineni & Rebecca.
- More PLD for me within Maths for TA5 and up.
- A reliever that can speak te reo Māori. At the moment if both whaea are absent, which is rarely, tamariki get sent out to Whenua, Moana, Aorangi. Thank you to all those syndicates. However, this pathway does not assist growing the fluency of te reo Māori within the tamariki.



**SUTTON PARK SCHOOL**  
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**Principal: Fa'atili Iosua Esera**

## **Statement of Kiwi Sport Funding**

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2022 the school received total Kiwisport funding of \$7,772.17 (excluding GST). The funding was put towards the purchase of Sports Gear, Sport activities and transports the total cost of which was \$8,000.00

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 'Iosua Esera', with a stylized flourish at the end.

Iosua Esera  
Principal