

Cargill Open Plan School Annual Report for the Year Ending 31 December 2023

Ministry Number: 1704

Principal: Donna Jones

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Cargill Open Plan School

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the school annual report and its findings.

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

This report is to provide and reflect the best education outcomes for its learners, effects of the Treaty of Waitangi, compliance, operational processes and high standards of curriculum delivery, data analysis and assessment.

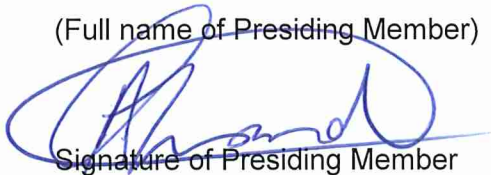
The School's 2023 annual report are authorised for issue by the Board.

Avean CHAND

Donna Ivy Jones

(Full name of Presiding Member)

(Full name of Principal)


Signature of Presiding Member


Signature of Principal

Date: 17-05-24

Date: 17.05.24

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Presiding member/principal's report (optional)

This could be a statement from your board's presiding member or principal informing the school or kura community about the achievements and successes of the previous year. The report also provides an opportunity to tell staff, parents and students about the risks, challenges and opportunities coming up in the year ahead.

A roll of increase from 21 students to 32, making over 50% progress in roll. Our successes in learning saw a trip to Maungatautari for historic curriculum and pepeha. The focus shifted to catering for meeting student learning and to accelerate student progress for mathematics. A teacher participated in the accelerated learning in mathematics and improved teacher practice at Level 2.

The Pacific and Maori language programme was successful in achievement at Level 2 – 3 for language structure and confidence in communicative approach. Confidence in leadership and competency enhanced cultural responsiveness and language capabilities for both students and staff. Cargill school hosted early childhood centres and students led powhiri ceremony to welcome guests. Mihi and language, tikanga Maori was implemented into real experiences for their knowledge of tikanga.

Another highlight was hosting an athletics event with another small school and was evident as the turnout was huge for supporters of both schools. It was based on participation but acknowledged for attainment in placings. The other school had tuakana students and presented an opportunity for Tokoroa Intermediate students to participate and help us to host. A most successful celebration of unity between Cargill and another small school.

Term 4 gave us an opportunity to host an important event to bring families together and for their children to showcase their whole years highlights for learning. Students introduced their presentations for various events such as Pacific migration, athletics, robotics, science, Pacific and Maori, legends, Maungatautari, celebrations and awards, music and performing arts and the senior camp.

Alongside of this last event, was the opportunity to consult with our community with students who had practised, decided and discussed their questions for parents or families to share for the strategic goals and implementation goals. The students encouraged whanau to tell how well the school worked, what else could be done, what did student need to leave with and their plans for the future.

List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Aneal Chand (presiding member)	2025
Donna Jones (principal)	
Lea Solomon	2025
Richard Philburn	2025
Tammy Winter	2025

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for a achieved.

The tables below show one way that you could lay this information out. In this format, you will need to copy the rows enough times to cover each of your actions, targets and strate

Strategic Goal 1: As per the strategic plan

Annual Target/Goal: As per the annual implementation plan 16%

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any difference (variances) between the targets and outcomes <i>Think about both where you have exceeded targets or not yet met them.</i>
Action 1 Implement Tapasa and identify Pacific descent, connections and learning languages	100% were able to recite one sentence of two languages Samoa and Tongan. 23% achieved 3 aspects of fluency 37% were able to recite 4 to 5 patterns 25% achieved 6 to 7 aspects 16% recalled 8 or more increments	8 students were Cook Island, 2 students were of Samoan and 1 student identified as 1 Tongan, resulting in 25% are Pacific of the school roll.	Exceeded our target of 75% compare data as this is the first data has been collected from
Action 2 Recall and raise basic facts achievement and solving rich number problems.	Overall 9% increased to 40% achievement for their appropriate expectations. Year 6 100% group at expected level or higher.	Source of data in graphs and SMS management – ERO conformed OTJs overall achievement for all mathematic topics	Although the target area of 0 achievement 75% was not reached were increases within various 70% did make progress to the for Year 1. Year 3 group 40% progress to expected level. Year of cohort are working at expected
Action 3 BSLA in junior school and build into senior school to increase writing achievement	62.5% achieved overall. Major impact was 47% for expected levels were Year 0, less in Year 1, highest at Year 2, Year 3 and Year 6 groups	Better Start Learning Approach tested and assessed students at start and end of ten week. But not available in ETap student system	BSLA is assessed in junior school seniors were receiving Lifelo for spelling so was unable to whether RSI A had impact on

How we have given effect to Te Tiriti o Waitangi (required)

Cargill School has given effect to the Treaty of Waitangi through the following approaches –

Attended and received professional learning from Maori Achievement Collaborative to provide guidance and advice for culturally sustainable pedagogy/practice

Assessment for learning from the resource Te Whare Tapu o te Ngākau Maori (MAC) and Te Reo Marautanga (Curriculum document for main stream schools)

Data and analysis of student achievement in Te Reo Maori and tikanga in student MS

Curriculum review refresh for histories

Student voice and agency in Maori design in logo rebranding and values, consultation with whanau

Te Tiriti/Whakaputanga professional guidance by MAC facilitors

Integrated curriculum of Te Ao Maori views

Local curriculum and NZ Histories research by students and staff

Mana whenua, marae, iwi, whakapapa, hikoi (Maungatautari,

Te Reo strategy development/implementation

Te Whare Tapu o te Ngākau Māori

Graduate profiles with MAC facilitation and Maori values, aspirations

Strategic planning and implementation of Te Reo Maori me nga tikanga

Leadership development in collaboration with Kahui Ako schools for Te Reo curriculum

Governance in acknowledging Te Reo in principal reporting and implementation plans approved by the Board

Tikanga mātauranga Maori through programmes in cultural activities; karakia, whakatauki, whare tupuna, pepeha, whakapapa, waiata (traditional chants and contemporary). Includes studies of composers and ancestral origins, links to whenua, powhiri, mihi, karanga, tangata whenua, manuhiri role, recognising patterns in kowhaiwhai, tukutuku

Level 4a (3-7.5 (12-30%) Te Reo language for 7 hours a week including instruction by fluent speaker and class teacher instruction in lessons

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>We have followed advise from NZSTA when necessary for guidance to ensure that employees are clear about their obligations, conduct and reflected policy as responsible employers.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>To consider all applications and follow procedures for policy employment opportunities programme – paid leave of one day for whanau, offer fully funded flu vaccinations, reimburse cost of head lice treatment, scabies, reimburse course fee for first aide, ACC physio surcharges for work related injuries, three counselling sessions. These opportunities are for all staff. Free Text Comment</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>To put the needs of the children at the centre of seeking suitable and experienced persons that can form positive relationships with our school. Ensure that there is input from suitable sources such as expert consultant for employing a principal and board representatives or delegated responsibilities to appropriate panels including principal for staff employment (incl. management).</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<p><i>Delivering programmes that recognise “tangata or mana whenua” and that we have a “balanced” ethnic and versatile team to involve the Maori community such as representatives on the Board and consultation with whanau and community. We liaise with the local agencies, Maori Achievement Collaborative, Raukawa and social services e.g. SWIS. We use staff knowledge in delivery of Te Reo and tikanga, Te Tiriti obligations and curriculum for programmes.</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Providing professional learning development opportunities for the needs of our school e.g. technical and ICT skills. We involve staff in whole school initiatives e.g. Health, MAC, PB4L etc for school programmes.</i></p>

How are you recognising the employment requirements of women?	<i>Equity in pay and conditions for both male and female employment is being dealt with at NZEI.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Disability facilities are available at our school asnd furnishings for special need</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	√	
Has this policy or programme been made available to staff?	√	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	√	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	√	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	√	
Does your EEO programme/policy set priorities and objectives?	√	

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

See attachment of Financial Statement

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

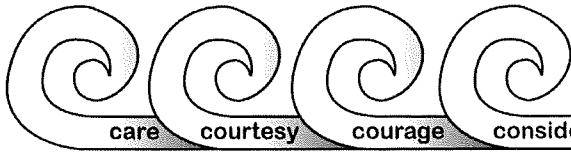
This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.



Cargill School Analysis of Variance 2023

Tapasa

Strategic Goal: Implement Tapasa documents and identify who our students are of Pacific descent, their Pacific community connections and giving learning opportunities to learn language.

Annual Goal 1:

Target 2023

Identify who our students are and important community members of Pacific descent and 75% of children will be able to speak basic sentences including Year 1 students expressing four different language structures, with increments up to Year 6, when students will include ten aspects incorporating knowledge of two Pacific languages and culture.

Results:

From Etap we have identified that there are 8 students named in their ethnic groups, 2 = Cook Island as first ethnic group, 3 = Cook Island as second ethnic group, 2 = Samoan, 1 = Tongan (8 students are of Pacific descent) which equates to 25% of school roll.

Overall Year Group Data

100% of students were able to recite one sentence of two languages, Samoan and/or Tongan

7 or 23% achieved 3 or less aspects of sentence fluency

12 or 37% were able to recite four to five sentence patterns

8 or 25% of students were able to achieve six to seven phrases

5 or 16% students achieved recalling eight or more features of using Samoa and Tongan

Overall 100% were able to successfully

Students can recall the number of features for Cargill School language use in Samoan or Tongan

Year Groups	Level 1: 1 - 3	Level 2: 4 - 7	Level 3: 8 - 10	Level 4: 11-15
Year 0 -1 = 10	7	3	0	0
Year 2 = 10	1	8	1	0
Year 3 = 5	0	5	0	0
Year 4 = 5	1	1	3	0
Year 5 = 0	0	0		
Year 6 = 2	0	1	1	
Totals 32	9	18	5	

Commentary:

- Regular teaching throughout the three terms by a fluent speaker of Te Reo Maori delivered most lessons separately from each other or combined them.
- Oral language was repetitive and used picture matching with greetings, nouns and expressions of feelings.
- Students responded as three languages were being taught in waiata, actions, small groups and then checked in whole class sessions where they individually recited their sentence structures on a daily basis.
- The sessions are founded on the communicative approach, where students are practicing the sentence patterns and consolidating the understanding through actions or flash cards.
- Each child is expected to recite regularly and is a relevant means of daily monitoring and assessment for student achievement using peer, group and observation.

Basic Facts

Strategic Goal:

We identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.

Annual Goal 2:

To recall basic facts at their stages and implement them for solving rich or number problems.

Baseline data and 2022

In 2022, 29% of Year 1 - 2 were less than stage 2 -3, 20% of Year 3 were stage 2 -3, Year 4 to Year 6 were 50% were based at Stage 5 to Stage 7.

While this showed progress over achievement of basic facts, a shift would indicate a change into strategy stages and accelerate growth for smaller groups.

But in comparison, data in term one 2023, for basic facts shows that 3% (1 student) only has achieved expected level, 97% are not achieving expected stage of basic facts.

T

2023 Target:

75% will be able to work proficiently on their strategy stages and mastery of basic facts to assist progress to expected levels.

Results: Term 4

Year Groups	Less than stage 2 -3	Stage 2 - 3	Stage 4	Stage 5	Stage 6	Stage 7	Total
Year 0 = 5	100% 5						5
Year 1 = 5	100% 5						5
Year 2 = 10	30% 3	70% 7					10
Year 3 = 3	20% 1		40% 2	40% 2			5
Year 4 = 7			20% 1	20% 1	60% 3		5

Year 5 = 0							0
Year 6 = 2						100% 2	2
Totals	43.8% 14	21.9% 7	21.9% 3	9.4% 3	9.4% 3	6.3% 2	32

Expectations of Achievement

Level 1 After 1 year - Stages 2 -3, After 2 years - Stage 4,

Level 2 After 3 years Early Stage 5, End of 4 year Stage 5,

Level 3 End of year 5 Early Stage 6, End of year 6 Stage 6, End of year 7 Early Stage 7

Commentary:

Year 0 - 1 children are not expected to progress to Stage 2 - 3. The results show that the Year 0 group remained at less than stage 2 - 3 which is acceptable because they had not received teaching for the whole year.

The year 1 group did not make progress towards stage 2 - 3 and neither did the year 2 reach the expected stage 4 level but of the 100% of this age group, 70% did make progress to the next stage (Stage 2 - 3)

Year 3 group lists one student who is a "priority learner" special needs at less than stage 2 - 3. 40% remained below but 40% has made progress and at the expected level

Year 4 lists 20% at stage 4 and not achieving expected stage but 80% of this cohort are working at the expected or higher level stage 6.

Year 6 100% of students are at the higher level beyond expectation.

We have decided that assessment is NOT taking place at the level prior to their next level but is either "achieving early or medial stages".

Our junior teacher is attending the Accelerated Learning in Mathematics to address the delivery and support teaching for the area where there are "targets" that need attention in the Years 0 - 2.

While the target area of 75% has not been reached, but from 9% at the start has increased to 40%

Writing

Strategic Goal:

To implement Structured Literacy in the junior school and build on it throughout the senior school to increase our writing achievement.

Baseline data and Target 2023

At the end of Year 2, 6 or 18% had not achieved Level 1 and below expectations.

3 or 9% of students (Year 3 & 4) were well below and not achieving

3 or 9% of Year 5 & 6 students were below or well below expected levels

We expect children to be achieving proficiency in literacy at

- Level 1 by the end of Year 2
- Level 2 by the end of Year 4
- Level 3 by the end of Year 6

Annual Goal 3:

Target 2023

To have 75% of children in Year 2, Year 4, Year 6 to be working proficiently at the expected level by systematic teaching of phonological awareness skills and letter sound knowledge.

Results:

Year Groups	Well Below	Below	At	Above	Total
Year 0		40% 2	60% 3		5
Year 1		60% 3	40% 2		5
Year 2		40% 4	60% 6		10
Year 3	20% 1		60% 3	20% 1	5
Year 4	20% 1			80% 4	5
Year 5	-				0
Year 6		50% 1	50% 1		2
Totals	6% 2	31% 10	47% 15	16% 5	32

Expected levels

Level 1: 1i - 1iii - After two years at school Level 2: 2i, 2ii, 2iii - After four years at school Level 3: 3i, 3ii, 3iii - By end of five and six years at school
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Of that group:

- Year 2 - 40% of year 2 were achieving below the level
- Year 2 - 60% of year 2 were achieving at the expected level
- Year 4 - 20% was two levels below and 80% were achieving at level
- Year 6 - 50% was below and 50% was at level
- 62.5% was achieved overall and across the ages/levels but only were 34% made progress at year 2, year 4, year 6 groups

Commentary

- These results were taken from the data for writing achievement across the school recorded as, OTJs or overall teacher judgments with spelling and writing levels of progress. However, there was no letter and sound analysis for our student management system (Etap).
- Our target area to improve writing skills was to focus on letter and sound analysis through spelling and decoding, in order to scribe their ideas, sentence structure and convey to audiences, clear, meaningful writing.
- The juniors do have data and a phonetics structured programme in progress. The teacher has been participating in Better Start Literacy Approach for 2 years.

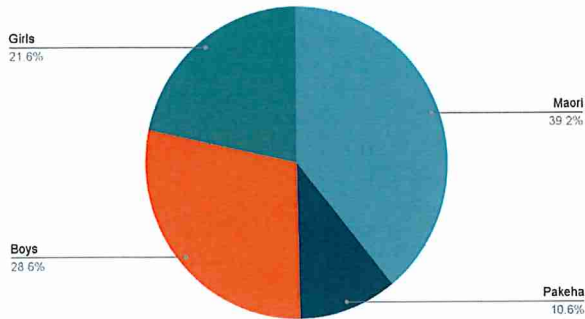
- The senior class are at the early stages of “Lifelong Literacy and Spelling” by Lyn Stone and the Resource Teacher of Literacy has delivered sessions of spelling and writing throughout the senior class and in attendance with students and/or teachers.
- Teaching principal has participated in the programme and is currently exploring handwriting with spelling skills.

This report is by
Donna Jones
March 2024

Overall Data of Achievement for Year 2023

Cargill Open Plan School

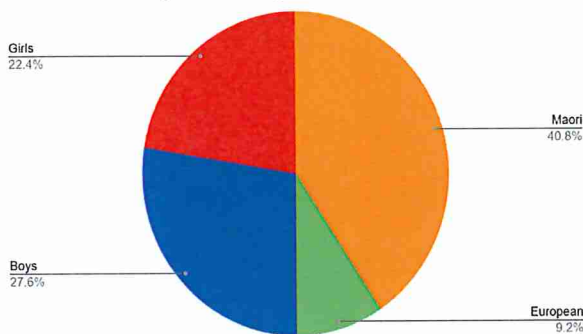
Overall Percentages of Mathematics Achievement 2023



Our overall achievement of midyear and end of year results with evaluation was that Maori students were the highest achievers for At and Above expected curriculum levels, registering 39.2% in mathematics OTJs and data taken from basic facts, profiles, algebra, measurement, geometry strands.

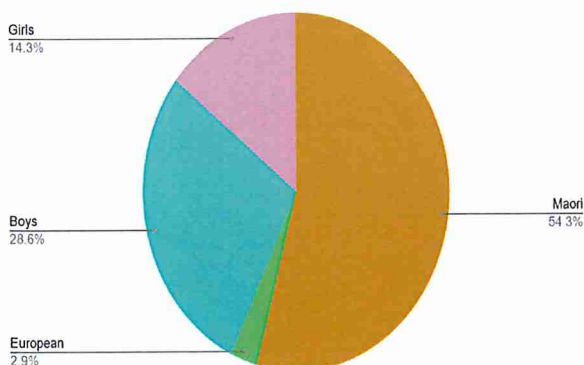
10.6% boys gained a higher % rate than girls in achievement. It was noted that an increase in Year 4 students were supported by a junior teacher who participated in accelerated learning in mathematics programme.

Overall Percentages of Writing Achievement 2023



Maori accounted for a higher percentage of progress in OTJs for achievement in writing and increased levels from 31% midyear to final 40.8% for expectation levels and above results at midyear and end of year terms. BSLA programmes have existed for 2 years in the junior school and lifelong literacy spelling was taught with support from the Resource Teacher Literacy. In comparison the smaller population of European students results were notably lower at 9.2%. There were two cohorts of four students who received intensive literacy instruction. Boys were observed at a slight higher rate than girls for overall progress.

Overall Percentages of Reading Achievement 2023



One European student was present at the time of assessment and was vastly different in roll and timing of the collection of data compared to the other learning areas as there were only 21 students in the ratio during Term 2 midyear data but increased at 50% for roll growth thereafter reading statistics were taken. A trend of Maori achievement is evident 54.3% because of their higher population numbers present at Cargill School then European students and so therefore had significant impact in results for reading achievement. For the gender in males again achieved success at higher rate of percentage 28.6% then girls at 14.3%

The overall achievement rates in all learning areas need to be within the groups of European students and girls to address their needs.