



Te Kura o Hau Karetu

He waka eke noa: *We're all in this waka together*

32 Hillside Drive, Māoribank, UPPER HUTT 5018

Phone (04) 5269-552, 027-5269-552

Email: office@tehaukaretu.school.nz

1 June 2022

Geoff Potter
BDO Wellington Audit Limited
Level 1, 50 Customhouse Quay,
Wellington 6011

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2021

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Te Kura o Hau Karetu (the School) for the year ended 31 December 2021 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2021; and
 - the 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 (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources, activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2021; and
 - the 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 (PBE) Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;

- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit (PBE) Standards Reduced Disclosure Regime

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.
- we confirm that our 10 year property preparer is independent from our school.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2021. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

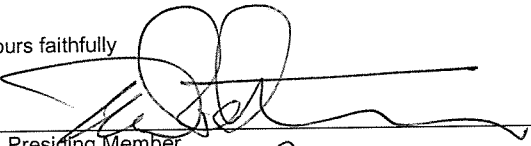
We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

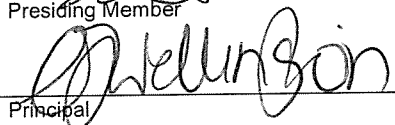
Publication of the financial statements and related audit report on a website

- We confirm that we are responsible for the electronic presentation of the audited financial statements, and:
- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
 - that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
 - that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
 - that the full financial statements have been provided on the website.

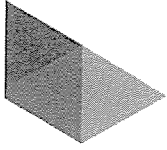
The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully


Presiding Member


Principal

Analysis of Variance Reporting



School Name:	Te Kura o Hau Karetu	School Number:	2902																						
Strategic Aim:	Students will make progress in literacy. This will be evidenced in relation to the NZC.																								
Annual Aims:	- Review the quality of literacy at Te Kura o Hau Karetu, including: working across the curriculum; writing; reading; phonics; and spelling. Align through PLD & training. Develop progression documentation spanning from years 1-6. - Continue to work on "engagement" and self-efficacy with the Upper Hutt Cluster, who will review levels of success - Continue to analyse systems of assessment in literacy for best ways of gathering accurate data for monitoring success and engagement. Moderation of all areas of literacy will be part of this. - Review success of Puzzles of Practice and modify as required. - Acceleration techniques are refreshed. - Purchase an SMS system that will support our ability to be able to accurately analyse data, and tracking of students, in order to enhance our decision making for improving literacy success. - Review our curriculum documentation in literacy. Reform phonics, spelling, reading, writing, handwriting, oral language and visual language. - Carry out needs based programmes as resources and time allows e.g. Reading Together, 5+, 7+ phonics extension etc. Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).																								
Target:	Strategic Goal 1: 90% of our students will make progress in reading and writing. - Māori students will be at the same, or within 10% of the other ethnicities in their reading, writing, and math success.																								
Baseline Data and Analysis:	Reading: Progress – in total 86% of the whole school made enough or accelerated progress in reading <table><thead><tr><th>Māori</th><th>NZE</th><th>Other Ethn</th><th>Boys</th><th>Girls</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr></thead><tbody><tr><td>87%</td><td>85%</td><td>86%</td><td>81%</td><td>92%</td><td>100%</td><td>90%</td><td>95%</td><td>88%</td><td>67%</td><td>72%</td></tr></tbody></table> Overall Teacher Judgement (OTJ) for Reading at or above:			Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6	87%	85%	86%	81%	92%	100%	90%	95%	88%	67%	72%
Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6															
87%	85%	86%	81%	92%	100%	90%	95%	88%	67%	72%															

Whole School OTJ for Reading is 53% of students at or above.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
59%	67%	57%	59%	66%	61%	35%	73%	71%	67%	71%

• Writing:

Progress – in total 86% of our whole school made enough or accelerated progress in writing.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
75%	82%	100%	75%	84%	83%	100%	100%	76%	42%	58%

We fell short of our goal of 90% of students making progress in student literacy targets by 4% which is not a bad variance.

Overall Teacher Judgement (OTJ) for Writing at or above:

Whole School OTJ for Writing is 49% of students at or above.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
	48%		43%	56%	39%	40%	41%	55%	33%	72%

• Maths:

Our goal for mathematics this year was to continue to make mathematics relevant to our students.

Progress – 76% of our whole school made enough or accelerated progress in math.

This compares with:

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
72%	90%	71%	78%	78%	95%	95%	82%	65%	83%	62%

Overall Teacher Judgement (OTJ) for Math at or above:

Whole School OTJ for Math is 71% of students at or above.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
		57%	75%	66%	89%	80%	55%	65%	50%	67%

The one group that stood out in particular were the boys who were the lowest in writing with only 43% of them writing at or above their expected age level. And they will be our target students for 2022 in literacy.

We are very happy with:

- The progress of the year 1 and 2 students in reading, writing, and maths. While they may not be working at the levels they should be for each of these areas, their progress is accelerated, and that's what will help them to get to the levels they should be by the time they leave our school at year 6.
- Other Ethnicities are the group who exceeded the progression in literacy at 100%.
- While Maori are only at 49% of the expected levels for writing, they are at the school average.
- Maori are above the school wide average for reading progression on 87%.

We are concerned about:

- Year 1, 2 and 3 writing levels, but there is lots of progression which is heartening.
- Writing continues to be our nemesis – it is much lower than we would like. However, progress in writing is the highest of reading or maths, which means we are doing something right in our programmes and on our way up towards accelerating students to where they should be. I would venture to say that our phonics programmes are doing the trick here.
- Boys are lower than girls in writing, and not progressing as well either. They are also below girls in reading.

What we will continue to do and need to do:

- Our phonics programmes which seem to be working well for students who have difficulty with letters and numbers.
- Problem solving in mathematics with the group norms we follow. This has meant students are much more likely to have the confidence to attempt to solve a problem, they just revert to their old ways of doing mathematics and haven't really learnt many different strategies for doing math.
- We need to increase opportunities for reading and writing.
- We need to incorporate math into literacy.

What we will stop doing:

- DMIC in the way we've been doing it. We have math specialists on our staffing and we will support teachers to increase students' number knowledge and new strategy learning in 2022.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen? – see attached data report to Board</i>	Evaluation <i>Where to next?</i>
We started off by analysing and researching our phonics programme – as it is in the year 1-2 levels that were generally slow to start. This led us to whole school trialling/experimentation of a mixture of Yolanda Sorry!, and structured literacy, with the idea that we don't throw the baby out with the bathwater. We are already doing some great stuff, and we have had many debates among the staff as to how we might manage with the resources we already have, and what we already know about teaching and learning in literacy. We had one teacher take phonics programmes separately from the classroom programme for our middle and senior students who we considered were likely dyslexic.	As we moved through the phonics, we then began to think about how we teach handwriting (it all must be the same throughout the school, otherwise students are repeating the same letters incorrectly). We also began to realise we weren't all teaching writing genres. Teachers have had some lengthy, robust debates around the use of how we use the existing resources we have. What we started noticing with our phonics programme is that it had a positive flow on effect for our ESL and dyslexic students. Their confidence developed in their writing, and they began to write more, and with more accurate spelling. We think that focussing on only a few sounds first, is helping those students who find the acquisition of letter sounds. And we can be flexible about moving on students who are ready.	• Reading: Progress – in total 86% of the whole school made enough or accelerated progress in reading. This is 4% shy of our goal. • Writing: Progress – in total 86% of our whole school made enough or accelerated progress in writing. This is 4% shy of our goal. What does “progress” mean? Within each level, there are three steps. And for students who are operating at pre-school level, there can be up to 6 steps. When a child has progressed to another step within the level, that is progress. Usually one step is enough for a student to be within range of working within the space they need to be. However, if they are behind where they need to be, they need to be making accelerated progress which would constitute 2 or more steps. Disclaimer – due to small numbers of students in some instances, some of the totals may be 1-2% out. Māori made slightly better progress (2%) than NZE or Other ethnicities overall. Māori are slightly behind NZE in reading OTJs by 8% but made slightly better progress than NZE, and in writing, Māori are 1% ahead of NZE. We found with the year 1 and 2 students, 100% of them were making progress in writing, and 90% and 95% respectively made progress in reading, so they met or exceeded our goals. This is the first year we've seen this much progress in the junior area, and exactly what we wanted to see. Year 4 and year 6 students made the least progress in literacy, but we think this is because they are working towards the end of the curriculum level. Year 4 and 6 students are working better at their expected curriculum level than other year levels.	We need to: • Carry on with our phonics programmes and making them a priority. Phonics will need to be delivered similarly across the school. • Teach reading and writing is as many authentic contexts as possible (i.e. being culturally responsive and connected). • Increase Māori achievement and measure our Māori immersion students' achievement compared to mainstream – what difference will the rumaki make? • Formalise the curriculum delivery plan so that it is consistent across the school • Continue to monitor progress as well as OTJs in reading, writing and maths. • Consider how important the teaching of Te Ao Maori is to the progress of our learners. • Consider how to make other curriculum areas important and include those into our literacy.

Planning for next year:

While we saw plenty of progress in 2021, we continue to struggle to increase the levels of literacy expected for students at their age level.

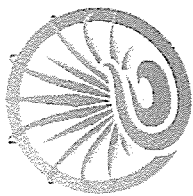
- We will focus on students experiencing a variety of the curriculum, and make links to literacy;
- We want to see Māori achieving at the same rate or better than NZE;
- We want to see 95% of our students make progress in literacy, using our phonics programme, as this translates into better writing and reading
- We would like to Year 4 and year 6 students make more accelerated progress in literacy (they were the year 3 and 5s in 2021)
- We'd like to see boys making accelerated improvement in literacy for 2022.

The Board will put resourcing into a specialist teacher continuing to work with teachers for 2022 on literacy and phonics.

The Board and Ministry of Education have committed to .5 FTE for Reading Recovery. This may include small group work.

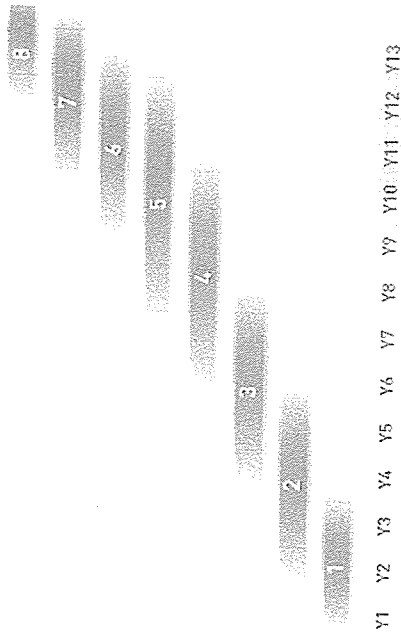
Leadership will commit to working with teachers closely –

- o we will include literacy in all cycles of inquiry,
- o we will hold a staff meeting each week dedicated to the development and consistent understanding of how we deliver literacy at our kura
- o focus our PLD budget on improving our literacy practice (focus on Sheena Cameron Oral Language, Reading, and Written Language).



End of year Data Report to Board Te Kura o Hau Karetu 2021

Years and Curriculum Levels



Introduction:

As part of the Board's duties to monitor and evaluate student learning outcomes (NAGs 1 and 2), the following is a report on how our students are performing regarding the New Zealand Curriculum for reading, writing, mathematics, and key competencies. The results are formed using a combination of National tools (testing), conversations the teacher has with students, and observations the teacher makes. These results have been moderated by teachers, but briefly, comparing it with the New Zealand Curriculum achievement objectives.

The following is to be read in conjunction with the End of Year Data and Progress Reports.

Goals:

A reminder that our goals for this year were that 90% of our students would progress in literacy for 2021.

School Demographics:

Of the 110 students whose results are included in this year's data:

- 64 are Maori = 58%
- 39 are New Zealand European = 36%
- 7 are Pasifika or Asian = 6% (grouped together so that students are not identifiable)
- There are 60 boys (55%) and 50 (45%) girls.

Year 1 students = 18 = 16%

Year 2 students = 20 = 18%

Year 3 students = 22 = 20%

Year 4 students = 17 = 15%

Year 5 students = 12 = 12%

Year 6 students = 21 = 19%

One of the things we know about our year 1 and 2 students coming in to school is that the majority of them may be operating at a pre-school level but what we have seen is that by the time they reach year 2-3 they start making significant progress as they develop readiness skills, social skills, and learn the basics of phonics that one would expect for a 5 year old.

What does "progress" mean?

See above levels. Within each level, there are three steps. And for students who are operating at pre-school level, there can be up to 6 steps. When a child has progressed to another step within the level, that is progress. Usually one step is enough for a student to be within range of working within the space they need to be. However, if they are behind where they need to be, they need to be making accelerated progress which would constitute 2 or more steps.

Disclaimer – due to small numbers of students in some instances, some of the totals may be 1-2% out.

- **Reading:**

Progress – in total 86% of the whole school made enough or accelerated progress in reading

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
87%	85%	86%	81%	92%	100%	90%	95%	88%	67%	72%

Overall Teacher Judgement (OTJ) for Reading at or above:

Whole School OTJ for Reading is 63% of students at or above.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
59%	67%	57%	59%	66%	61%	35%	73%	71%	67%	71%

- **Writing:**

Progress – in total 86% of our whole school made enough or accelerated progress in writing.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
75%	82%	100%	75%	84%	83%	100%	100%	76%	42%	58%

We fell short of our goal of 90% of students making progress in student literacy targets by 4% which is not a bad variance.

Overall Teacher Judgement (OTJ) for Writing at or above:

Whole School OTJ for Writing is 49% of students at or above.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
49%	48%	57%	43%	56%	39%	40%	41%	65%	33%	72%

- **Maths:**

Our goal for mathematics this year was to continue to make mathematics relevant to our students.

Progress – 76% of our whole school made enough or accelerated progress in math.

This compares with:

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
72%	90%	71%	78%	78%	95%	95%	82%	65%	83%	62%

Overall Teacher Judgement (OTJ) for Math at or above:

Whole School OTJ for Math is 71% of students at or above.

Māori	NZE	Other Ethn	Boys	Girls	Y1	Y2	Y3	Y4	Y5	Y6
71%	74%	57%	75%	66%	89%	80%	55%	85%	50%	67%

Analysis:

We are very happy with:

- The progress of the year 1 and 2 students in reading, writing, and maths. While they may not be working at the levels they should be for each of these areas, their progress is accelerated, and that's what will help them to get to the levels they should be by the time they leave our school at year 6.
- Other Ethnicities are the group who exceeded the progression in literacy at 100%.
- While Maori are only at 49% of the expected levels for writing, they are at the school average.
- Maori are above the school wide average for reading progression on 87%.

We are concerned about:

- Year 1, 2 and 3 writing levels, but there is lots of progression which is heartening.
- Writing continues to be our nemesis – it is much lower than we would like. However, progress in writing is the highest of reading or maths, which means we are doing something right in our programmes and on our way up towards accelerating students to where they should be. I would venture to say that our phonics programmes are doing the trick here.
- Boys are lower than girls in writing, and not progressing as well either. They are also below girls in reading.

What we will continue to do and need to do:

- Our phonics programmes which seem to be working well for students who have difficulty with letters and numbers.
- Problem solving in mathematics with the group norms we follow. This has meant students are much more likely to have the confidence to attempt to solve a problem, they just revert to their old ways of doing mathematics and haven't really learnt many different strategies for doing math.
- We need to increase opportunities for reading and writing.
- We need to incorporate math into literacy.

What we will stop doing:

- DMIC in the way we've been doing it. Jane McFarlane and I will support teachers to increase students' basic facts and strategies in 2022.

Karen Wellington
12 December 2021



Te Kura o Hau Karetu

He waka eke noa: *We're all in this waka together*
32 Hillside Drive, Māoribank, UPPER HUTT 5018
Phone (04) 5269-552, 027-5269-552
Email: office@tehaukaretu.school.nz

31 May 2022

To Whom It May Concern,

Kiwisport Funds

I wish to confirm that all our Kiwisport funds of \$1,501.72 for 2021 were used to maintain our school pool. This meant that every child in the school was able to access the pool and have swimming lessons 3 or more times per week for 10 weeks in 2021.

Ngā mihi nui

Karen Wellington
Principal/Kaihautu



Te Kura o Hau Karetu Board 2022

Matt Petrie	Board Chair as at September 2020	waiata@me.com	Elected 21 June 2019
Occupation – Social Worker			Phone 022 658 1042
Karen Wellington	Principal	principal@maoribank.school.nz	Phone 027 526 5267
Donna Williams	Staff Rep	donna.williams@maoribank.school.nz	Elected 21 June 2019
Occupation – Teacher			027 416 1504
Ronnie Rawiri	Māori Rep	kahimou23@yahoo.co.nz	Elected 21 June 2019
Occupation – Head Teacher Kohanga Reo			027 241 5119
Michelle Andrews	Parent Rep	michellemcarthur19@gmail.com	Elected 21 June 2019
Occupation – Office Manager			027 672 1514
Neil Carroll	Finance Rep	carrolls@xtra.co.nz	Co-opted 23 July 2019
Occupation – Open Polytech Executive Director Academic Services and Deputy Chief Executive			027 447 2603
Rhoslyn Thomas	Parent Rep	rhoslyn.i.thomas@gmail.com	Elected October 2020
Occupation - Nurse			0279532180

