



Avonhead School

Growing Excellence Together

Piki ake te tihi ngātahi

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	3287
Principal:	Charles Levings
School Address	55 Avonhead Road, Avonhead, Christchurch
School Postal Address:	55 Avonhead Road, Christchurch, 8042
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AVONHEAD SCHOOL

Annual Report - For the year ended 31 December 2019

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Avonhead School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Charles Levings	Principal	ex Officio	
Richard Graham	Parent Rep	Co-opted	Jun 2022
John Ruge	Chairperson	Co-opted	Jun 2022
Melissa Green	Parent Rep	Elected	May 2019
Michelle Bradford	Parent Rep	Elected	May 2019
Justin Nixon	Parent Rep	Co-opted	Jun 2022
Lauren Wilton	Parent Rep	Elected	Jun 2022
Simi Maanaima	Parent Rep	Co-opted	Jun 2022
Tim Weusten	Staff Rep	Elected	Sep 2022
Adrian Sawyer	Parent Rep	Elected	May 2019
Amanda Hack	Staff Representative	Elected	May 2019

Avonhead School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflect the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

JOHN COLIN RUGE
Full Name of Board Chairperson


Signature of Board Chairperson

18-05-20
Date:

Kenneth Charles Levings
Full Name of Principal


Signature of Principal

13-05-2020
Date:

Avonhead School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	4,604,925	4,505,261	4,445,661
Locally Raised Funds	3	266,107	90,250	293,853
Interest Income		29,349	15,500	32,739
International Students	3	6,054	15,000	18,682
		<u>4,906,435</u>	<u>4,626,011</u>	<u>4,790,935</u>
Expenses				
Locally Raised Funds	3	63,120	15,000	59,662
International Students	3	(252)	-	6,198
Learning Resources	4	3,010,962	2,884,303	2,837,452
Administration	5	230,767	248,950	220,748
Finance Costs		2,176	-	1,878
Property	6	1,336,824	1,360,996	1,321,285
Depreciation	7	137,358	135,000	135,190
Loss on Disposal of Property, Plant and Equipment		1,071	-	1,563
		<u>4,782,026</u>	<u>4,644,249</u>	<u>4,583,976</u>
Net Surplus / (Deficit)		124,409	(18,238)	206,959
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>124,409</u>	<u>(18,238)</u>	<u>206,959</u>

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

Avonhead School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	<u>1,947,579</u>	<u>1,947,579</u>	<u>1,739,330</u>
Total comprehensive revenue and expense for the year	124,409	(18,238)	206,959
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	1,290
Equity at 31 December	<u>2,071,988</u>	<u>1,929,341</u>	<u>1,947,579</u>
Retained Earnings	2,071,988	1,929,341	1,947,579
Equity at 31 December	<u>2,071,988</u>	<u>1,929,341</u>	<u>1,947,579</u>

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.

Avonhead School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	223,882	278,467	161,705
Accounts Receivable	9	183,184	168,490	168,490
GST Receivable		18,981	20,313	20,313
Prepayments		20,366	26,459	26,459
Inventories	10	1,272	4,233	4,233
Investments	11	783,883	757,506	757,506
		<u>1,231,568</u>	<u>1,255,468</u>	<u>1,138,706</u>
Current Liabilities				
Accounts Payable	13	188,418	201,665	201,665
Revenue Received in Advance	14	1,682	19,977	19,977
Finance Lease Liability - Current Portion	15	24,406	20,555	20,555
		<u>214,506</u>	<u>242,197</u>	<u>242,197</u>
Working Capital Surplus/(Deficit)		1,017,062	1,013,271	896,509
Non-current Assets				
Investments (more than 12 months)	11	2,000	2,000	2,000
Property, Plant and Equipment	12	1,063,556	935,774	1,070,774
		<u>1,065,556</u>	<u>937,774</u>	<u>1,072,774</u>
Non-current Liabilities				
Finance Lease Liability	15	10,630	21,704	21,704
		<u>10,630</u>	<u>21,704</u>	<u>21,704</u>
Net Assets		<u>2,071,988</u>	<u>1,929,341</u>	<u>1,947,579</u>
Equity		<u>2,071,988</u>	<u>1,929,341</u>	<u>1,947,579</u>

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

Avonhead School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		1,026,411	926,747	980,042
Locally Raised Funds		255,109	90,250	294,122
International Students		-	15,000	3,886
Goods and Services Tax (net)		1,332	-	(436)
Payments to Employees		(510,888)	(464,300)	(470,844)
Payments to Suppliers		(572,556)	(466,435)	(528,109)
Interest Received		29,756	15,500	29,542
Net cash from / (to) the Operating Activities		229,164	116,762	308,203
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(127,450)	-	(105,634)
Purchase of Investments		(26,377)	-	(24,837)
Net cash from the Investing Activities		(153,827)	-	(130,471)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,290
Finance Lease Payments		(13,160)	-	(24,115)
Net cash from Financing Activities		(13,160)	-	(22,825)
Net increase/(decrease) in cash and cash equivalents		<u>62,177</u>	<u>116,762</u>	<u>154,907</u>
Cash and cash equivalents at the beginning of the year	8	161,705	161,705	6,798
Cash and cash equivalents at the end of the year	8	<u>223,882</u>	<u>278,467</u>	<u>161,705</u>

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 omitted.

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

Avonhead School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

Avonhead School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 24.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

1.8. Inventories

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

1.9. 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.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.10. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense, except for sets of like items with a collective worth exceeding \$500.

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	10–40 years
Furniture and equipment	5–10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3–5 years
Library resources	10 years

1.11. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

1.12. 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.

1.13. Employment Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

1.14. 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.

1.15. 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.

1.16. Provision for Cyclical Maintenance

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

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

1.17. Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

1.18. 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.

1.19. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

1.20. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	809,495	833,216	825,838
Teachers' salaries grants	2,490,668	2,490,668	2,354,883
Use of Land and Buildings grants	1,087,846	1,087,846	1,091,268
Other MoE Grants	204,711	93,531	162,845
Other government grants	12,205	-	10,827
	<u>4,604,925</u>	<u>4,505,261</u>	<u>4,445,661</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	126,627	30,000	109,863
Fundraising	18,526	-	10,333
Bequests & Grants	6,864	7,000	6,774
Other revenue	57,188	42,150	106,003
Trading	11,660	11,000	12,238
Activities	45,242	100	48,642
	<u>266,107</u>	<u>90,250</u>	<u>293,853</u>
Expenses			
Activities	27,442	-	35,261
Trading	16,571	10,000	10,424
Fundraising (costs of raising funds)	12,696	-	9,903
Other Expenses	6,411	5,000	4,074
	<u>63,120</u>	<u>15,000</u>	<u>59,662</u>
<i>Surplus for the year Locally raised funds</i>	<u>202,987</u>	<u>75,250</u>	<u>234,191</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	55,809	47,267	67,685
Equipment repairs	706	1,500	1,367
Information and communication technology	33,448	42,568	28,695
Extra-curricular activities	89,916	-	82,265
Library resources	3,524	9,500	3,475
Employee benefits - salaries	2,797,576	2,750,968	2,634,677
Staff development	29,983	32,500	19,288
	<u>3,010,962</u>	<u>2,884,303</u>	<u>2,837,452</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,358	3,860	2,416
Board of Trustees Fees	8,815	8,500	5,850
Board of Trustees Expenses	9,510	7,300	5,477
Communication	3,548	3,450	3,316
Consumables	13,469	24,600	21,479
Operating Lease	11,525	14,100	1,513
Other	21,711	22,430	20,479
Employee Benefits - Salaries	131,347	138,000	133,336
Insurance	20,774	21,000	21,248
Service Providers, Contractors and Consultancy	5,710	5,710	5,634
	<u>230,767</u>	<u>248,950</u>	<u>220,748</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,218	5,500	6,622
Consultancy and Contract Services	80,650	89,925	75,419
Cyclical Maintenance Provision	-	3,500	-
Grounds	23,483	18,000	9,087
Heat, Light and Water	49,858	55,000	50,154
Rates	9,269	9,000	8,244
Repairs and Maintenance	20,520	22,225	20,232
Use of Land and Buildings	1,087,846	1,087,846	1,091,268
Security	3,123	4,000	2,545
Employee Benefits - Salaries	54,857	66,000	57,714
	<u>1,336,824</u>	<u>1,360,996</u>	<u>1,321,285</u>

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

7. Depreciation of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	23,425	23,000	22,946
Furniture and Equipment	38,543	38,000	37,601
Information and Communication Technology	49,371	49,000	45,581
Leased Assets	24,772	24,000	23,285
Library Resources	1,247	1,000	5,777
	<u>137,358</u>	<u>135,000</u>	<u>135,190</u>

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	-	-
Bank Current Account	223,863	278,467	161,687
Bank Call Account	19	-	18
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>223,882</u>	<u>278,467</u>	<u>161,705</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	1,389	2,632	2,632
Interest Receivable	15,174	15,581	15,581
Banking Staffing Underuse	11,141	-	-
Teacher Salaries Grant Receivable	155,480	150,277	150,277
	<u>183,184</u>	<u>168,490</u>	<u>168,490</u>
Receivables from Exchange Transactions	16,563	18,213	18,213
Receivables from Non-Exchange Transactions	166,621	150,277	150,277
	<u>183,184</u>	<u>168,490</u>	<u>168,490</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	1,272	4,233	4,233
	<u>1,272</u>	<u>4,233</u>	<u>4,233</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	783,883	757,506	757,506
Non-current Asset			
Shares	2,000	2,000	2,000
Total Investments	<u>785,883</u>	<u>759,506</u>	<u>759,506</u>

The School holds two shares in Canterbury Education Services Society Limited. The shares are not listed on an active market. The shares are measured at cost as fair value cannot be reliably measured. The School has received approval to hold the shares under section 73 of the Education Act 1989.

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	693,071	17,234	-	-	(23,425)	686,880
Furniture and Equipment	193,718	35,344	-	-	(38,543)	190,519
Information and Communication	137,694	55,045	-	-	(49,371)	143,368
Leased Assets	39,943	16,400	-	-	(24,772)	31,571
Library Resources	6,348	7,188	(1,071)	-	(1,247)	11,218
Balance at 31 December 2019	1,070,774	131,211	(1,071)	-	(137,358)	1,063,556

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	946,208	(259,328)	686,880
Furniture and Equipment	683,526	(493,007)	190,519
Information and Communication	429,542	(286,174)	143,368
Leased Assets	85,530	(53,959)	31,571
Library Resources	55,214	(43,996)	11,218
Balance at 31 December 2019	2,200,020	(1,136,464)	1,063,556

The net carrying value of equipment held under a finance lease is \$31,571 (2018: \$39,943)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	704,907	11,110	-	-	(22,946)	693,071
Furniture and Equipment	200,110	31,209	-	-	(37,601)	193,718
Information and Communication	125,590	57,685	-	-	(45,581)	137,694
Leased Assets	62,097	1,131	-	-	(23,285)	39,943
Library Resources	8,058	5,630	(1,563)	-	(5,777)	6,348
Balance at 31 December 2018	1,100,762	106,765	(1,563)	-	(135,190)	1,070,774

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	928,974	(235,903)	693,071
Furniture and Equipment	648,183	(454,465)	193,718
Information and Communication	374,496	(236,802)	137,694
Leased Assets	81,769	(41,826)	39,943
Library Resources	57,771	(51,423)	6,348
Balance at 31 December 2018	2,091,193	(1,020,419)	1,070,774

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	7,197	2,321	2,321
Accruals	3,269	14,057	14,057
Employee Entitlements - salaries	155,480	150,277	150,277
Employee Entitlements - leave accrual	22,472	35,010	35,010
	188,418	201,665	201,665
Payables for Exchange Transactions	188,418	201,665	201,665
	188,418	201,665	201,665

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	-	6,054	6,054
Other	1,682	13,923	13,923
	<u>1,682</u>	<u>19,977</u>	<u>19,977</u>

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	24,406	20,555	20,555
Later than One Year and no Later than Five Years	12,504	23,114	23,114
	<u>36,910</u>	<u>43,669</u>	<u>43,669</u>

16. 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.

17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	8,815	5,850
Full-time equivalent members	0.50	0.50
<i>Leadership Team</i>		
Remuneration	383,085	341,148
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>391,900</u>	<u>346,998</u>
Total full-time equivalent personnel	<u>3.50</u>	<u>3.50</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	20 - 30	10 - 20
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	2.00	-
110 - 120	-	-
120 - 130	-	-
	<u>2.00</u>	<u>-</u>

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

18. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$ -	\$ -
Number of People	-	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: MacBook contract \$4,015)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts:

21. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

22. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	223,882	278,467	161,705
Receivables	183,184	168,490	168,490
Investments - Term Deposits	783,883	757,506	757,506
Shares	2,000	2,000	2,000
Total Financial assets measured at amortised cost	1,192,949	1,206,463	1,089,701

Financial liabilities measured at amortised cost

Payables	188,418	201,665	201,665
Finance Leases	35,036	42,259	42,259
Total Financial liabilities measured at amortised Cost	223,454	243,924	243,924

23. Events After Balance Date

Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

24. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

07/05/2020

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received \$8, 999.50 (excluding GST)


- Extra Sport equipment
- Employment of a sports administrator
- Bus subsidies to allow students to get to organised sports games
- Release of teachers to enable teams to participate in a greater range of sports events and activities
- Subsidy of some students who were unable to attend sports events because of cost
- Employment of a coach teacher to work with students in sporting codes.

The number of students that participated in organised sport events was 600 students.


Charles Levings

Principal


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Strategic goals	Aims	Actions/Tasks	Responsibility	Outcome
Excellent Collaborative Learning	<p>1. Embed excellent teaching and learning programmes and practices across our school</p> 	<p>1i. Targeted Teaching & U.D.L (Universal Design for Learning) practices are a regular part of all teaching and learning programmes across our school. Learning is adapted and differentiated to meet the needs of all our learners.</p> <p>1ii. All teachers take personal responsibility to ensure they are confident and competent at planning and assessing against progress outcomes for all areas of the curriculum.</p> <p>1iii. All staff are confident and competent at teaching:</p> <ul style="list-style-type: none"> the Digital Technologies Curriculum the Health and Physical Education Curriculum across our school targeted Professional Development supports this. 		<p>1i. All students are actively engaged and all students make expected progress across the curriculum.</p>
				<p>1ii. All students are engaged in authentic learning experiences across the curriculum. Teachers regularly analyse student progress, and use this information to plan next steps in student's learning.</p>
				<p>1iii. All students experience success in Digital Technologies, Physical Education and Health on a regular basis across our school.</p>
		<p>1iv. Continue to grow the leadership qualities of our Team Leaders through targeted PLD also.</p>		<p>1iv. Team Leaders are confident and skilled at leading their team and develop their own leadership qualities further.</p>
		<p>1v. Teachers have regular quality learning conversations with students about their learning so that they are an integral part of their learning journey.</p>		<p>1v. All students understand and can talk about their learning and their next steps clearly. Students share evidence of their learning regularly with whānau and peers using a variety of medium using digital technologies.</p>
		<p>1vi. Continue to integrate and incorporate Tātaiako Competencies and inclusive practices across our school. Our school's values support the Wellbeing 'Hāuora' of all students, whānau and staff. Our cultural diversity is celebrated and acknowledged in everything we do.</p>		<p>1vi. All students and staff feel included and supported and show our Values, Learner Qualities and Character Strengths daily. A strong sense of Whanaungatānga (belonging) is evident across our school.</p>




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		<p>1vi. All Teaching and learning programmes support and integrate Tikanga and Te reo across our school.</p> <p>1iix. Our Tuakana Teina model is evident across our school to grow our students as leaders.</p>		<p>1vi. All students can understand and speak reo words, numbers, phrases and commands. Karakia and Waiata are a regular part of every classes daily programme and tikanga continues to be nurtured across our school'.</p> <p>1iix. All our students support and encourage each other. Students have opportunities to demonstrate their leadership skills through their involvement in various groups such as: our Pasifika and Kapa Haka Groups, Houses and Cultural Ambassadors in our school.</p>
<p>Excellent Collaborative Learning</p>	<p>2. Continue to improve our S.M.S (Student Management System</p>  <p>Avonhead School Growing Excellence Together pike ake ti tihi ngatahi</p>	<p>2i. Students' learning and progress is tracked and shared through a variety of digital platforms regularly.</p> <p>2ii. Our SMS is used to monitor progress & inform students and parents about their learning regularly (minimum twice per year). Introduce our parents to our parent portal on our SMS.</p> <p>2iii. Teachers use our SMS to regularly monitor and assess student progress.</p> <p>2iv. Team Leaders and teachers continue to ensure Maori and Pasifika students' progress and achievement is prioritised across the school. Relationships with whānau is prioritised.</p>		<p>2i. Students monitor and share their own learning through a variety of platforms such as portfolios, seesaw and our SMS Spotlight tool.</p> <p>2ii. Parents are able to use our parent portal and Skool loop app to access information. Parents feel more connected to the school and able to support their child's learning.</p> <p>2iii. All teachers are competent in using our SMS and use this to analyse student progress and plan student's next steps in their learning.</p> <p>2iv. All students make expected progress in a year and teachers communicate this regularly with students and whānau. Parents feel more connected with their child's learning and our school.</p>
<p>Excellent Collaborative Learning</p>	<p>3. To enrich student learning through eLearning</p>	<p>3i. Our eLearning specialist will facilitate the effective use of digital tools for learning and teaching aligned to UDL principles.</p>		<p>3i. Students use DT regularly to support their learning.</p>


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	<p>3ii. Teachers are actively engaged in PLD and use the new library 'Accessit' web app with students as part of their learning programmes. Students use the app regularly.</p> <p>3ii All students in Y5-8 have the opportunity to BYOD (bring their own device) to support their learning. Our DT technologies team develop and implement a plan to encourage more of our students to bring their own devices.</p> <p>3iii. Teachers, with the support of the DT team, continue to grow the digital citizenship of all our students using our digital citizen expectations.</p> <p>3iv. Teachers and students are supported the implementation of the new digital technologies curriculum through modelling, coaching and by driving initiatives that promote development of:</p> <ul style="list-style-type: none"> • Computational thinking • A Design-Thinking approach to creating digital content <p>3v. Continue to grow student creativity, innovation and effective communication through the media team.</p>		<p>3iii. Our new 'Accessit' Library platform is well utilised by all students, teachers and whānau.</p> <p>3ii. More students bring their own devices to school in Y5-8 to use for their learning. Strong systems and policies are in place to ensure this is successful.</p> <p>3iii. Students and parents understand that being an excellent digital citizen means living our values at all times. There is a clear understanding and shared responsibility for this between parents, students and staff.</p> <p>3iv. Elements of the new digital technologies' curriculum content are being successfully implemented across the school and students are involved in hands on experiences in design-thinking and computational thinking.</p> <p>3v. The media team creates and shares information in a digital format through our online school website regularly.</p>
<p>Innovative and Flexible Learning Environments</p>	<p>4. All our spaces allow for innovation and flexibility in learning</p>	<p>4i. Teachers use our environments flexibly to enhance learning opportunities for all students. Our spaces allow for innovation and differentiation of students' learning.</p> <p>4ii. Teachers and students utilise our outdoor learning spaces more as these are developed and improved further.</p>	<p>4i. Innovative teaching and learning takes place across our school. Our learning spaces are visibly well organised, learning focused and flexible.</p> <p>4ii. Students are actively engaged and enjoy our outdoor spaces for learning and play. These are safe, fun and an extension of our flexible indoor learning spaces.</p>

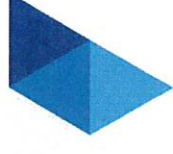
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 <p>Avonhead School Growing Excellence Together Pike ake te tihi ngatahi</p>	 <p>Avonhead School Growing Excellence Together Pike ake te tihi ngatahi</p>	<p>4iii. All staff, students and whānau take responsibility for growing our vision of caring for our environment by:</p> <ul style="list-style-type: none"> ensuring 'future focused' learning opportunities are planned for and embedded across our school with a focus on sustainability ensuring both team & individual initiatives drive sustainable practice across our school prioritising social actions for the environment through teaching and learning inquiry opportunities 	<p>4iii. All our students, staff & whānau care for and look after our environment. Staff and students demonstrate sustainable practices as a result planned social actions with their students by:</p> <ul style="list-style-type: none"> all students & staff bringing litter free lunches to school the development and care of our edible vegetable & fruit gardens across our school waste being reduced and recycled correctly across all classrooms staff empowering students to take action for the environment through modelling and their leadership
<p>An Engaged Community</p>  <p>Avonhead School Growing Excellence Together Pike ake te tihi ngatahi</p>	<p>5. To engage our community in all aspects of school life</p>	<p>5i. To continue to celebrate and foster our cultural diversity across our school as well as grow our whānau involvement in our cultural events each year.</p> <p>5ii. To grow our Cultural Ambassadors role across the school.</p> <p>5iii. Our specialist iterant music programme and groups continue to grow across our school.</p> <p>5iv. Chinese / Mandarin speaking is promoted through our senior language programme.</p>	<p>5i. More staff, students and whānau are involved in our Mix and Mingle evenings each term and our Cultural Events each year.</p> <p>5ii. Cultural Ambassadors are visible and involved in our school, at our cultural events and as Tuakana.</p> <p>5iii. More students are involved in our music groups and perform at assemblies, whole school & community events throughout the year.</p> <p>5iv. Students have the opportunity to learn Mandarin as a specialist language in Y7&8 supported by a MLA (Mandarin Learning Assistant) along with other languages.</p>
<p>An Engaged Community (Continued)</p>	<p>6. To regularly communicate with whanau</p>	<p>6i. Ensure our website is updated regularly and this is shared with whānau via our new Skool Loop app.</p>	<p>6i. Parents use our website regularly know what is happening across our school. They feel connected and better informed through our Skool Loop App.</p>
<p>An Engaged Community... (continued)</p>	<p>7. To grow our network of support throughout our school</p>	<p>7i. Continue to promote, model and live our Values and Learner Qualities across the school.</p>	<p>7i. Our school values of respect, responsibility and excellence and our Learner Qualities can be seen, heard and felt every day.</p>

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	<p>7ii. Continue to work together with the NW cluster schools with the Mana Ake MoE Initiative to support families and students in need.</p> <p>7iii. House competitions are planned for each term across the school to foster and develop Tuakana teina principles.</p> <p>7iv. Prioritise the importance of building positive relationships at the beginning of the year through our face to face meetings 'Kanohi ke ti kanohi' with each child and family.</p>		<p>7ii. All our whānau that need extra help feel supported as part of our Avonhead whānau.</p> <p>7iii. Senior student leaders plan and lead house initiatives each term that involve all students working together across our school.</p> <p>7iv. All teachers know each child and their family better at the beginning of the year and relationships are strengthened with families and whānau. Students and families are positive and confident starting the year.</p>
An Engaged Community... (continued)	8. To increase communication and connection with local and global communities	<p>8i. Student led inquiries across teams involve social action and community involvement as part of this process supported through digital technologies.</p> <p>8ii. To grow our partnership with our community to become a Netsafe School.</p>	<p>8i. All students understand their impact as 'contributors' of the future. Students use digital technologies to connect with their global and local communities.</p> <p>8ii. Parents and students use our website and keep informed about digital technologies and the latest information about student safety online</p>

Analysis of Variance Reporting



School Name: Avonhead School 2020		School Number: 3287
Strategic Aims:	<ol style="list-style-type: none"> Excellent Collaboration and Learning – to embed excellent teaching & learning practices across our school and continue to develop our spaces that allow for flexibility in learning. An Engaged Community – to regularly engage with and involve our whānau and community in all aspects of school life. 	
Annual Aims:	<ol style="list-style-type: none"> To make learning and progress more visible across all areas of the curriculum, increasing students' agency over their learning through the development of our 'spotlight' tool. Strengthen student achievement in all learning areas, personalising learning for all students across our school Staff and students are familiar with the digital technologies curriculum and provide authentic opportunities across our school to grow our students computational and design thinking. 	
Target:	<ol style="list-style-type: none"> All students will make progress and have success with their learning, with a focus on increasing achievement in writing across the school, notably in year 6 & 7 as well as year 1 & 2 writing. Our Pasifika and Māori students will continue to make progress across all areas of the curriculum and targeted teaching practices will support their success, with a focus on writing. 	
Baseline Data:	<p>Writing:</p> <ol style="list-style-type: none"> Year 1: All year 1 students last year were working at expectation in writing mid year, however only 6% were working above expectation at the end of the year. Our goal is to accelerate more of our Y2 writers this year from mid to end of year from at to above for this cohort. Y6 Writing: 38% of all Y6 students were still below in writing at the end of the year. While most students have made progress in terms of sub – level shift our target for this year is to look at accelerating writing progress for this cohort further. Pasifika students: Mid year we had 24% of our Pasifika students were working at expectation in writing and by the end of the year 53% were. Our goal is to accelerate more of our students from at to above in writing this year. Māori students: Our Māori students showed a similar pattern with almost half of our Māori students moving from below to at expectation in writing (56% to 27%), however we would like to continue to accelerate our Māori students in writing further Whole School Data 	


Maths: 88% of our students across the whole school were working at to above expectation by the end of the year compared to 72% mid year
Reading: 83% of our students across the whole school were working at to above expectation by the end of the year compared to 65% mid year
Writing: 75% of our students across the whole school were working at to above expectation by the end of the year compared to 47% mid year. While we have made positive shifts with most students we do have a cohort group of Year 6 & 7 students whose writing progress has not accelerated as we had hoped.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Whole school moderation and discussion around aligning curriculum levels and expectations across our school in writing. This resulted in whole school exemplars of writing sample and levels for teachers and students to use.</p> <p>PLD in teams based on needs of students and teams.</p> <p>Increased use of devices for writing and greater adaptation and scaffolding of writing tasks for students.</p> <p>Teacher aides using technology with students to support their learning.</p> <p>Teacher aides assigned to teams and working in teams with the same individuals and groups of students to build confidence amongst our learning support students.</p> <p>Increasing the number of our students on the Quick 60 programme including our Y5 & 6 priority learning students needing extra support in reading and writing.</p>	<p>Year 3: There was a positive shift in achievement in writing of 42% with 82% now at-above expectation.</p> <p>Year 4: The number of students writing below expectation in this cohort has halved. While we have seen progress with 71% at-above expectation, this cohort will be a continued focus for 2020.</p> <p>Year 5 & 6: We have seen small shifts in progress for this cohort but we still have a number of students not yet at expectation (43%). This is something we will continue to prioritise for 2020.</p> <p>Year 7: The number of students working below expectation in writing has halved from 44 students mid year to 22 students at the end of the year.</p> <p>Year 8: The same pattern can be seen in year 8 with the number of students working below in writing shifting from 29 mid year to 9 students at the end of the year.</p> <p>Māori and Pasifika students: 13 students who were below in writing at the beginning of the year were at expectation. Also 6 students who were at expectation at the</p>	<p>What worked well?</p> <p>Staff are more confident and with assessing against the curriculum levels and writing and knowing students next steps.</p> <p>Whilst we seem to have greater consistency with the marking of writing within teams we still have some variation across teams – this is something we will continue to build on through our PLD.</p> <p>Students had more authentic opportunities and audience for their writing which increased engagement.</p> <p>More teams were connecting writing throughout other areas of the curriculum, so it wasn't always taught in isolation. Writing in context has certainly engaged more of our writers.</p> <p>Writing and reading are being connected more especially through our quick 60 programme. This has been successful for the students on our quick 60 programme.</p> <p>In year 5 & 6 – while there doesn't appear to have been much of a shift in terms of whole cohort</p>	<p>What are our next steps?</p> <p>To continue to prioritise PLD to grow confidence and competence around the writing curriculum and progress outcomes across the staff. Revisit these each term as part of staff PLD.</p> <p>Continue to prioritise the regular sharing of writing programmes and progress at our senior leadership meetings each term also.</p> <p>Our senior students (Y5-8) using the spotlight learner agency tool to track and monitor their own next steps and progress through the literacy learning progressions.</p> <p>Encouraging staff and students to share their writing with each other through digital technology platforms, including our new Assesit library platform.</p> <p>Teachers visiting other teams & schools to observe writing programmes and learning to enable them to reflect on their on practice – with an emphasis on accelerating writing progress across our school.</p>

<p>Scaffolding and breaking writing tasks down more for our learning support students based on the scaffolding and PLD work we did with the RTLB on writing in 2018.</p> <p>Workshopping and targeted teaching across teams around the elements of writing.</p> <p>Increased opportunities for students to have choice over their writing topics as well as increased opportunities for students to share their writing.</p>	<p>beginning of the year are now above in writing. This has been a small shift and something we want to prioritise again for next year.</p>	<p>writing progress, all students have progressed in terms of curriculum sub. Of the 8 students who seem to have plateaued in the writing progress last year, 6 were ESOL students who were also receiving ESOL support. They will be a focus group this year.</p>	<p>To continue to grow and embed Digital Technology Curriculum across our school - upskilling our students and teachers through authentic learning and supported PLD opportunities.</p> <p>Another priority and focus for this year is to grow our sustainable practices and embed these across our teams and school more.</p>
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Planning for next year: Planned Actions for 2020				
<div>1. PLD opportunities & budget supports and grows teacher expertise and learner pathways for students, with a focus on Digital Technologies, Health & PE, Restorative and wellbeing practices & writing.</div> <div>2. Continue to grow our Team Leader's capabilities through PLD opportunities and networking.</div>				

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3. Continue to promote visible learning across the school through the use of digital technologies and platforms as well as spotlight SMS tool across our senior school
 4. Continue to support the development of the Quick 60 Literacy Programme across the school as well as other initiatives to raise student achievement.
 5. To continue to monitor and share student progress across our school on a regular basis developing our parent portal through our SMS.
 6. Ensure our flexible learning spaces continue to meet the needs of all our learners and teachers so that best practice in terms of differentiated learning takes place.
 7. All staff implement the Digital Technologies Curriculum through authentic learning opportunities
 8. Continue to prioritise our Māori and Pasifika learners and our cultural practices reflect our cultural responsiveness.
 9. Regularly engage and support initiatives that brings our community together.
 10. Promote and ensure Tātaiako practices are part of our school culture