

**Board of Trustees Meeting Agenda – 7 June 2017**  
**Date Approved \_\_\_\_\_**

Open: Karakia Timatanga	Policy Reference:	Led by:
<p><b>1. Administration</b></p> <p>1.1 Present</p> <p>1.2 Apologies</p> <p>1.3 Confirmation of previous minutes /matters arising</p> <p>1.4 Correspondence</p> <p style="padding-left: 20px;">17/5 Pop-up carols request from HCC</p> <p style="padding-left: 20px;">19/5 Principal appointment invoice</p>		
<p><b>2. Strategic Decisions &amp; Discussions</b></p> <p>2.1 Strategic decisions made if required</p> <ul style="list-style-type: none"> <li>• Charter 31/5/17 financial report for charter</li> <li>• Annual report 2016</li> <li>• Board report 2016</li> </ul> <p>2.2 Education Act Update 2017</p> <p>2.3 Review of Complaints Policy</p> <p>2.4 PM Science prize draft guidelines</p>	Operational /Governance Policy	
<p><b>3. Monitoring</b></p> <p>3.1 Principals Report</p> <p>3.2 Finance</p> <p style="padding-left: 20px;">3.2.1 End of month reports for April</p> <p>3.3 Property</p> <p>3.4 Health and Safety</p> <p style="padding-left: 20px;">3.4.1 Swimming pool</p> <p style="padding-left: 20px;">3.4.2 Playgrounds</p> <p style="padding-left: 20px;">3.4.3 Winter health issues</p> <p style="padding-left: 20px;">3.4.4 Dogs in School guidelines redraft</p> <p>3.5 IT</p> <p style="padding-left: 20px;">3.5.1 IT workshop</p> <p>3.6 Curriculum</p> <p>3.7 Other</p> <p style="padding-left: 20px;">3.7.1 Polyfest</p>		
<p><b>4. Other items</b></p> <p style="padding-left: 20px;">None</p>		
<p><b>5. In-committee items</b></p>		

5.1 Matters arising from previous IC minutes 5.2 Correspondence pertaining to OIA requests 5.2 OIA report		
<u>7. Meeting Closure</u> 7.1 Identify Agenda Items for Next Meeting		
Karakia whakamutunga: Meeting closed _____pm		
Note: List of current delegations attached to agenda		

All reports associated with this meeting are available online, or in the school office during normal school hours.

- May 2017 draft BOT minutes (1.3)
- Charter / Board Report 2016 (2.1)
- Education Act Updates 2017 (2.2)
- Complaints Policy (2.3)
- PM Science Prize draft guidelines (2.4)
- Principals Report (3.1)
- April Fincance report (3.2)
- Dogs in school guideline (3.4.4)
- In-committee documentation is not available for public viewing (5)

**NOTE:**

BOT delegations:

**Chair:** Rachel

**Deputy Chair:** Craig

**Committees:**

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

**Portfolios:**

Civil Defence: Eli, Toni

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave

## Board of Trustees Meeting Agenda – 3 May 2017

*Note from Chair:* Due to a medical emergency this meeting held on 3/5/17 was abandoned due to the medical emergency. Items marked \* were discussed at the subsequently arranged meeting on 17/5/17 and are recorded in those minutes. Minutes from 17/5/17 and this meeting should always be kept and read together.

Open: Karakia Timatanga  
7.00pm

### 1. Administration

1.1 Present: Gillian, Vera, Shane, Di, Eli, Craig, Tricia Chapman (NZSTA), Rachel, Hayden (guest speaker), Lucy (guest -7.15pm), Luana (guest presenter 7.30pm), Di C (guest presenter 8.15pm)

1.2 Apologies: Dave

Motion:

I move to grant speaking rights to xxxx as they are here on behalf of NZSTA and so will have relevant contributions to this meeting

**Moved/Seconded: Brinkley/ Maiava Carried Unanimously**

1.3 Confirmation of previous minutes

Motion: I move that the minutes of the previous meeting are true and correct.

**Moved/ seconded Brinkley/ Xu Carried Unanimously**

1.4 Correspondence \*

### 2. Strategic Decisions & Discussions

2.1 Strategic decisions

BoT Charter 2017 draft distributed and discussed thoroughly.  
MOE have been consulted. Data doesn't always reflect the improvement made by children.

**Motion:** When the draft is completed it will be approved by the board via email.

**Moved/ seconded: Brinkley/ Press Carried Unanimously**

2.2 Strategic discussions

Follow up from last meeting re: Board consultation  
Policy review committee will met with NZSTA to develop further.  
Community consultation opportunity at the science evening in week 3.

2.2.2 Whanau representation from the BoT.

Whanau Tautoko Hui next week.

### 3. Monitoring

3.1 Principals Report

Distributed and partially discussed\*.

Roll sits at 283 (not 282 as stated in the report).

Projected roll was 320 – potential staffing implications for next year.

Some funding applications for Polyfest may need approval around meeting times.

3.2 Finance

3.2.1 End of month reports for March & April 2017

3.3 Property

3.3.1 Swimming pool

Hayden addressed the Board. He is a Service Engineer for a pool company, who is offering his expertise to bring the school pool up to scratch.

Identified issues: age of equipment in some instances, cleaning the pool through chemical filtration, steps, paintwork, heating fans, control system, on-going maintenance, changing rooms, rails, storage.

Plan: Hayden to provide a list of priorities and costs, including where external contractors will be required for work to be completed.

Sources of funding to cover these costs to be identified.

3.4 Health and Safety

3.4.1 Dogs in school policy\*

3.4.2 Playground complaint\*

3.5 IT

3.5.1 Liaison with other schools\*

3.6 Curriculum

3.6.1 Science

Dianne Christensen presenting to the BoT.

Congratulations from the Board on winning the Prime Minister's Science Award.

Presented possible ideas for spending of the prize money. To be discussed further by the board.

3.6.2 Pasifika class

Presentation/feedback from Luana.

Multiple languages spoken in class – most are ESOL.

Pasifika values are embraced –older children aid younger children, Respect , Reinforcing parents speaking their mother tongue to the children; 4 teacher aides doing ELA courses;

A lot of high behaviour needs in this class, but there has been a positive shift in this area.

Next steps: Topic is migration (Eels) and navigation (science and technology).

There will be some cross-grouping with PI students from other classes.

Curriculum data looks encouraging at this stage.

3.7 Personnel

3.7.1 Principal appointment progress\*

3.8 Other

4. Other Business

None

5. In-committee items\*

5.1 OIA requests\*

5.2 Enrolment Zone progress\*

6. <u>Meeting Closure</u> <i>Meeting was abandoned at 9.30 due to a medical emergency.</i>			
6.1 Identify Agenda Items for Next Meeting – <i>*due to a medical emergency all items not discussed will be carried over to another meeting at a date to be agreed by the board. These have been indicated in the minutes as above.</i>			
Karakia whakamutunga			
Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda			

All reports associated with this meeting are available online , or in the school office during normal school hours.

**NOTES 1:**

Correspondence in:\*

Correspondence out:\*

**NOTES 2:**

BOT delegations:

**Chair:** Rachel

**Deputy Chair:** Craig

**Committees:**

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

**Portfolios:**

Civil Defence: Eli, Toni

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave



## Board of Trustees Meeting Agenda – 17 May 2017 DRAFT

*Note from Chair:* Due to a medical emergency the first part of this meeting held on 3/5/17 was abandoned due to a medical emergency. Items marked \* were discussed at that meeting and are recorded in those minutes. Minutes from 3/5/17 and this meeting should always be kept and read together.

Open: **Karakia Timatanga**  
7.00pm

**Policy Reference:**

**Led by:**

### 1. Administration

- 1.1 Present: Gillian, Vera, Shane, Di, Eli, Craig, Rachel
- 1.2 Apologies: Dave, Tricia
- 1.3 Confirmation of previous minutes\*
- 1.4 Correspondence: MOE Bulletin for School Leaders

**Motion:** Move to table the following additional reports:

- Charter final draft **Moved/ seconded Brinkley/ Maiava Carried: Unanimously**

### 2. Strategic Decisions & Discussions

- 2.1 Strategic decisions made if required

Charter now completed. Thanks Dianne for all the hard work you have put in to pull the charter document together.

**Motion:** Move to accept Strategic Plan wording changes to clarify that they are actionable in the action plan **Moved/ seconded Brinkley/ Doherty Carried: Unanimously**

Motion: I move to accept Charter for sending to MOE

**Moved/ seconded Brinkley/ McPeake Carried: Unanimously**

- 2.2 Strategic discussions\*

- 2.2.2 Whanau representation from the BoT.\*

Operational /Governance Policy

### 3. Monitoring

- 3.1 Principals Report\*

Some items discussed at 3/5/17 meeting. Update to discussion at meeting 3/5/17:

- Hazard register and H& S issues being reported at family meeting.
- Health Committee team in staff can report back to BoT.
- Kids playgrounds in schools publication from Worksafe.
- Staffing: maternity leave, need to have talk about babies / children on site re good employer – what does this look like. Regulations to be identified from NZSTA. *Action point ? Di or Rachel*
- Police vetting: soon to be charged \$8.50 for each check. Discussion around determining guidelines about who needs police checking & when, so we can predict annual costs.
- Volunteers policy to be discussed by Policy Review Committee
- **Motion to include extra item under Principals report:** Building work at front of school. **Moved/ seconded McPeake/ Press Carried: Unanimously**

*Action point: site meeting to be attended by with Lee, Di and Shane*

### 3.2 Finance

#### 3.2.1 End of month reports for March & April 2017

- Verbal report from finance via Chair.
- Finance reports are coming late from Ed Services – Di following up with them and will arrange a face to face meeting with Dave present.
- Audit – Follow-up required LAT funding in 2016 – Di has requested Barbara Hay to explain this situation.

**Motion:** Move that the finance report be accepted:

**Moved/Seconded: Press / McPeake Carried: Unanimously**

•

### 3.3 Property

#### 3.3.1 Swimming pool\*

Update to discussion at meeting 3/5/17 - Funding by SwimSafe \$3000 has been offered towards cost of pool upgrade.

### 3.4 Health and Safety

3.4.1 Dogs in school policy - Consultation – discussion about this. To be developed as a guideline. *Action Point: Craig to redevelop and redistribute then share with school community for consultation.*

3.4.2 Playground complaint – 2x HCC staff have come and inspected the playgrounds, have made comments & recommendations. Will need LBP's to take the playgrounds down. Signs being taken down every night but we don't know who by – caretaker checking and replacing. Will take significant funding to upgrade. Will need to apply for grants. HCC staff member is satisfied with how we are fencing off the playground areas and that we are being proactive about resolving the issues.

### 3.5 IT

#### 3.5.1 Liaison with other schools

Discussion about letter to be signed and sent. Agreed to send to other local schools.

### 3.6 Curriculum

#### 3.6.1 Science\*

Update to discussion at meeting 3/5/17: Board committee to establish criteria for proposals for spending of prize money. Then to ask for proposals from staff. *Action Point: Craig, Eli, Vera to establish criteria*

#### 3.6.2 Pasifika class

Presentation/feedback from Luana.  
Broad demographic of cultures in class.  
Multiple languages spoken in class.  
Pasifika values are embraced - Aiga class.  
Aiga – older children aide the younger children.  
Respect is a big part of this class.  
Reinforcing the notion of parents speaking their mother tongue to the children.  
Most of the children are ESOL students.  
4 teacher aides doing ELA courses (3 who don't).  
A lot of high behaviour needs in this class, but there has been a positive shift in this area.  
Next steps: Topic is migration (Eels) and navigation (science and technology).  
There will be some cross-grouping with PI students from other classes.

<p>Curriculum data looks encouraging at this stage.</p> <p>3.7 Personnel</p> <p>3.7.1 Principal appointment progress</p> <p>Dianne left the meeting for this part of the discussion. Need to appoint acting principal for the remainder of the year. Board approved this on a term by term basis. Dianne returned.</p> <p>Offer verbally made to Dianne to continue in acting principal role – need to consider if this is a term by term basis or an offer for both terms 3 and 4. Appointment committee need to meet to confirm timeframe which will allow us to make this decision. Offer to remain on the table until this occurs before next board meeting.</p> <p>3.7.2 Acting Principal Appraisal – approved by board in principle, although need to identify cost. External appraiser / local mentor for new principal may be a suitable person. <i>Action point: Di to identify cost</i></p> <p>3.7.3 Staff appraisals – this process has started through a variety of means (lead by Principal and LT's) which will result in robust steps throughout year to formulate evidence based portfolios.</p> <p>3.8 Other - none</p>		
<p><u>4. Other Business</u></p> <p>None</p>		
<p><u>5. In-committee items</u> Moved into committee.</p> <p>Motion: that the public be excluded from the following part/s of the proceedings of this meeting namely agenda item 5 The grounds are that the matter is one of:</p> <p>that the exclusion of the public from this part of the proceedings of the meeting is necessary to enable the board to deliberate in private on its decision or recommendation <b>Moved/ Seconded Press/ Doherty Carried Unanimously</b></p> <p>5.1 Previous minutes</p> <p>5.2 OIA requests</p> <p>5.3 Enrolment Zone progress</p>		
<p><u>6. Meeting Closure</u></p> <p>6.1 Identify Agenda Items for Next Meeting - none</p>		
<p>Karakia whakamutunga</p>		
<p>Note 1: Correspondence is listed on the back of the agenda  Note 2: List of current delegations attached to agenda</p>		

All reports associated with this meeting are available online , or in the school office during normal school hours.

**NOTES:**

BOT delegations:

**Chair:** Rachel

**Deputy Chair:** Craig

**Committees:**

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

**Portfolios:**

Civil Defence: Eli, Toni

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave



## FW: Hutt City Council Pop-Up Carols 2017 - Koranui School

Barbara Hay

Wed 17/05/17 7:37 p.m.

To: Dianne Wright <dianne.wright@koraunui.school.nz>; Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>; Amanda Doherty <doughy@paradise.net.nz>;

**From:** Rebecca King [mailto:Rebecca.King@huttcity.govt.nz]  
**Sent:** Wednesday, 17 May 2017 4:02 PM  
**To:** Barbara Hay <barbara.hay@koraunui.school.nz>  
**Subject:** Hutt City Council Pop-Up Carols 2017 - Koranui School

Good Afternoon,

We are currently looking at locations for the Hutt City Council 2017 Christmas Pop-Up carols and would like to know if you would be interested in having it at your School this year?

This year the event will involve a 1-1.5 hour carols show but we'd be happy to talk further about ways the school may want to benefit/be involved with this event. If you have any ideas please don't hesitate to contact me.

---

The Christmas pop-ups are open to all of the community however we would be grateful to have your support to promote the Pop-up Carols to your school families.

If you are interested we will need you to confirm that you have **drive on access** for the carols caravan to get onto the field.

Please see following dates currently available. If you have any clashes please let us know we can try and work around them.

The dates scheduled are 4, 5, 6, 7, 11, 12 and 13 December.

Look forward to hearing from you 😊

Regards,

**Rebecca King**

Events Assistant

Hutt City Council, 30 Laings Road, Private Bag 31912, Lower Hutt 5040, New Zealand  
T 04 570 6756, W [www.huttcity.govt.nz](http://www.huttcity.govt.nz) F [huttcitycouncil](http://huttcitycouncil)



# Helena Barwick (MA)

Principal Appointment Advisor

67 Wilton Road, Wilton, Wgtn 6012

ph 04 9775072; mobile 021 1861122

Rachel deLima-Brinkley  
Board Chair  
Koraunui School  
STOKES VALLEY

TAX INVOICE  
GST No 27-227-139  
Invoice No 17/11

Friday, 19 May 2017

## Principal appointment advice

Fees	Hours	Rate
Confirm and contribute to application documents	1.0	
Mtgs with Board (3)	6.0	
Mtg with staff	2.0	
Shortlisting, contribute and co-ordinate	2.0	
Reference checking (2 candidates)	4.0	
Candidate communications	2.0	
<b>Total</b>	<b>17.0</b>	<b>\$110.00</b>
		\$1,870.00
	GST (15%)	\$280.50
	<b>Total fees</b>	<b>\$2,150.50</b>
<b>Expenses</b>	Travel costs [REDACTED] (receipt attached by email)	
	Full cost for two adults	\$745.57
	50% for one adult	\$372.79
	Divided between 2 schools	\$186.39

**TOTAL AMOUNT OF THIS INVOICE** **\$2,336.89**

Please pay electronically to Kiwibank ac: [REDACTED]

# Clarifying boards of trustees' roles and responsibilities

**Boards of trustees are the governing bodies of our schools, and play a central role in the educational achievement of our children and young people. The Act now provides clarity on the key roles and responsibilities of boards in school governance, and sets these out in one place.**

Three changes to the Act make boards' roles and responsibilities clearer. Together, these provide a legislative basis for boards to understand what they should prioritise when undertaking their work. They will focus boards on raising student achievement for all children and young people.

## What are the changes?

The first change brings all the various roles and responsibilities of boards of trustees together in one place in the Act – Schedule 6. This will make it easier for boards to see what they should be doing and what they should focus their time on.

The second change makes it clear, for the first time in the Act, that a board is the governing body of a school, and is responsible for setting the schools' policies. This change gives boards and principals a clearer description of the board's role.

The third change is an explicit obligation on boards to be consistent with the principles of the Treaty of Waitangi when performing their roles and responsibilities. This reflects that boards are already required to consider the Treaty of Waitangi under National Education Goal 9.

## What impact will these changes have on boards?

The changes make board's roles and responsibilities clearer. The changes do not put more requirements on boards or result in more work for boards.

The roles and responsibilities in Schedule 6 mainly cover work boards already undertake, or expectations that government and the school community have of them. This includes the primary objective of boards to ensure each student can attain their highest possible standard in educational achievement. It also addresses other matters such as employment, providing a safe and inclusive environment, cultural diversity, and planning and reporting.

There have been some other small changes to board roles and responsibilities to reflect the new strategic direction framework established in the Act and to update language.

## Where can boards go for advice on the changes?

Boards wanting to know more about the changes around their roles and responsibilities can contact NZSTA on 0800 782 435 or at [www.nzsta.org.nz](http://www.nzsta.org.nz).

## Where are boards' roles and responsibilities located in the Act?

Schedule 6 sets out the roles and responsibilities of boards.

## When do the changes take effect?

These provisions take effect from 19 May 2017.



# Establishing enduring objectives for the education system

All systems work better when they have a clear set of objectives. The Education Act 1989 (the Act) now provides a set of enduring objectives for the education system (which covers Communities of Learning: Kāhui Ako, early childhood education and ngā kōhanga reo and schooling). These objectives set the strategic direction for the education system, and make clear what a good education should look like for our children and young people.

This change makes it clear what Kāhui Ako, early childhood education and ngā kōhanga reo and schools should achieve for our children and young people. It also sets a clear and visible direction for the education system in the Act.

## What are the objectives?

The objectives for the education system are:

- » helping each child and young person attain educational achievement to the best of their potential
- » promoting the development of:
  - › resilience, determination, confidence, and creative and critical thinking
  - › good social skills and the ability to form good relationships
  - › participation in community life and fulfilment of civic and social responsibilities
  - › preparedness for work
- » instilling an appreciation of the importance of:
  - › the inclusion within society of different groups and persons with different personal characteristics
  - › the diversity of society
  - › cultural knowledge, identity, and the different official languages
  - › the Treaty of Waitangi and te reo Māori.

## How were the objectives developed?

The objectives were developed out of the most common themes that emerged from the consultation on updating the Act in late 2015. They also draw on the goals and purposes in the national curricula.

## What is the difference between the objectives in the Act and the purpose and goals of New Zealand's curricula?

The objectives in the Act and New Zealand's curricula have distinct but complementary purposes. The objectives set out the direction for the education system. *Te Whāriki*, the *New Zealand Curriculum* and *Te Marautanga o Aotearoa* set the direction for student learning in New Zealand, and guide the way early childhood services and ngā kōhanga reo, and schools and kura design and deliver education.

## How do the objectives link to the statement of National Education and Learning Priorities?

The objectives will inform the Government of the day when setting its priorities for early childhood and compulsory schooling sectors through a statement of National Education and Learning Priorities. See the fact sheet *Enabling the Minister to issue a statement of National Education and Learning Priorities*.

## Where do I find the objectives in the Act?

The objectives are set out in section 1A(3).

## When do the changes take effect?

The provisions on the objectives for the education system take effect from 19 May 2017.



# Banning seclusion and creating a legal framework for physical restraint

This will ensure that boards are aware of when physical restraint has been used and enable the Ministry to monitor its use and provide support to schools as necessary.

## What is the impact of the physical restraint provisions on teachers and authorised staff members?

By following the Act, the rules and the guidelines when using physical restraint, a teacher or authorised staff member will minimise their risk of injuring a student or being hurt themselves, and mitigate their risk of legal liability.

## What about the use of physical restraint in the ECE sector?

Similar provisions relating to behaviour management practices and limits on the use of physical restraint will be created for early childhood services and ngā kōhanga reo through the early childhood regulations. The Education (Early Childhood Services) Regulations 2008 already make it clear that immobilisation, which is very similar to inappropriate physical restraint, is unacceptable.

## What does the legislation now say?

Section 139AB prohibits the use of seclusion in schools, early childhood services and ngā kōhanga reo.

Sections 139AC to 139 AE limit the use of physical restraint in schools.

## When do the changes take effect?

The provisions around seclusion and restraint take effect from 19 May 2017. Statutory rules and guidance around the use of restraint will be issued in the coming months.

## Who to contact if you have concerns

If you have concerns about the use of seclusion or physical restraint speak to the Principal then Board of Trustees of your school.

If you are not happy with the response from the school contact your local Ministry office for support.

<https://education.govt.nz/ministry-of-education/regional-ministry-contacts/>



# Creating a more graduated range of interventions

The Ministry of Education has an important role, on behalf of all New Zealanders, in supporting schools that are experiencing difficulties to get back on track. The previous statutory intervention system had a limited range of responses and didn't allow the Ministry to provide effective early support to schools and kura.

There are two thresholds that need to be met for a statutory intervention by the Minister of Education or Secretary for Education in a school:

1. The Secretary must have reasonable **grounds for concern** about the operation of the school, or the welfare or educational performance of its students; or
2. The Secretary must have reasonable **grounds to believe there is a risk** to the operation of the school, or the welfare or educational performance of its students.

Under the previous intervention system all except one intervention needed to satisfy the higher threshold.

Changes have been made to the interventions framework so schools can get quicker and more tailored support from the Ministry to get back on track when they are struggling.

## What are the changes?

There are four main changes:

1. Introducing four new intervention options:
  - > A **case conference**, which would be a meeting between board representatives, school representatives, the principals and other relevant people. Decisions made at the case conference would be recorded in writing and become binding on the people present. The lower threshold for intervention applies to this intervention.

- > A **Specialist Audit**, where a school, kura or board is assessed by a third party, with specific skills. The lower threshold for intervention applies to this intervention.

- > Issuing a **Performance Notice**, which would require the board to remedy a breach of performance by a certain time. The lower threshold for intervention applies to this intervention.

- > A **Statutory Appointee to the Board** appointed by the Minister of Education, who could provide a managed transition back to self-governance as there would be experienced guidance for the board. The higher threshold for intervention applies to this intervention.

2. Moving two of the existing intervention options from the higher threshold to the existing lower threshold:

- > requiring the board to procure or access specialist help or advice. Any person(s) engaged are to provide a report to the Secretary and the board at a time nominated by the Secretary
- > requiring the board to prepare and carry out an action plan.

3. Extending two existing interventions to be more comprehensive:
  - > requiring the board to provide information is being extended to require a board to provide an analysis of that information, if necessary
  - > requiring the board to procure or access specialist help or advice is being extended to require any person engaged in specialist help to provide a report to the Secretary and the board.
4. Enabling the Secretary to waive the fees and costs associated with the more serious and ongoing interventions. These include:
  - > Specialist help
  - > Specialist audit
  - > Limited statutory manager
  - > Commissioner.

#### **Who will these changes effect?**

These changes will affect schools and kura assessed by the Ministry as needing statutory support.

#### **Will this increase the Minister or Ministry's power to intervene in schools?**

The changes increase the number of intervention options available to the Minister of Education and the Ministry.

The Act requires that an intervention only be used if it is reasonable to deal with the risk without intervening more than necessary in a school. This requirement protects the principle of self-managing schools, and means that interventions will only be used to the extent necessary to return a school to good governance.

#### **What is a case conference?**

A case conference is a meeting between board representatives, school representatives, the principal and other relevant people. Decisions made at the case conference will be recorded in writing and become binding on the people present.

If no decision is reached, the Secretary of Education will be able to decide on a course of action and require those present at the case conference to follow the course of action.

#### **What is a Specialist Audit?**

A Specialist Audit will be where a school, kura or board is assessed by a third party, with specific skills, such as accountancy.

#### **What is a Performance Notice?**

A Performance Notice will require the board to remedy a breach of performance by a certain time. This will be useful where there are breaches of the law or obvious issues that the board needs to address - for example, when school property needs urgent remedial action.

#### **What will a Statutory Appointee to a Board mean?**

A Statutory appointee to a Board will be a person appointed to a board by the Minister of Education. The Minister will appoint someone when a board is lacking specific skills or needs help with governance.

A Statutory Appointee could provide a managed transition back to self-governance as there would be experienced guidance for the board.

#### **Where is the interventions framework located in the Act?**

The interventions framework is located in Part 7A.

#### **When do the changes take effect?**

These take effect from 19 May 2017.



# Regulatory framework for Communities of Online Learning

**To reflect the impact of digital technology on the delivery of education, a new regulatory framework for online learning has been created. This will enable any school, tertiary education provider or body corporate to be accredited as a Community of Online Learning (COOL).**

The widespread availability of digital technologies is changing the way our students learn. More and more of our children and young people are learning anywhere, any time and from a variety of sources.

This new framework will bring online learning into the mainstream. It recognises the convergence between online, face-to-face and correspondence education, and will help to future-proof the Education Act 1989 (the Act) by providing increased flexibility for students and our education system.

The COOL framework will give students more flexibility and choice in how and what they learn, and will future-proof for the impact technological changes have made, and will make, to society and to education.

**When will COOL be operational?**

The COOL regulatory framework will be operational by January 2020.

Before COOL become operational, regulations will be developed to provide more detail about how they will work, including the accreditation process, enrolment criteria and attendance requirements. The Ministry will consult on these regulations in 2018.

**What types of COOL will there be?**

Students will be able to learn online through two types of COOL:

» **Enrolling COOL** – where they can enrol in full-time online learning as an alternative to a face-to-face school. An enrolling COOL will have overall accountability for students' full-time learning programmes regardless of where aspects of the learning are sourced.

» **Supplementary COOL** – where they can receive supplementary tuition (such as in a specific subject) while enrolled in and attending a face-to-face school or other COOL.

**Will students have to attend a COOL?**

No. These changes will increase the education options for young New Zealanders. Students will be able to choose from a greater number of education providers and have increased access to more subjects. All students will be able to access the benefits of online learning, such as increased flexibility and opportunity for personalisation, if they and their parents think it is right for them.

**How will COOL be accredited?**

In order to be accredited as a COOL, education providers need to satisfy criteria in the Act and be approved by the Minister. There will be two stages of accreditation – provisional (for 12 months) and full. Before the Minister can grant full accreditation, COOL must be reviewed by the Education Review Office (ERO).

The Minister may also set conditions on the accreditation of COOL (such as a maximum roll), and prescribe additional regulations that may apply to all COOL, types of COOL, or individual COOL (such as attendance requirements).



# Enabling Communities of Learning: Kāhui Ako to work together more collaboratively

**Communities of Learning:  
Kāhui Ako are groups of  
schools, kura, early learning  
and tertiary providers that  
work together to help students  
achieve their full potential by  
sharing expertise in teaching  
and learning. As Communities  
of Learning grow, they may  
take on wider responsibilities  
that require more formal  
arrangements between the  
members.**

Changes to the Act have created two new statutory mechanisms that will support this growing collaboration.

## What are the changes?

A Community of Learning can now be formally approved by the Minister of Education for the purposes of entering into a statutory agreement with the Secretary for Education. For its approval, the Community of Learning must:

- » consist of two or more State or state-integrated schools, and may include early childhood services, certified playgroups and tertiary education organisations; and
- » satisfy the Minister that the group has come together for the purpose of raising achievement for children and young people.

Once a Community of Learning has been approved, the Secretary and the members of a Community of Learning can then enter into an agreement for a variety of purposes, including new activities that the Community of Learning will undertake.

The Community of Learning must prepare a plan, to be provided to the Secretary, and report annually on its performance and use of resources relating to that plan.

An associated change is that boards of trustees that are members of a Community of Learning can do work for other educational services or social services that benefit the Community of Learning's members or students. For example, a school could do administrative tasks on behalf of an early childhood service, or employ a home-liaison person to work with the families of children and young people across the Community of Learning.

## Do Communities of Learning have to enter into statutory agreements to cover their activities?

No, all of the new statutory mechanisms relating to Communities of Learning are voluntary. It is a decision for individual Communities of Learning to make when they decide on their activities.

## Where are the provisions relating to Communities of Learning located in the Act?

The provisions relating to Communities of Learning are found in sections 75A to 75E.

The provisions relating to work for members of the Community of Learning are in clause 15 of schedule 6.

## When do the changes take effect?

These provisions take effect from 19 May 2017.



# Absolute discretion around schooling provision

The Education Act 1989 (the Act) now makes it clear that the Minister of Education has absolute discretion to make all decisions around schooling provision. Absolute discretion is used when there are no set criteria in the legislation for a Minister to apply when making a decision. This allows a Minister to respond to a wide range of different circumstances.

The Minister has always had absolute discretion to make all of the decisions around schooling provision, but the Act was only explicit about a few of them.

The purpose of these changes is to update aspects of the law that have become outmoded and inefficient.

## What's the change?

The Act now states that the Minister has absolute discretion when making the following decisions:

- » establishing a school
- » changing the class of a school
- » specifying the class levels that a school can provide
- » closing a school
- » merging a school.

## Does this change give the Minister any additional power?

No. This change does not give the Minister any additional power, or affect any of the legal requirements the Minister must meet before making a final decision. It also does not stop a challenge to the Minister's decision through judicial review.

## What does the legislation now say?

Section 146(1A) gives the Minister absolute discretion when making a decision on establishing a school.

Section 153(1B) gives the Minister absolute discretion when making a decision on changing the class of a school.

Section 154(2B) gives the Minister absolute discretion when making a decision on closing a school.

Section 156(1A) gives the Minister absolute discretion when making a decision on merging a school.

## When do the changes take effect?

The provisions take effect from 19 May 2017.

# Consultation requirements when closing or merging schools after an area strategy

**An area strategy is a process that looks at the network of schools across a particular area.**

Area strategies are usually carried out in areas with too many or too few students. They involve discussions with schools and the wider community on what the future network might look like, and often cover options for closing or merging schools.

## **Current state**

Once a decision to close or merge a school has been made, the Minister of Education must consult with the boards of all state schools whose rolls might be affected to meet the requirements of section 157 of the Education Act 1989 (the Act).

However, when schools and communities have been involved in an area strategy, having a further round of consultation to meet the requirements of section 157 can make the process repetitive and drawn out for them.

## **What's the change?**

The Act has been changed so that the Minister is no longer required to undertake the section 157 consultation requirements if the schools concerned and the school whose rolls might be affected have been consulted on a specific closure or merger option as part of an area strategy.

**Will schools and communities still be consulted on closing and merging schools?**

Yes. The Minister will continue to consult with schools and communities before making decisions on closing or merging schools. The removal of the requirement to meet section 157 will only be applied if consultation on a specific option to close or merge a school has already been undertaken as part of an area strategy.

Schools that face closure will continue to be given at least 28 days to make a submission to the Minister to contest the decision.

**Will there be any changes to the way area strategies are carried out?**

The Ministry will ensure that area strategies have comprehensive consultation processes, including providing schools and communities with detailed options on closures or mergers.

**When do the changes take effect?**

These provisions take effect from 19 May 2017.



**MINISTRY OF EDUCATION**  
TE TĀHUHU O TE MĀTAURANGA

# Combining school boards of trustees

**Sometimes it makes sense for more than one school to be governed by a single board. This may, for example, occur where a school is having governance difficulties, such as finding enough skilled trustees to make up a board.**

The Minister of Education can now combine boards under certain conditions. The Minister can only combine boards when there are serious governance problems at one or more schools, and following consultation with each of the boards involved.

These changes provide greater flexibility for the Minister of Education to adopt alternative arrangements to improve the governance of groups of schools.

A combined board arrangement may not be suitable for all schools. It is one of the measures available to the Minister and the Ministry for addressing serious governance problems in schools.

# school boards

**Can the boards of schools with different characters be combined?**

No. There are restrictions involving the boards of state integrated and designated character schools, and Kura Kaupapa Māori.

**Can a combined board be separated?**

Schools involved in a combined board could return to being governed by their own individual boards in the future. The Minister has the ability to separate a combined board (see sections 112 and 112A of the Act).

**Can schools still trigger the process by requesting that the Minister combine their boards?**

Yes. Boards can still request this.

**Where are the combined board provisions located?**

These provisions are located in sections 110 and 111.



# Formalising arrangements for off-site locations

**It is important for the Ministry and the Education Review Office to know about all of the locations at which full time schooling is taking place across New Zealand. This is because we have a responsibility, on behalf of all New Zealanders, for making sure that our schooling system is effective and safe for our children and young people.**

The updated Education Act now requires schools to seek approval from the Minister of Education to use an off-site location or host an off-site location for another school. Once approval has been given, schools must enter into an agreement with the Secretary for Education before using that off-site location.

This change will formalise arrangements for off-site locations and make it clearer who is responsible for the education, safety and welfare of the students receiving education at the off-site location.

## **What counts as an off-site location?**

An off-site location is when a school is using premises outside of the school to provide education to one or more students on a long-term or full-time basis.

## **What sort of information will the written agreement between the Secretary and schools contain?**

The written agreement will set out:

- » who is responsible for the education provided at the off-site location
- » who is responsible for the welfare and safety of the students at that location
- » any other matters the Secretary considers relevant.

## **What does a school need to do if it is already using an off-site location?**

Schools with existing off-site locations have until 19 May 2018 to get approval from the Minister, and then enter into an agreement with the Secretary, if they want to continue this arrangement.

Schools wanting to get approval for an existing off-site location arrangement can contact their regional office, which will guide them through the process of obtaining the Minister's approval and a written agreement with the Secretary.

## **How do schools apply for approval for a new off-site location arrangement?**

Schools wanting to get approval for a new off-site location arrangement can contact their regional office, which will guide them through the process of obtaining the Minister's approval and a written agreement with the Secretary.

## **What happens if a school doesn't get approval from the Minister by 19 May 2018?**

Schools with existing arrangements that fail to get approval from the Minister by 19 May 2018 will have to shut down their off-site arrangement.

## **Where are the off-site location provisions located?**

The off-site location provisions are located in section 71A.

## **When do the changes take effect?**

These provisions take effect from 19 May 2017.

**ED ACT  
UPDATE**

# State-integrated schools

**The Private Schools Conditional Integration Act 1975 (known as the PSCI Act), was developed more than 40 years ago. Many of the Act's provisions have not been modernised or updated since 1975.**

As a part of updating the Education Act, the PSCI Act has now been incorporated into the Education Act 1989 (the Act). All relevant provisions in the PSCI Act have been transferred and updated, with the aim of maintaining the status quo. This creates a more streamlined, flexible and modern regulatory framework for state-integrated schools.

There are three other changes to improve the management of the state-integrated sector:

- » requiring proprietors to provide financial and other information to the Crown to improve decision-making when issues arise
- » introducing new criteria to guide decision-making by proprietors
- » creating a bespoke merger process for state-integrated schools.

## **When will the information-seeking power be used?**

The Minister can now require proprietors to provide the information needed to assess their financial position and managerial capacity.

The Minister will only be able to require this information:

- » when a proprietor or potential proprietor has applied to integrate a school
- » where there are reasonable concerns about a proprietor's or potential proprietor's ability to meet their obligations under an integration agreement
- » when a proprietor or potential proprietor has submitted a request for funding.

## **How will the criteria guide decision-making by proprietors?**

The criteria encourage proprietors to manage their school or network of schools in a way that takes into account issues that are important to the Crown, such as the long-term viability of a state-integrated school in an area with a declining population.

## **How does the new merger process work?**

The new merger process means that state-integrated schools will no longer need to close before opening as a new school. This will reduce both the administrative burden and compliance costs on state-integrated schools.

## **Information for proprietors**

The Ministry of Education is developing guidance to help proprietors understand their responsibilities under these three new provisions.

For any queries contact Education [Network@Education.govt.nz](mailto:Network@Education.govt.nz)

## **When do the changes take effect?**

The provisions for state-integrated schools take effect from 19 May 2017.



**MINISTRY OF EDUCATION**  
TE TĀHURU O TE MĀTAURANGA

# A Competence Authority for teachers

**The Education Council is the professional organisation for teachers. A key element of its purpose is to champion good teaching practice, helping to raise the status of the profession.**

As part of this role the Council sometimes has to help resolve competence complaints made against teachers, and a Competence Authority has been established to do this.

The Competence Authority was originally created by the Education Council under its rules in 2016, but it did not have the powers to cancel teachers' registrations or practising certificates.

The Education Act strengthens the Competence Authority and gives it these additional powers.

**What will the Competence Authority deal with?**

Many decisions around teachers' competence are made in agreement with the teacher and are designed to improve their competence.

The Competence Authority makes some decisions about a teacher's competence when complaints are made around their performance – how they teach or interact with students and colleagues.

The Competence Authority becomes involved when an agreement cannot be reached or when a practising certificate or registration should be cancelled on competency grounds.

The competence process is not a disciplinary process. It is about assessing whether or not a teacher is competent as measured against the Practising Teacher Criteria.

**Who administers the Competence Authority?**

The Competence Authority is administered by the Education Council. It is a specialist body, made up of members with the right expertise to deal with competence concerns.

Most of the members are registered early childhood, primary and secondary teachers who hold practising certificates.

One member is a lay member, to make sure there is a broader perspective to the Authority's deliberations. Including a lay member on the Authority is a common, best practice characteristic of similar authorities found in other professions.

**What powers does the Competence Authority have?**

Most of the time, the Competence Authority can impose conditions on a teacher which are designed to improve their competence. This may mean a teacher has to participate in additional professional development, or they may be put under the guidance of a senior teacher.

The Competence Authority also has the power to order cancellation of a teacher's registration, practising certificate or Limited Authority to Teach in situations where it believes the teacher cannot be suitability rehabilitated. It is extremely rare for a teacher's registration, practising certificate or Limited Authority to Teach to be cancelled on competency grounds..

**What happens to existing complaints?**

Complaints currently being considered are unaffected.

**Where are the Competence Authority provisions located in the Act?**

The Competence Authority provisions are in section 410AA.

**When do the changes take effect?**

The provisions establishing the new powers of the Competence Authority take effect from 19 May 2017. The Competence Authority will exist in its new form when the Education Council publishes the new rules that formally establish it.

ED ACT  
UPDATE



MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA

# Attending a board meeting about suspension

If a student is suspended the board meets to consider their suspension. Currently, a student, their parents and their representative are entitled to attend the meeting in person. Changes to the Act allow students and their parents to request to attend the board meeting about the suspension via a telephone conference or video link.

## How can a request to attend via telephone conference or video link be made?

When a student is suspended, the principal should give them information prepared by the Ministry of Education which informs the student and their parents of their rights. This includes information about how to request to attend the suspension meeting via telephone conference or video link.

A request to attend the meeting via telephone conference or video link must be made in writing. This can be done by email or text.

## Does the board have to accept the request?

Boards do not have to accept the request; however they need to have a good reason to refuse it. For example, if the request is made within an unreasonable timeframe (e.g. on the day scheduled for the face to face meeting) or if the school does not have the technology available to meet the request.

## Which section of the Act has been changed?

Section 17B enables students, their parents and their representatives to use telephone conference or video link instead of attending in person board meetings concerning suspensions.





# Alternative constitutions for boards

**When combining the boards of four or more schools, the Minister of Education can now require the new board to have an alternative constitution. This will ensure the board is not too large and unwieldy to operate effectively.**

Increased collaboration through Communities of Learning: Kāhui Ako may lead to schools deciding to share governance arrangements through a combined board, and an alternative constitution could support the governance of a large combined board.

If the Minister wants to require a board to have an alternative constitution he or she must have reasonable cause to believe that it is in the best interests of the schools. The Minister must also consult with the community in order to ensure that the combined board represents the community.

## **Where are the alternative constitution provisions located?**

Section 110A allows the Minister to require a combined board of four or more schools to have an alternative constitution.

## **When do the changes take effect?**

These provisions take effect from 19 May 2017.



# Requiring compulsory attendance at school for under sixes

**Regular attendance in the first year of school supports the development of positive attitudes to learning and provides a sound foundation for future learning and achievement.**

Changes have been made to the Act so that children under the age of six are now required to regularly attend school once they are enrolled. Previously children were only required to regularly attend school when they turned six, regardless of whether or not they had already enrolled. Parents need to consider whether their child is ready for regular attendance at school before enrolling them. A later transition to school based on a judgment about the child's maturity and readiness for school is likely to support better educational outcomes than an earlier transition in which a child attends school irregularly.

**What if a child experiences difficulty transitioning to school?**

Individual schools can support students who are having difficulty adjusting to full-time schooling as they see fit. This could include developing a transition plan which is agreed to by the child's parents, the school principal and the Ministry.

**Does this mean that children will have to enrol in school as soon as they turn five?**

No. Children are not required to be enrolled in school until their sixth birthday. The requirement for regular attendance only applies once a child's parents have enrolled them in school.

**Is there any flexibility around the compulsory attendance requirements?**

Where a child would benefit from a staggered transition to school, a transition plan can be agreed between the child's parents, the school principal and the Ministry of Education. The child will then be required to attend school in accordance with that plan. Transition plans will set out expected absences during the child's transition into school, providing some flexibility for transitions for children with additional learning needs if needed.

**Why is there an exception for some children?**

Some children with additional learning support needs attend school part-time in their first year as part of a managed transition process. Research suggests that staggered transitions can be effective for these children, so this option needs to still be available.

**Does this change affect four year olds who are enrolled at a school with cohort entry?**

Yes. All children who have started school have to attend regularly, unless they have a transition plan.

**Will parents face penalties if their children attend school irregularly after they enrol?**

As is currently the case, parents of children who do not attend school as required may be fined up to \$30 per school day, not exceeding \$300 for a first offence and \$3000 for subsequent offences.

**Where are the compulsory attendance provisions located in the Act?**

The compulsory attendance provisions are located in section 25.

**When do the changes take effect?**

These changes take effect from 3 July 2017.

ED ACT  
UPDATE



MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA

# Enabling schools to introduce cohort entry

**Helping students to have a great start at school is important for their early success. In the past the Act has only provided one way for schools to manage the flow of new entrants into school, known as continuous entry. Although some schools have adopted cohort entry, they have not been able to delay the start date of any student who has turned 5 who does not enrol in line with the school's cohort entry policy.**

The Act has therefore been amended to enable schools to fully adopt cohort entry following consultation with their community. For schools which introduce cohort entry, new entrants can start school as part of a cohort at the beginning of the term closest to their fifth birthday rather than on their fifth birthday or soon afterwards.

## **What are the potential benefits of cohort entry for children?**

Cohort entry is about helping children to settle better in school. There is evidence that starting school alongside other children helps children build relationships and supports a smoother entry to school life.

We know that some schools are already doing cohort entry, as they believe it offers their kids the best start to their school life. It can also mean less disruption for new entrant teachers who can prepare for groups of children arriving on a specific date rather than on an individual and ad hoc basis through the year.

## **Do schools need to do anything before introducing cohort entry?**

Schools need to consult with their staff, the parents of current and prospective students, and local early childhood services, and consider whether they find the policy generally acceptable, before introducing cohort entry.

Schools also need to give at least one term's notice of the change before the policy takes effect. This is so that parents, schools and early learning services affected have time to plan for the change. This could be done through their website or in a local community newspaper.

## **Does this mean children can start school before they are five?**

Children will be able to start at a school with cohort entry at the beginning of the term closest to their fifth birthday, or the beginning of a later term. This means that some children, depending on when in the term their birthday falls, will be able to start school up to two months before they turn five, while other children will have to wait up to two months after their fifth birthday before they can start school.

The precise cut-off dates for each term will be published in the *New Zealand Gazette* and on the Ministry of Education's website. Children turning five before the cut-off date for a term will be able to start at a school with cohort entry at the beginning of that term.



# ED ACT UPDATE



## **What can a parent do if they don't want their child to start school before they are five?**

Parents who wish to start their child in a school with cohort entry can choose to delay their child's start until the beginning of a later term or until age six if there are concerns about their child's readiness for school.

## **Will this mean my child has to stay in early childhood education longer than they would otherwise?**

Possibly. Depending on where their birthday falls within the term, some children could stay in early learning or other care for either a slightly shorter or longer period than they would otherwise if the school their family or whānau chooses has adopted cohort entry.

## **Does cohort entry apply to children turning six or transferring from another school?**

No. Cohort entry does not apply to children who have turned six, or who are transferring from another school.

## **Will this change affect the compulsory age for schooling?**

No. Parents will continue to have the option of not starting their child in school until their sixth birthday, regardless of whether or not the school they enrol in has a cohort entry policy.

## **Will cohort entry have an impact on early learning services and ngā kōhanga reo?**

Yes. If a school adopts cohort entry, this will affect enrolment patterns in contributing early learning services and ngā kōhanga reo. As part of their consultation, school boards will need to consider the views of local early learning services and ngā kōhanga reo and give at least one term's notice before changing their entry policy. This will help ensure early learning services and ngā kōhanga reo are able to manage the loss of a larger group of students at one time.

## **What effect does cohort entry have on early learning services and ngā kōhanga reo, childcare and OSCAR subsidies?**

Families are still eligible for Ministry of Education ECE subsidies, including 20 Hours ECE, until their child turns six or is enrolled in school. The Ministry of Social Development is making changes to the childcare assistance regulations so that children over the age of five remain eligible for the childcare subsidy, and children under the age of five are eligible for the OSCAR subsidy.

## **Will cohort entry policies affect the quality of transitions for children with additional learning support needs?**

Where a child would benefit from a staggered transition to school, a transition plan can be agreed between the child's parents, the school principal and the Ministry of Education (see the fact sheet *Requiring compulsory attendance at school for under sixes*). These plans will set out expected absences during the child's transition into school, providing some flexibility for transitions for children with additional learning support needs, if needed, while still allowing them to start school in accordance with a school's cohort entry policy.

## **Where can I find more information about cohort entry?**

Further information on processes for consultation and managing cohort entry will be provided on NZSTA's website.

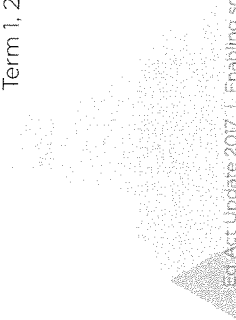
<http://www.nzsta.org.nz/>

## **Where are the cohort entry provisions located in the Act?**

The cohort entry provisions are located in sections 5A to 5C.

## **When do the changes take effect?**

These provisions take effect from 3 July 2017. The earliest students will enter a school with a cohort entry policy will be Term 1, 2018.



# Enabling the Minister to issue a statement of National Education and Learning Priorities

In the past, the Education Act has not had a clear way for the Government to set out its medium term priorities. The Government of the day's medium term priorities have sometimes been put into National Education Guidelines, and have often been put into a range of non-statutory documents, such as Ka Hikitia and the Pasifika Education Plan.

The updated Act now sets out a clearer and more streamlined process for the Government to clearly set out its medium term priorities for early learning and schooling, following consultation.

The Minister of Education can now issue a new stand-alone document called a statement of National Education and Learning Priorities (NELP). The NELP will set out the Government of the day's priorities for the early learning and compulsory schooling sectors.

This will give greater visibility around the Government of the day's priorities for the education system, and will ensure that Communities of Learning: Kāhui Ako, schools, kura and early learning services know what is expected of them, and can focus on the right things.

**What will the National Education and Learning Priorities be?**

This will depend on the priorities of the Minister and the Government, and the outcome of consultation. The priorities will be guided by the new objectives for the education system.

It will be up to the Government to decide whether or not to issue a new NELP. Each NELP will be issued for a five-year period.

**Will the Minister need to consult on a NELP before issuing it?**

The Minister must, at a minimum, consult with stakeholders in the early childhood and compulsory education sectors.

**How often will the Minister issue a NELP?**

The Minister will issue a NELP for a five year period. It can be withdrawn or replaced earlier.

**How will schools and kura use the NELP?**

Boards of state schools and kura must pay special attention to ensuring that the priorities of the NELP are reflected in their strategic plans.

Sponsors of Partnership Schools | Kura Hourua must consider the NELP when developing and delivering the curriculum for their schools.

Registered private schools must consider the NELP when operating the school. They must also ensure that their staff consider the NELP when developing and delivering the curriculum.

**How will early childhood services and ngā kōhanga reo use the NELP?**

Early childhood services and ngā kōhanga reo will be required to demonstrate how they are contributing to, and implementing, the NELP through their annual plans. The annual plans are a Ministry requirement and guide services' operations.

**How will Communities of Learning | Kāhui Ako enact the NELP?**

Kāhui Ako that have a statutory agreement with the Secretary for Education will be required to have particular regard to the NELP in developing a plan. See the fact sheet on *Enabling Communities of Learning: Kāhui Ako to work together more collaboratively*.

**What does the NELP replace?**

The NELP replaces the National Education Guidelines.

**Where are the NELP provisions located in the Act?**

The NELP provisions are located in section 1A.

**When do the changes take effect?**

The provisions take effect from 19 May 2017. The Minister of Education will decide when to issue a NELP, following consultation.



# Improving

# planning and reporting

Planning and reporting is the key way for Communities of Learning: Kāhui Ako and schools to implement the Act's objectives for education and the Government's strategic direction for the education system. However, the current planning and reporting system for schools is complex and detailed, rather than focused on what really matters. The amount of useful information provided to parents, family and whānau as a result of previous requirements is limited.

Improvements are being made to the planning and reporting framework for state and state integrated schools. The framework will be less complex and detailed, and more focused on what really matters for lifting achievement.

Parents, family and whānau will also receive more specific information about what their school aims to achieve for their children and young people, and the progress it's making in achieving these aims.

## When will the new planning and reporting framework take effect?

The new framework will come into effect on 1 January 2019. This will give sufficient time for a new set of regulations to be developed that will outline the process, content, form and timelines for planning and reporting. These will be developed in consultation with the sector.

Existing planning and reporting requirements will continue until the new framework comes into effect.

## Will there be consultation on the new framework?

Yes. The Ministry intends to consult on the regulations in early 2018.

## Why is planning and reporting important?

Planning and reporting are the key processes through which the objectives for education and the Government's priorities in the statement of National Education and Learning Priorities (NELP) flow through to what happens in schools and classrooms.

## What improvements are being made to the planning process?

A **four-year strategic plan** and an **annual implementation plan** will replace school charters. The two documents will have different purposes and processes, but will together provide a base against which the board's performance can later be assessed.

**Strategic plans** will reflect how the school intends to achieve the objectives for the education system and the Government's priorities contained in its statement of National Education and Learning Priorities (NELP), and incorporate any outcomes agreed to by any Community of Learning that the school belongs to.

Schools will need to develop a new strategic plan every four years in consultation with the school community, including families and whānau, staff, students (as appropriate) and any other person, group or organisation they consider ought to be consulted. The strategic plan will be assessed by the Ministry for quality rather than process requirements.

**Annual implementation plans** will contain more detail about the school's individual actions and targets for the following year. The implementation plan does not have to be provided to the Ministry, thus streamlining the process for schools.

# ED ACT UPDATE



MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA

## What improvements are being made to the reporting process?

Schools will still be required to produce annual reports. Some changes have already been made to the annual report process and content to reduce board concerns and make it more relevant to parents. For example, annual reports must now be available to the public through an internet site.

Further changes to the reporting process will be made through regulations as the new framework is developed, which will be developed in consultation with the sector, over the course of 2018.

## Will schools lose their individual identity as a result of the changes to the planning documents?

No. Schools will have the freedom to set their own goals and priorities. In doing so, they will need to be consistent with their primary objective of ensuring that every student is able to attain his or her highest standard in educational achievement, and have particular regard to the NELP.

Schools will be expected to consult with their community when developing their strategic plan. The aspirations, vision and values that emerge from this could be incorporated into their strategic planning. State integrated and designated character schools will be required to ensure their strategic plan reflects their special character.

## Will planning and reporting documents be available to parents, families and whānau?

Schools will be required to publish all planning and reporting documents on their school's website so parents and the community have easier access to the information.

## When do the changes take effect?

These provisions take effect from 1 January 2017 after consultation with the sector and public.

# National Performance Measures

All systems need a set of performance measures to assess their progress in meeting their objectives. The Minister of Education can now set a small number of national performance measures that schools will report on in their annual reports. This is being introduced to address the varying performance information that schools produce in their annual reports, as well as the differing amounts of this information they make available to parents, families and whānau and other schools.

These measures could, for example, build on our current Better Public Service targets. In future, measures could be explored that would reflect student progress and student well-being, for example.

## When do the changes take effect?

These provisions take effect from 1 January 2019

# Creating a refocused careers service within the Tertiary Education Commission

A review of the careers system completed in 2015 concluded that the government's careers information and advice activities are fragmented and overlapping. As a result, the Education Act has been updated to streamline the way government careers information and advice is provided.

Careers New Zealand (CNZ) is being replaced with a refocused careers service within the Tertiary Education Commission (TEC). A Government review of the careers system found that change was needed to make pathways into further study and work clearer; strengthen connections between education and employers; and reduce fragmentation and duplication across government agencies.

## What will the TEC's focus and functions be?

The TEC's careers service will focus on providing high quality careers information and strengthening connections between education and employment.

The TEC's long-term careers functions will be to:

- » provide a publicly available careers information service that includes a database of information about occupations and tertiary education and training
- » facilitate and strengthen the connections between schools, employers and tertiary education organisations, to ensure students are better prepared for employment and further education and training.

## What are the benefits of transferring CNZ to the TEC?

The change will enable children and young people to make better-informed, timely decisions about their learning pathways.

The transfer of CNZ to the TEC will improve careers information by:

- » helping to consolidate all the information users of the careers system need in one place
  - » enabling better integration of the Government's online careers planning tools, and
  - » establishing clear lines of accountability for the delivery of careers information.
- It will also make use of the TEC's ability to work with tertiary providers and employers so they provide better careers information to schools, and coordinate with schools on the skill needs of the labour market.

## How will this change affect students and their families?

Students and their families will have access to better and more consistent careers information and be able to access a continually expanding and improving suite of online tools, making it easier to navigate this information.

## How will this change affect schools?

Schools will benefit from enhanced connections with tertiary education organisations and employers, which will enable them to better align their teaching with the further study and employment opportunities available to their students. These connections and the consequent benefits will also be enhanced by the work to strengthen student learning pathways through Communities of Learning | Kāhui Ako.

## How will this change affect employers?

Employers will benefit from stronger connections with schools and tertiary providers, enabling them to more directly influence the skills pipeline, and from careers education that links teaching and learning to the application of skills, knowledge and competencies in the labour market.

## When will this change come into effect?

The TEC will be the Government's careers agency from 1 July 2017. The legislation gives the TEC six months to realign the way the organisation works to deliver the new careers functions. During this time there will be no external change to service for either organisation.





## Complaint Procedures

**Outcome:** *The school will respond to complaints against staff in a fair and consistent manner and in accordance with the relevant employment contracts, legislation and the school's codes of conduct.*

**Guidelines:**

- Complaints should be made in writing or in person.
- Documentation is stored securely.
- Complaints of a serious nature should be directed to the principal. In cases of complaint against the principal, which remains unresolved in the first instance, a formal written complaint must be made to the board chairperson.
- All parties concerned are informed of the complaint and have right of reply.
- Where possible, resolution of a complaint will involve all parties meeting, discussing the concern and reaching an agreement as to the outcome.
- Where internal procedures do not reach a satisfactory conclusion, outside mediation may be sought from organisations such as STA and NZEI.
- In dealing with any complaint, the school will act in accordance with the relevant conditions of the current employment contract(s).
- In all cases the board, in dealing with complaints, will act as a good employer.

## **Guidelines for applications to the Prime Minister's Science Teacher Prize Fund (the PM Prize Fund)**

In March 2017 Koraunui's own Di Christensen was awarded the prestigious Prime Minister's Science Teacher Prize for 2016. This was a fantastic achievement and recognition for Di, and a wonderful affirmation and opportunity for our school.

Part of the prize was the award of \$100,000 to our school. The only criteria limiting how these funds can be used is the requirement that they must be used by the school **to support science**.<sup>1</sup>

The prize money has been received and is being managed by the Board of Trustees as a designated, ring-fenced fund.

The first application to the Board was received in May 2017. The request was declined. As part of its discussion about this application, the Board agreed to develop formal criteria to guide decisions on future applications. The following information has been developed in response.

### **Application process**

Applications to use monies from the PM Prize Fund need to be made to the Board in writing addressed to the Chair.

Applications will be considered at the Board's scheduled meetings. In exceptional circumstances applications may be considered out of sequence between meetings.

All applications must contain the following:

- detailed costings including formal quotes wherever possible;
- an explanation about how the proposed spending will meet the key funding objectives as outlined below;
- what reporting will be provided to the Board; and
- any other considerations which the applicant(s) think should be considered by the Board.

### **Key funding objectives**

All applications must meet one or more of the following key funding objectives:

- increasing Koraunui School pupils' learning and achievement in science;
- enhancing science teaching capability and capacity at Koraunui School;
- providing science out-reach to the Koraunui School community and wider community; and
- developing Koraunui School's reputation as a centre of expertise in science teaching.

The Board will give precedence to applications which will:

- provide ongoing benefits rather than one-off benefits; and
- meet multiple key funding criteria.

---

<sup>1</sup> See *Guidelines Science Teacher Prize* <http://www.pmscienceprizes.org.nz/teacher/>

## **Publicity**

The Board will publish information about how money from the PM Prize Fund is being spent on its blog page on the school website, and in the school newsletter, as necessary. This may include detailed information about successful applications and applicants.

## **The rights reserved by the Board**

The Board reserves the following rights:

- the Board will manage the funds as part of a responsible financial management strategy including investing funds on term deposit or similar instruments;
- the Board can refuse to approve any application received;
- the Board can alter the key selection criteria as it sees fit; and
- the Board can consult with Di Christensen, as the winner of the Prime Minister's prize, to support its decision-making in respect to any application received.

## **Final use of the available funds and edition control of these guidelines**

The Board envisages that the available funds from the PM Prize Fund are likely to be used within the current Board triennium (2016-2019). If funds are remaining at the end of that period, these guidelines will not be binding on the new Board.

These guidelines were approved by the Board on xxx June 2017.

# Koraunui School



Prepared By  
Education Services Ltd

## Disclaimer of Liability

Education Services Ltd has compiled the monthly financial statements set out in this management report from records, information and instructions furnished by the above named client. As our service arrangement does not include an audit function, we do not accept responsibility for the accuracy or completeness of the material supplied from which these statements have been compiled.

These financial statements have been prepared at the request of, and for the purposes of, our client only. Neither we, nor any of our employees, accept any responsibility on any ground whatsoever to any other person, should the records, information, or instructions furnished to us be incorrect or otherwise deficient in any way.

## Education Services Ltd

<b>Whangarei</b> 28 Reyburn House Lane PO Box 1793	P 09 4382337 F 09 4382338 E whangarei@educationservices.co.nz
<b>Auckland</b> 515A Mount Wellington Highway PO Box 105165	P 09 5851671 F 09 5851672 E auckland@educationservices.co.nz
<b>Hamilton</b> 21 Empire Street Private Bag 3023	P 07 8472672 F 07 8472482 E hamilton@educationservices.co.nz
<b>Rotorua</b> 1277 Haupapa Street PO Box 2182	P 07 3494106 F 07 3494128 E rotorua@educationservices.co.nz
<b>New Plymouth</b> 6 Bayly Road PO Box 46	P 06 7575489 F 06 7588385 E newplymouth@educationservices.co.nz
<b>Wanganui</b> 176 Glasgow Street PO Box 4003	P 06 3490903 F 06 3450713 E wanganui@educationservices.co.nz
<b>Lower Hutt</b> 497 Hutt Road PO Box 39151	P 04 5895533 F 04 5895580 E lowerhutt@educationservices.co.nz

## Management Report 30 April 2017

## Commentary

### Income

You have received 2 out of 4 Operation Grant deposits so far this year.  
Your next Operating Grant instalment is due in July.  
As at 30 April 2017 we note Grant Income is 42% of what was budgeted for.  
Your Local Funds and Interest are 103% of what was budgeted for.  
Your Trading and Other Accounts have contributed a surplus of \$7,848 for the year to date.

---

### Expenditure

As at 30 April 2017 you have spent 31% of what you had budgeted for the year.  
This compares with 33% of the calendar year gone.

---

### Financial Position

Actual Available Funds as at 31 December 2016 were \$147,020  
Budgeted Available Funds at 31 December 2017 are \$194,788

---

Actual Available Funds as at 30 April 2017 are \$318,311  
Budgeted Available Funds as at 30 April 2017 are \$276,699

---

\*Note: Available Funds are calculated as Working Capital less Term Cyclical Maintenance

---

### Banking Staffing

Banking Staffing as at Sue Report Number 0218 is under used by 1.86 (\$4,972).  
Schools manage their staffing entitlement to best meet the teaching and learning needs of their school. Over usage of staffing entitlement must be budgeted for and under usage used before the gazetted date in pay period 26 to meet the teaching and learning needs of your school.

---

### Disclaimer

This commentary is to be read in conjunction with, not instead of, your full management report.

# Available Funds Forecast

## Introduction

In response to increasing requests from our clients and Ministry of Education Financial Advisors we have added the following Available Funds Forecast to your monthly management report.

This forecasting tool can be used to illustrate the effect of future anticipated income and expenditure on your year-end financial position (expressed throughout this management report as Working Capital less Term Cyclical Maintenance, or "Available Funds").

This tool complements the other reports you receive which report only on historical data (they report only what has already happened). It is available in Microsoft Excel format through our online service.

We encourage you to save down a copy and adjust forecast figures as you see fit. Use the spreadsheet as a forecasting tool to help you better understand and predict the direction the school's finances are heading in.

## Methodology

Actual figures are shown for the months up to the date of this management report. Forecast figures are shown for the remaining months. Forecast figures are one-twelfth of the annual budget, or for those schools that set monthly budgets those figures are used instead. The exceptions are:

- Operating Grant – the installments are shown in the months they are received, unless budgeted for on a monthly basis.
- Fundraising – the portion of the budget that hasn't been received yet is split evenly between the remaining months of the year so that the total for all twelve months equals the annual budget.
- Audit Costs – the entire budget appears in December.
- Capital Items – the unspent portion of the budget is split evenly between the remaining months of the year so that the total for all twelve months equals the annual budget.

## Disclaimer

This forecast is based on budget figures provided by the school. All forecast figures including "Projected Closing Available Funds" are estimates only.

Budget	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Budget	Jun Budget	Jul Budget	Aug Budget	Sep Budget	Oct Budget	Nov Budget	Dec Budget	Total	Variance
<b>Revenue</b>														
Operating Grant	121,113	0	0	125,112	0	0	127,098	0	0	127,098	0	0	500,421	(7,972)
Other Government Grants	0	28,890	6,546	4,709	16,433	16,433	16,433	16,433	16,433	16,433	16,433	16,433	171,609	0
Investment Income	365	283	263	454	333	333	333	333	333	333	333	333	4,029	29
Fundraising	3,170	240	113,699	(497)	0	0	0	0	0	0	0	0	116,612	9,612
Activities	0	594	(476)	(74)	432	432	432	432	432	432	432	432	3,500	0
Extra-Curricular Activities	0	(534)	(2,236)	(4,510)	882	882	882	882	882	882	882	882	(2)	(2)
Camps And Trips	0	(1,145)	1,781	(1,081)	206	206	206	206	206	206	206	206	2	2
Stationery	3,514	507	544	72	108	108	108	108	108	108	108	108	5,501	4,201
<b>795,802</b>	<b>127,239</b>	<b>28,779</b>	<b>120,121</b>	<b>124,185</b>	<b>18,394</b>	<b>18,394</b>	<b>145,492</b>	<b>18,394</b>	<b>18,394</b>	<b>145,492</b>	<b>18,394</b>	<b>18,394</b>	<b>801,672</b>	<b>5,870</b>
<b>Administration</b>														
Communication Expenses	4,250	0	330	276	354	354	354	354	354	354	354	354	3,729	521
Board Of Trustee Expenses	6,400	(110)	504	592	533	533	533	533	533	533	533	533	5,250	1,150
Audit Costs	5,350	0	0	0	0	0	0	0	0	0	0	0	5,350	0
Consumables	6,450	363	2,626	244	538	538	538	538	538	538	538	538	8,576	(2,126)
Staff Expenses	87,761	1,665	8,035	8,986	7,313	7,313	7,313	7,313	7,313	7,313	7,313	7,313	84,504	3,257
General	29,714	6,989	1,065	1,180	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	30,365	(651)
Operating Leases	5,800	400	400	400	483	483	483	483	483	483	483	483	5,464	336
<b>145,725</b>	<b>9,307</b>	<b>12,960</b>	<b>11,678</b>	<b>10,367</b>	<b>11,697</b>	<b>11,697</b>	<b>11,697</b>	<b>11,697</b>	<b>11,697</b>	<b>11,697</b>	<b>11,697</b>	<b>17,047</b>	<b>143,238</b>	<b>2,487</b>
<b>Property Maintenance</b>														
Cleaning & Sanitation	7,600	493	298	516	633	633	633	633	633	633	633	633	7,130	470
Energy	14,488	676	2,111	1,031	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	14,811	(323)
Rates	1,300	289	0	0	108	108	108	108	108	108	108	108	1,442	(142)
Grounds	1,500	356	627	0	125	125	125	125	125	125	125	125	2,152	(652)
Repairs & Maintenance	10,430	26,216	(22,367)	637	869	869	869	869	869	869	869	869	12,480	(2,050)
Staff Wages	69,294	6,892	5,737	6,248	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	70,607	(1,313)
Cyclical Maintenance	15,500	1,390	1,390	1,390	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	15,896	(396)
<b>120,112</b>	<b>36,312</b>	<b>(12,204)</b>	<b>9,822</b>	<b>10,516</b>	<b>10,009</b>	<b>10,009</b>	<b>10,009</b>	<b>10,009</b>	<b>10,009</b>	<b>10,009</b>	<b>10,009</b>	<b>10,009</b>	<b>124,518</b>	<b>(4,406)</b>
<b>Depreciation</b>														
<b>22,500</b>	<b>2,508</b>	<b>2,508</b>	<b>2,603</b>	<b>2,603</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>1,875</b>	<b>25,222</b>	<b>(2,722)</b>

Budget	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Budget	Jun Budget	Jul Budget	Aug Budget	Sep Budget	Oct Budget	Nov Budget	Dec Budget	Total	Variance
<b>Learning Resources</b>														
Professional Development	2,431	0	0	2,025	2,428	2,428	2,428	2,428	2,428	2,428	2,428	2,428	23,880	5,251
Library	1,933	350	48	(107)	79	79	79	79	79	79	79	79	2,856	(1,906)
Teaching Resources	298	648	2,507	2,094	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	16,379	(129)
Personnel	310,272	33,054	39,859	31,192	25,856	25,856	25,856	25,856	25,856	25,856	25,856	25,856	321,367	(11,095)
Information And Communicati	33,448	2,500	2,500	3,141	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	33,415	33
Prime Minister's Award	100,000	0	0	0	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	66,664	33,336
Operating Leases	12,500	635	1,163	0	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	10,769	1,731
Extra Activities	0	1,112	(881)	834	0	0	0	0	0	0	0	0	2,886	(2,886)
<b>502,551</b>	<b>19,801</b>	<b>36,834</b>	<b>45,748</b>	<b>40,801</b>	<b>41,879</b>	<b>41,879</b>	<b>41,879</b>	<b>41,879</b>	<b>41,879</b>	<b>41,879</b>	<b>41,879</b>	<b>41,879</b>	<b>478,216</b>	<b>24,335</b>
<b>Other Accounts</b>														
Kcc Before/after/holiday	(22,354)	5,020	(6,374)	(4,442)	2,584	(1,863)	(1,863)	(1,863)	(1,863)	(1,863)	(1,863)	(1,863)	(18,116)	(4,238)
	(22,354)	5,020	(6,374)	(4,442)	2,584	(1,863)	(1,863)	(1,863)	(1,863)	(1,863)	(1,863)	(1,863)	(18,116)	(4,238)
<b>Total Expenditure</b>	<b>768,534</b>	<b>72,948</b>	<b>33,724</b>	<b>65,409</b>	<b>66,871</b>	<b>63,597</b>	<b>63,597</b>	<b>63,597</b>	<b>63,597</b>	<b>63,597</b>	<b>63,597</b>	<b>63,597</b>	<b>753,078</b>	<b>15,456</b>
<b>Net Surplus/(deficit)</b>	<b>27,268</b>	<b>54,291</b>	<b>(4,945)</b>	<b>57,314</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>(45,203)</b>	<b>48,594</b>	<b>21,326</b>
<b>Other Cash Outgoings</b>														
Capital Items	2,000	0	0	0	212	212	212	212	212	212	212	212	1,999	1
	2,000	0	0	0	212	212	212	212	212	212	212	212	1,999	1

	Budgeted	Forecast
Available Funds per last year's financial statements	147,023	147,023
Projected Surplus / (Deficit)	27,268	48,594
Less Other Cash Outgoings	(2,000)	(1,999)
Add back Depreciation	22,500	25,222
Bank staffing overuse (unbudgeted)		
Future commitments i.e asset replacement/Board funded capital works		
<b>Projected closing Available Funds</b>	<b>194,791</b>	<b>218,840</b>

\* School to complete if applicable  
\* School to complete if applicable

\* This Available Funds Forecast is a starting point created from your most recent data. It is essential that this is adjusted by you to reflect your future circumstances as you are the only ones who will have this information. EG Roll decline, planned over expenditure, potential unreleased revenue.



## Items of Significance 30 April 2017

Commentary

Description	Code	YTD	Budget	Variance	%	Note
<b>Income</b>						
None.						
<b>Expenditure</b>						
Lib Estab	3130	1,929	200	(1,729)	965	
Additional Teachers	3410	24,023	0	(24,023)	0	Not Budgeted
Curious Minds Grant	4915	1,821	0	(1,821)	0	Not Budgeted

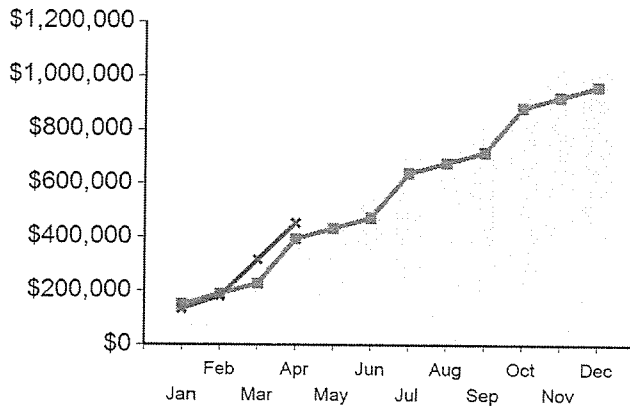
### Financial Position

None.

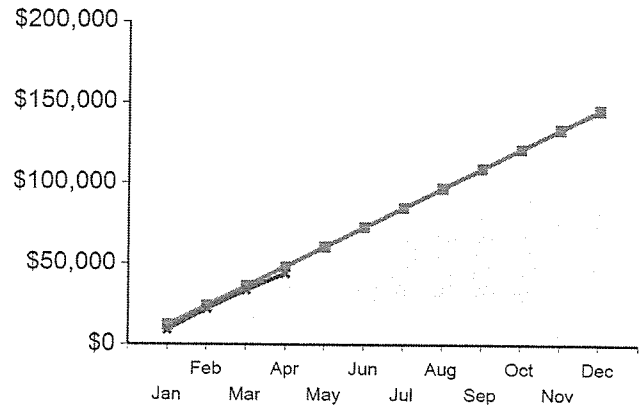
## Graphical Analysis 30 April 2017

## Overview

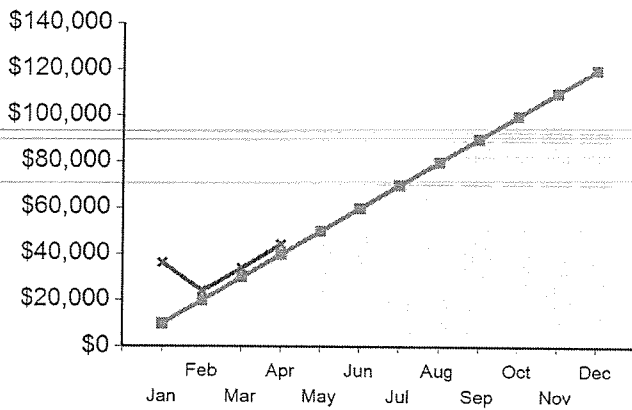
### Income



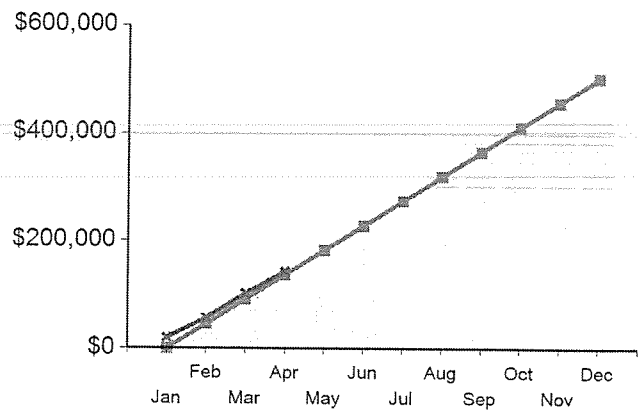
### Administration



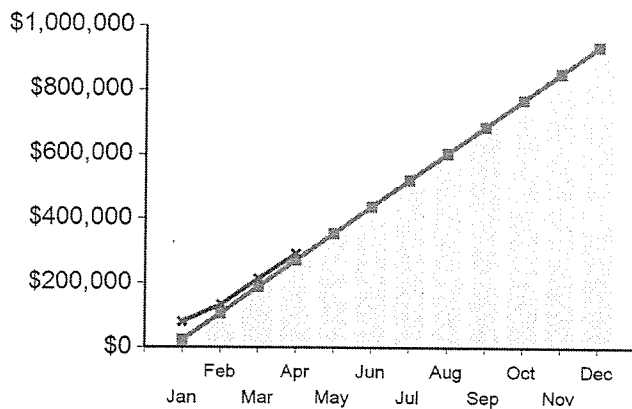
### Property Maintenance



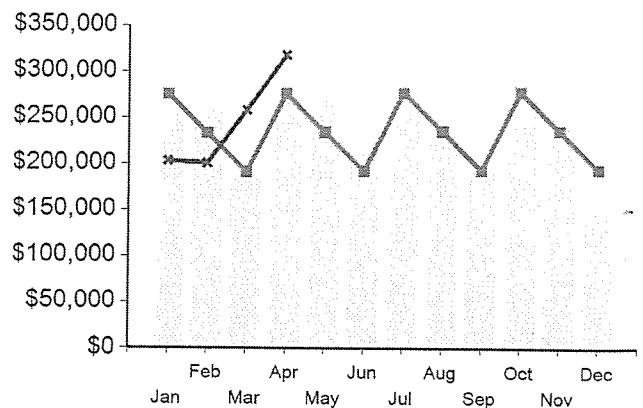
### Learning Resources



### Total Operating Expenditure



### Working Capital less Term Cyclical Maintenance

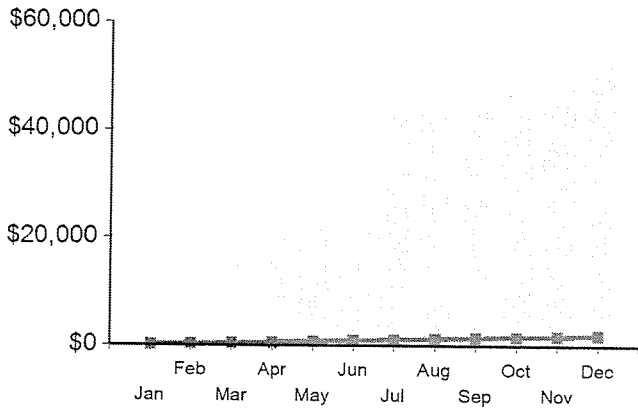


2017 Budget
  2017 Actual
  2016 Actual

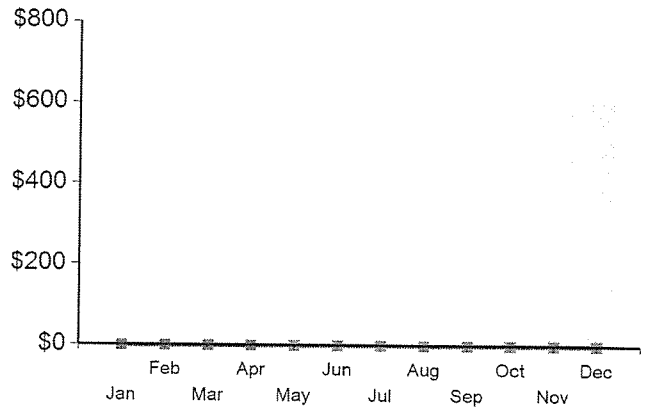
## Graphical Analysis 30 April 2017

Overview

**Capital Purchases**



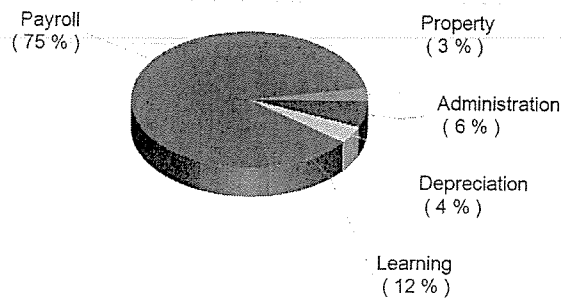
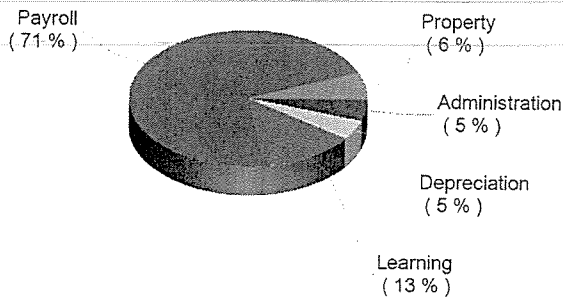
**Lease & Loan Payments**



—■— 2017 Budget —✕— 2017 Actual      2016 Actual

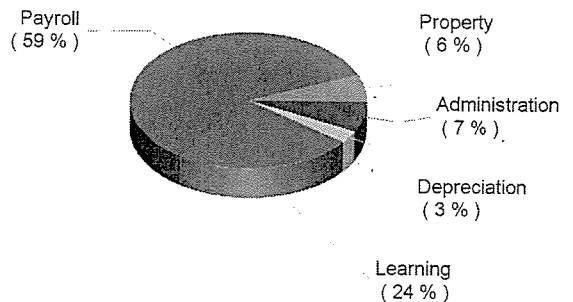
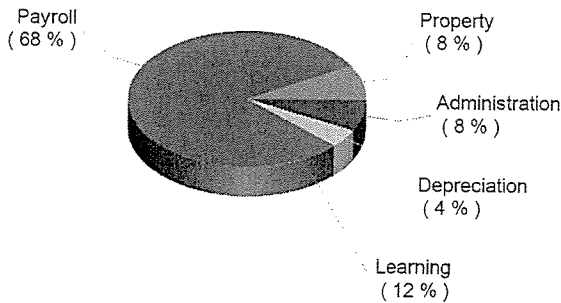
**Last Year To Date**

**Last Year Actual**



**Year To Date**

**Budget**



\* Payroll includes only those costs coded to the 1400, 2500 or 3400 code ranges.

# Koraunui School



## Income Statement 30 April 2017

## Summary

2016					2017			
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%
<b>Income</b>								
309,142	694,235	Government Grants		129,821	286,369	680,002	(393,633)	42
503	5,942	Investment Income		454	1,365	4,000	(2,635)	34
45,470	89,880	Fundraising		(497)	116,612	107,000	9,612	109
50,732	100,107	Activities		(74)	44	3,500	(3,456)	1
6,855	(8,905)	Extra-Curricular Activities		(4,510)	(7,058)	0	(7,058)	0
3,249	(10,939)	Camps And Trips		(1,081)	(1,647)	0	(1,648)	0
189	1,206	Stationery Surplus / (Deficit)		72	4,637	1,300	3,337	357
<b>\$416,140</b>	<b>\$871,526</b>	<b>Total Income</b>		<b>\$124,183</b>	<b>\$400,320</b>	<b>\$795,802</b>	<b>(\$395,482)</b>	<b>50%</b>
<b>Administration</b>								
931	4,408	Communication Expenses		291	896	4,250	3,353	21
805	8,785	Board Of Trustee Expenses		0	985	6,400	5,415	15
(3,240)	4,870	Audit Costs		0	0	5,350	5,350	0
3,124	7,554	Consumables		1,039	4,272	6,450	2,178	66
24,313	101,174	Staff Expenses		7,314	25,998	87,761	61,763	30
8,210	20,890	General		1,323	10,555	29,714	19,158	36
1,600	4,800	Operating Leases		400	1,600	5,800	4,200	28
<b>\$35,742</b>	<b>\$152,481</b>			<b>\$10,367</b>	<b>\$44,308</b>	<b>\$145,725</b>	<b>\$101,417</b>	<b>30%</b>
<b>Property Maintenance</b>								
1,903	8,519	Cleaning & Sanitation		759	2,066	7,600	5,534	27
3,401	17,023	Energy		1,337	5,154	14,488	9,334	36
225	1,594	Rates		289	578	1,300	722	44
775	935	Grounds		169	1,153	1,500	347	77
2,547	12,763	Repairs & Maintenance		1,042	5,528	10,430	4,901	53
27,891	71,357	Staff Wages		5,530	24,406	69,294	44,888	35
5,200	(16,541)	Cyclical Maintenance		1,390	5,560	15,500	9,940	36
<b>\$41,943</b>	<b>\$95,651</b>			<b>\$10,516</b>	<b>\$44,446</b>	<b>\$120,112</b>	<b>\$75,666</b>	<b>37%</b>
<b>Depreciation</b>								
10,000	32,396	Depreciation	2910	2,603	10,221	22,500	12,279	45
<b>\$10,000</b>	<b>\$32,396</b>			<b>\$2,603</b>	<b>\$10,221</b>	<b>\$22,500</b>	<b>\$12,279</b>	<b>45%</b>

# Koraunui School



## Income Statement 30 April 2017

## Summary

2016						2017			
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Learning Resources</b>									
5,747	14,088	Professional Development		2,025	4,456	29,131	24,676	15	
1,841	5,617	Library		(107)	2,225	950	(1,274)	234	
7,702	29,199	Teaching Resources		2,094	5,547	16,250	10,702	34	
103,688	428,706	Personnel		31,192	114,520	310,272	195,753	37	
10,247	32,769	Information And Communication Technol		3,141	11,118	33,448	22,329	33	
0	0	Prime Minister's Award		0	0	100,000	100,000	0	
2,881	10,882	Operating Leases		635	2,432	12,500	10,068	19	
0	1,058	Extra Activities		1,821	2,886	0	(2,887)	0	
<b>\$132,106</b>	<b>\$522,319</b>			<b>\$40,801</b>	<b>\$143,184</b>	<b>\$502,551</b>	<b>\$359,367</b>	<b>28%</b>	
<b>Other Accounts</b>									
(7,414)	(3,579)	Kcc Before/After/Holiday		2,584	(3,211)	(22,354)	(19,142)	14	
<b>(\$7,414)</b>	<b>(\$3,579)</b>			<b>\$2,584</b>	<b>(\$3,211)</b>	<b>(\$22,354)</b>	<b>(\$19,142)</b>	<b>14%</b>	
<b>\$212,378</b>	<b>\$799,268</b>	<b>Total Expenditure</b>		<b>\$66,868</b>	<b>\$238,947</b>	<b>\$768,534</b>	<b>\$529,587</b>	<b>31%</b>	
<b>\$203,762</b>	<b>\$72,258</b>	<b>Net Surplus / (Deficit)</b>		<b>\$57,315</b>	<b>\$161,373</b>	<b>\$27,268</b>	<b>\$134,105</b>		
<b>Other Outgoing Cash</b>									
27,319	52,962	Capital Items - Cash Additions		0	303	2,000	1,697	15%	
0	603	Lease/Loan Payments		0	0	0	0	0%	
0	1,500	Cyclical Maintenance		0	22,917	0	(22,917)	0%	
<b>\$27,319</b>	<b>\$55,065</b>			<b>\$0</b>	<b>\$23,220</b>	<b>\$2,000</b>	<b>(\$21,220)</b>		

# Koraunui School



## Balance Sheet 30 April 2017

## Summary

2016				2017
April	December	Description	Code	April
<b>Current Assets</b>				
0	215,403	ASB 12-3478-0015483-00	9000	446,195
19,147	5,745	KPG 467-00	9005	1
69,467	0	Westpac TDP #1	9010	0
54,392	0	Westpac TDP #2	9011	0
19,131	76,992	Westpac 211-00	9015	2,744
320,159	2,405	Westpac 211-25	9016	5,731
250	650	Petty Cash	9029	650
118	3,325	Accounts Receivable	9115	0
0	6,685	Prepayments	9117	0
0	(2,079)	MOE Funded Projects		6,098
\$482,664	\$309,126			\$461,419
<b>Current Liabilities</b>				
18,565	11,722	Leave Accrual	9314	11,722
16,802	0	Staff Banking Overuse	9317	0
0	5,600	Accrued Audit Fee	9319	3,772
0	2,500	Revenue Rec In Adv	9321	0
25,125	23,625	Cyclical Maintenance Provision	9329	708
0	2,544	TRL Leases	9345	2,544
6,565	14,160	Accounts Payable		22,382
22,596	(2,866)	Goods and Services Tax		14,564
35,330	41,516	Hippy		15,785
(7,280)	3,503	Funds Held In Advance		6,272
\$117,703	\$102,304			\$77,749
<b>Working Capital</b>				
\$364,961	\$206,822			\$383,670
<b>Non-Current Assets</b>				
108,034	119,431	Fixed Assets		109,514
\$108,034	\$119,431			\$109,514
<b>Non-Current Liabilities</b>				
80,041	59,800	Cyclical Maintenance Provision	9429	65,360
0	5,002	TRL Leases	9445	5,002
\$80,041	\$64,802			\$70,362
<b>Net Assets</b>				
\$392,954	\$261,451			\$422,822
<b>Public Equity</b>				
189,192	189,193	Public Equity At The Start Of The Year	9500	261,449
203,762	72,258	Net Surplus / (Deficit)		161,373
\$392,954	\$261,451			\$422,822

## Income Statement 30 April 2017

Income

2016						2017			
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Government Grants</b>									
Ministry Of Education									
250,684	517,059	Operation Grant	0104	125,112	246,224	508,393	(262,169)	48	
0	480	TRL Leases	0156	0	0	0	0	0	
5,750	12,104	Special Grants	0157	109	109	11,500	(11,391)	1	
30,830	121,900	Special Needs	0159	0	33,827	149,109	(115,282)	23	
6,275	11,675	ESOL	0160	4,600	4,600	11,000	(6,400)	42	
0	751	Teacher Relief	0164	0	1,609	0	1,609	0	
0	8,773	Other MOE Grants	0165	0	0	0	0	0	
15,603	21,494	MOE PD Funding	0170	0	0	0	0	0	
\$309,142	\$694,236			\$129,821	\$286,369	\$680,002	(\$393,633)	42%	
<b>Investment Income</b>									
Investment Income									
503	5,942	Interest Received	0191	454	1,365	4,000	(2,635)	34	
\$503	\$5,942			\$454	\$1,365	\$4,000	(\$2,635)	34%	

# Koraunui School

## Income Statement 30 April 2017

Income

Description	Code	April			2017			Budget	Variance	%
		Income	Expenditure	Net	Income	Expenditure	Net			
<b>Local Funds</b>										
Fundraising										
IPENZ	0205	0	497	(497)	2,500	497	2,003	0	2,003	0
Prime Minister's Award	0208	0	0	0	100,000	0	100,000	100,000	0	100
Parent Donations	0210	0	0	0	1,080	0	1,080	3,000	(1,920)	36
Other Donations & Gran	0214	0	0	0	13,529	0	13,529	4,000	9,529	338
		\$0	\$497	(\$497)	\$117,109	\$497	\$116,612	\$107,000	\$9,612	109%
Activities										
Staff Purchases	0265	22	96	(74)	633	746	(113)	0	(113)	0
Hall Hire	0275	0	0	0	157	0	157	1,000	(843)	16
Scholastic Books	0285	68	68	0	147	147	0	0	0	0
Other Income	0295	0	0	0	0	0	0	2,500	(2,500)	0
		\$90	\$164	(\$74)	\$937	\$893	\$44	\$3,500	(\$3,456)	1%



# Koraunui School

## Income Statement 30 April 2017

Income

Description	Code	April			2017					
		Income	Expenditure	Net	Income	Expenditure	Net	Budget	Variance	%
Extra-Curricular Activities										
2pm Club	0302	45	0	45	83	0	83	0	83	0
Athletics	0306	0	0	0	65	0	65	0	65	0
Basketball	0308	0	0	0	512	0	512	0	512	0
HC Sports Fest	0312	13	0	13	41	0	41	0	41	0
Kids Kitchen	0314	0	0	0	0	16	(16)	0	(16)	0
Netball	0316	111	524	(412)	332	524	(191)	0	(191)	0
Polyfest Jul	0320	1,360	5,458	(4,098)	1,688	9,083	(7,395)	0	(7,395)	0
Swimming	0322	0	178	(178)	275	178	96	0	96	0
Touch Rugby	0324	0	0	0	310	539	(229)	0	(229)	0
Tough Guy	0326	161	0	161	338	0	338	0	338	0
Triathlon	0328	0	41	(41)	1,475	1,672	(197)	0	(197)	0
Waterpolo	0332	0	0	0	0	165	(165)	0	(165)	0
		\$1,691	\$6,201	(\$4,510)	\$5,120	\$12,178	(\$7,058)	\$0	(\$7,058)	0%
Camps And Trips										
Beach Trip 9/2	0402	0	0	0	534	678	(144)	0	(144)	0
Camp/Yr6 Funds	0404	221	1,064	(843)	1,307	1,241	65	0	65	0
Jnr Beach Trip 18/3	0406	0	0	0	0	44	(44)	0	(44)	0
Capital E Trip	0408	0	0	0	843	2,739	(1,896)	0	(1,896)	0
Whanau Trips	0412	40	278	(238)	2,045	1,673	371	0	371	0
		\$261	\$1,343	(\$1,082)	\$4,729	\$6,376	(\$1,647)	\$0	(\$1,647)	0%
Total Local Funds		\$2,041	\$8,204	(\$6,163)	\$127,895	\$19,945	\$107,950	\$110,500	(\$2,550)	98%
Total Income		\$132,316	\$8,204	\$124,112	\$415,628	\$19,945	\$395,683	\$794,502	(\$398,819)	50%

# Koraunui School

## Income Statement 30 April 2017

## Expenditure

2016					2017				
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Administration</b>									
Communication Expenses									
(1)	204	Postage & Freight	1010	0	6	250	244	2	
931	4,204	Phone, Fax, Internet	1015	291	891	4,000	3,109	22	
\$930	\$4,408			\$291	\$897	\$4,250	\$3,353	21%	
Board Of Trustee Expenses									
0	3,540	Board Meeting Fees	1120	0	100	5,000	4,900	2	
61	661	Board Minutes Secretary	1130	0	64	400	336	16	
0	2,266	Board Elections	1140	0	0	0	0	0	
744	2,318	Board Expenses	1150	0	821	1,000	179	82	
\$805	\$8,785			\$0	\$985	\$6,400	\$5,415	15%	
Audit Costs									
(3,240)	4,870	Audit Fees	1210	0	0	5,350	5,350	0	
(\$3,240)	\$4,870			\$0	\$0	\$5,350	\$5,350	0%	
Consumables									
514	1,041	Stationery	1310	107	324	950	626	34	
2,610	6,514	Photocopier Consumables	1320	932	3,948	5,500	1,552	72	
\$3,124	\$7,555			\$1,039	\$4,272	\$6,450	\$2,178	66%	
Staff Expenses									
4,575	18,963	Resource Manager	1420	1,160	4,699	16,677	11,978	28	
11,310	43,633	Community Liaison	1430	3,559	10,973	44,412	33,439	25	
2,875	11,915	Clerical	1460	807	3,262	11,854	8,592	28	
5,553	26,664	Bursar	1470	1,788	7,064	14,818	7,754	48	
\$24,313	\$101,175			\$7,314	\$25,998	\$87,761	\$61,763	30%	
General									
0	1,734	ACC Levies	1505	0	0	2,300	2,300	0	
0	2,800	Accounting Fees	1510	850	3,400	10,700	7,300	32	
0	81	Bank Charges	1530	74	114	25	(89)	456	
0	0	EftPos Charges	1535	47	152	0	(152)	0	
0	359	Admin PD	1540	0	0	500	500	0	
113	950	Principal's Expenses	1550	0	0	1,000	1,000	0	
2,051	2,917	Minor Capital Expenditure	1555	0	216	2,000	1,784	11	
3,677	4,625	Insurance	1560	0	4,740	5,689	949	83	
15	62	Civil Defense & First Aid	1580	0	0	200	200	0	
150	511	Staff Dinners	1582	0	0	500	500	0	
275	1,817	Staffroom Supplies	1585	325	537	2,000	1,463	27	
1,929	3,229	Computer User Group	1590	0	1,300	4,500	3,200	29	
0	1,631	General Expenditure	1595	27	97	300	203	32	
0	173	Finance Costs	1597	0	0	0	0	0	
\$8,210	\$20,889			\$1,323	\$10,556	\$29,714	\$19,158	36%	

# Koraunui School



## Income Statement 30 April 2017

## Expenditure

2016		Description	Code	Month	YTD	2017			
YTD	Year					Budget	Variance	%	
<b>Administration</b>									
Operating Leases									
1,600	4,800	Photocopier Rental	1910	400	1,600	4,800	3,200	33	
0	0	Duplicator Lease	1920	0	0	1,000	1,000	0	
\$1,600	\$4,800			\$400	\$1,600	\$5,800	\$4,200	28%	
\$35,742	\$152,481	Total Administration		\$10,367	\$44,308	\$145,725	\$101,417	30%	

# Koraunui School

## Income Statement 30 April 2017

### Expenditure

2016						2017		
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%
<b>Property Maintenance</b>								
Cleaning & Sanitation								
553	2,460	Hygiene Supplies	2005	262	583	1,725	1,142	34
608	3,337	Cleaning Supplies	2010	283	698	3,475	2,777	20
742	2,723	Rubbish Removal	2020	214	785	2,400	1,615	33
\$1,903	\$8,520			\$759	\$2,066	\$7,600	\$5,534	27%
Energy								
2,611	10,693	Electricity	2101	1,323	3,716	11,200	7,484	33
105	2,677	Gas	2130	14	45	1,686	1,641	3
685	3,654	Water Rates	2150	0	1,393	1,602	209	87
\$3,401	\$17,024			\$1,337	\$5,154	\$14,488	\$9,334	36%
Rates								
225	1,594	Sewerage Rates	2210	289	578	1,300	722	44
\$225	\$1,594			\$289	\$578	\$1,300	\$722	44%
Grounds								
404	564	Grounds Materials	2310	76	121	1,000	879	12
371	371	Pool	2340	93	1,032	500	(532)	206
\$775	\$935			\$169	\$1,153	\$1,500	\$347	77%
Repairs & Maintenance								
1,332	7,036	Maintenance	2410	53	924	6,000	5,076	15
0	1,086	Equipment R&M	2430	503	1,885	700	(1,185)	269
295	669	Security System R&M	2440	0	210	500	290	42
0	1,354	Minor Capital Works	2450	0	1,560	300	(1,260)	520
385	385	Vandalism	2460	322	425	1,000	575	42
536	2,233	Security	2495	164	525	1,930	1,405	27
\$2,548	\$12,763			\$1,042	\$5,529	\$10,430	\$4,901	53%
Staff Wages								
19,555	40,123	Caretaker	2520	2,940	10,696	39,589	28,893	27
8,336	31,234	Cleaner	2530	2,590	13,710	29,705	15,995	46
\$27,891	\$71,357			\$5,530	\$24,406	\$69,294	\$44,888	35%

# Koraunui School



## Income Statement 30 April 2017

## Expenditure

2016		Description	Code	Month	YTD	2017			
YTD	Year					Budget	Variance	%	
<b>Property Maintenance</b>									
Cyclical Maintenance									
5,200	(16,541)	Cyclical Maintenance Expense	2991	1,390	5,560	15,500	9,940	36	
\$5,200	(\$16,541)			\$1,390	\$5,560	\$15,500	\$9,940	36%	
\$41,943	\$95,651	Total Property		\$10,517	\$44,446	\$120,112	\$75,666	37%	
<b>Depreciation</b>									
Depreciation									
10,000	32,396	Depreciation	2910	2,603	10,221	22,500	12,279	45	
\$10,000	\$32,396			\$2,603	\$10,221	\$22,500	\$12,279	45%	

# Koraunui School

## Income Statement 30 April 2017

## Expenditure

2016					2017				
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Learning Resources</b>									
Professional Development									
5,251	13,469	Curriculum Staff Development	3010	1,309	3,653	28,031	24,378	13	
497	619	Subscriptions	3020	716	802	1,100	298	73	
\$5,748	\$14,088			\$2,025	\$4,455	\$29,131	\$24,676	15%	
Library									
1,072	2,808	Library Consumables	3110	0	295	100	(195)	295	
630	630	Library Computer User Group	3120	0	0	650	650	0	
139	2,180	Lib Estab	3130	(107)	1,929	200	(1,729)	965	
\$1,841	\$5,618			(\$107)	\$2,224	\$950	(\$1,274)	234%	
Teaching Resources									
0	523	Assessment Resources	3305	0	136	800	664	17	
1,131	6,139	Classroom Consumables	3310	107	2,660	2,000	(660)	133	
0	900	Copyright	3315	0	0	950	950	0	
0	13	Gifted Kids	3325	0	0	0	0	0	
(9)	2,555	Minor Capital Expenditure	3335	0	0	1,500	1,500	0	
2,024	9,416	PB4L / KiVa	3340	1,880	1,880	2,000	120	94	
708	708	Photocopy Paper	3345	0	0	1,100	1,100	0	
358	3,522	STEM	3350	0	0	2,000	2,000	0	
1,184	1,163	Special Needs Resources	3355	79	396	1,000	604	40	
100	220	Study Centre Food	3360	28	28	300	272	9	
0	33	Study Centre Resources	3365	0	0	0	0	0	
0	0	Tchr Equipment Repair	3370	0	0	300	300	0	
1,597	2,156	Visual Arts	3380	0	34	2,300	2,266	1	
0	480	Whanau Tikanga	3385	0	202	500	298	40	
188	662	Junior Team	3390	0	19	500	481	4	
120	223	Middle Team	3391	0	0	500	500	0	
300	487	Senior Team	3392	0	193	500	307	39	
\$7,701	\$29,200			\$2,094	\$5,548	\$16,250	\$10,702	34%	
Personnel									
16,210	62,521	Additional Teachers	3410	4,442	24,023	0	(24,023)	0	
0	0	Appraisal	3415	0	0	3,000	3,000	0	
0	1,573	ESOL TA	3420	0	0	6,804	6,804	0	
1,187	4,745	Relievers Support	3430	0	412	4,500	4,088	9	
20,050	81,720	Relievers Teaching	3435	8,128	18,739	39,600	20,861	47	
64,365	271,810	Special Needs Sp	3440	18,345	70,211	164,808	94,597	43	
0	0	Special Programmes	3445	0	0	83,538	83,538	0	
0	0	Specialist Intervention	3450	0	0	1,000	1,000	0	
1,876	6,085	Study Center Assistant	3455	277	832	7,022	6,190	12	
0	252	Study Center Tutor	3460	0	302	0	(302)	0	
\$103,688	\$428,706			\$31,192	\$114,519	\$310,272	\$195,753	37%	

# Koraunui School



## Income Statement 30 April 2017

## Expenditure

2016		Description	Code	Month	YTD	2017			
YTD	Year					Budget	Variance	%	
<b>Learning Resources</b>									
Information And Communication Technology									
10,247	32,223	IT Tech Support	3510	2,500	10,156	32,698	22,542	31	
0	0	IT Equip Repair	3520	486	486	300	(186)	162	
0	545	IT Consumables	3530	155	477	450	(27)	106	
\$10,247	\$32,768			\$3,141	\$11,119	\$33,448	\$22,329	33%	
Prime Minister's Award									
0	0	Expenses	3610	0	0	100,000	100,000	0	
\$0	\$0			\$0	\$0	\$100,000	\$100,000	0%	
Operating Leases									
1,930	6,886	Projector Leases	3910	221	767	8,000	7,233	10	
951	3,996	Laptop Rental	3920	414	1,665	4,500	2,835	37	
\$2,881	\$10,882			\$635	\$2,432	\$12,500	\$10,068	19%	

# Koraunui School

## Income Statement 30 April 2017

## Expenditure

Description	Code	April			2017			Budget	Variance	%
		Income	Expenditure	Net	Income	Expenditure	Net			
<b>Learning Resources</b>										
Extra Activities										
Whitebait Trip	4904	0	0	0	0	174	174	0	(174)	0
Sports Teams	4905	0	0	0	0	1,084	1,084	0	(1,084)	0
Curious Minds Grant	4915	0	1,821	1,821	0	1,821	1,821	0	(1,821)	0
Science Activities	4920	504	504	0	1,686	1,494	(192)	0	192	0
		\$504	\$2,325	\$1,821	\$1,686	\$4,573	\$2,886	\$0	(\$2,886)	0%
<b>Total Learning Resources</b>		\$611	\$41,410	\$40,798	\$1,793	\$144,977	\$143,184	\$502,551	\$359,367	28%



# Koraunui School



## Income Statement 30 April 2017

Trading

2016		Description	Code	Month	YTD	2017			
YTD	Year					Budget	Variance	%	
<b>Stationery</b>									
Income									
6,454	8,019	Stationery Sales	8001	94	8,332	8,000	332	104	
\$6,454	\$8,019			\$94	\$8,332	\$8,000	\$332	104%	
Cost Of Goods Sold									
6,264	6,813	Stationery Purchases	8020	22	3,695	6,700	3,005	55	
\$6,264	\$6,813			\$22	\$3,695	\$6,700	\$3,005	55%	
\$189	\$1,206	Total		\$72	\$4,637	\$1,300	\$3,337	357%	

# Koraunui School



## Income Statement 30 April 2017

Other

2016						2017			
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Kcc Before/After/Holiday</b>									
<b>Income</b>									
36,432	136,952	KCC Fee Income (incl WINZ)	8301	11,632	49,747	125,000	(75,253)	40	
16,316	33,837	KCC Grant Income	8305	0	0	33,850	(33,850)	0	
\$52,748	\$170,789			\$11,632	\$49,747	\$158,850	(\$109,103)	31%	
<b>Expenditure</b>									
30,848	115,495	KCC Wages	8320	10,201	35,418	114,796	79,378	31	
3,557	14,442	KCC Coordinator	8325	1,108	4,339	0	(4,339)	0	
145	145	KCC Prof Development	8330	696	913	350	(563)	261	
936	3,775	KCC Food	8335	374	1,154	3,350	2,196	34	
3,775	13,586	KCC Other	8340	1,837	4,711	1,000	(3,711)	471	
6,073	19,767	KCC Venue Costs	8345	0	0	17,000	17,000	0	
\$45,334	\$167,210			\$14,216	\$46,535	\$136,496	\$89,961	34%	
\$7,414	\$3,579	Total		(\$2,584)	\$3,211	\$22,354	(\$19,142)	14%	

# Koraunui School

## Income Statement 30 April 2017

Carried

2016						2017			
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Hippy</b>									
Income									
34,932	104,796	Hippy MSD Grant	7401	0	0	0	0	0	0
<b>\$34,932</b>	<b>\$104,796</b>			\$0	\$0	\$0	\$0	0%	
Expenditure									
0	149	Hippy ACC Levies	7420	0	0	0	0	0	0
0	0	Hippy Administration	7422	0	0	0	0	0	0
0	11	Hippy Advertising/Promotion	7423	41	41	0	(41)	0	
0	766	Hippy Affiliation Fee	7424	0	0	0	0	0	0
0	813	Hippy General Expenses	7426	0	31	0	(31)	0	
94	1,022	Hippy Group Meetings	7427	183	183	0	(183)	0	
0	0	Hippy Occupancy	7430	50	50	0	(50)	0	
1,437	2,038	Hippy PD - Travel, Accom	7431	0	302	0	(302)	0	
0	1,316	Hippy Printing	7432	628	659	0	(659)	0	
1,482	2,439	Hippy Resources	7433	0	1,917	0	(1,917)	0	
0	49	Hippy Staff Training	7434	85	213	0	(213)	0	
543	741	Hippy Stry & Postage	7435	70	152	0	(152)	0	
0	0	Hippy Supervision	7436	0	240	0	(240)	0	
0	3,000	Hippy Support & Assistance	7437	0	0	0	0	0	
74	586	Hippy Telecommunications	7438	52	191	0	(191)	0	
437	2,474	Hippy Travel	7439	351	733	0	(733)	0	
16,574	56,089	Hippy Wages - Coordinator	7440	3,458	16,576	0	(16,576)	0	
3,629	16,453	Hippy Wages - Tutors	7441	1,948	4,443	0	(4,443)	0	
<b>\$24,270</b>	<b>\$87,946</b>			<b>\$6,866</b>	<b>\$25,731</b>	<b>\$0</b>	<b>(\$25,731)</b>	<b>0%</b>	
24,665	24,665	Carried Fwd Balance		0	41,516	0	41,516	0	
<b>\$35,330</b>	<b>\$41,516</b>	<b>Total</b>		<b>(\$6,866)</b>	<b>\$15,785</b>	<b>\$0</b>	<b>\$15,785</b>	<b>0%</b>	

# Koraunui School



## Income Statement 30 April 2017

## Expenditure

2016						2017			
YTD	Year	Description	Code	Month	YTD	Budget	Variance	%	
<b>Capital Items</b>									
Cash Additions									
27,319	52,876	Capital Items Purchases	C600	0	303	0	(303)	0	
0	86	Library Books	C679	0	0	2,000	2,000	0	
\$27,319	\$52,962			\$0	\$303	\$2,000	\$1,697	15%	
Non Cash Additions									
0	8,150	TRL Leases	C685	0	0	0	0	0	
\$0	\$8,150			\$0	\$0	\$0	\$0	0%	
\$27,319	\$61,112	Total Additions		\$0	\$303	\$2,000	\$1,697	15%	
90,715	90,715	Opening Balance	9370	0	119,431	119,431	0	100	
(10,000)	(32,396)	Depreciation	C750	(2,603)	(10,221)	(22,500)	(12,279)	45	
\$108,034	\$119,431	Total Capital Items		(\$2,603)	\$109,514	\$98,931	(\$10,583)	111%	
<b>Lease and Loan Payments</b>									
0	603	TRL Leases		0	0	0	0	0	
\$0	\$603			\$0	\$0	\$0	\$0	0%	
<b>Moe Funded Projects</b>									
52,956	52,956	Library Relocation	D01	0	52,956	0	52,956	0	
52,956	52,956	Library Relocation	D01E	0	52,956	0	(52,956)	0	
\$0	\$0			\$0	\$0	\$0	\$0	0%	
0	7,479	Resurface Decks	D02	0	7,479	0	7,479	0	
0	0	Resurface Decks Expenditure	D02E	8,177	8,177	0	(8,177)	0	
\$0	\$7,479			(\$8,177)	(\$698)	\$0	(\$698)	0%	
0	0	Preperation Of 10Ypp	D03	0	0	0	0	0	
0	5,400	Preperation Of 10Ypp	D03E	0	5,400	0	(5,400)	0	
\$0	(\$5,400)			\$0	(\$5,400)	\$0	(\$5,400)	0%	
\$0	\$2,079	Net Position		(\$8,177)	(\$6,098)	\$0	(\$6,098)	0%	

# Koraunui School



## Income Statement 30 April 2017

Department

2016		Description	Code	Month	YTD	2017			
YTD	Year					Budget	Variance	%	
<b>PRIME MINISTER'S AWARD</b>									
Income									
0	0	Prime Minister's Award	0208	0	100,000	100,000	0	100	
\$0	\$0			\$0	\$100,000	\$100,000	\$0	100%	
Expenditure									
0	0	Expenses	3610	0	0	100,000	100,000	0	
\$0	\$0			\$0	\$0	\$100,000	\$100,000	0%	
\$0	\$0			\$0	\$100,000	\$0	\$100,000		

## **Proposed text for notice in the newsletter**

“New rules for dogs at school”

Over the last couple of months the Board of Trustees has discussed the pros and cons of allowing dogs at school. We have talked about this issue because we are legally required to ensure there is a safe environment for all staff, pupils and visitors.

After weighing things up, we have decided to change the rules for dogs at school at the start of Term 3.

**From the start of Term 3 no dogs will be allowed at school between 7.30am and 4.30pm unless this is agreed to by the Principal.**

We welcome hearing any suggestions you have about implementing the new rules. You can talk to the Principal, Mrs McPeake or any other Board member.

A copy of the new rules is available on the school website under the Board of Trustees tab.

---

### **Rules for dogs at school**

As part of providing a safe environment for all pupils, staff and visitors, dogs are not allowed on the Koraunui School site during school hours (7.30am-4.30pm) unless that is specifically agreed to by the Principal. The only exception is for guide and service dogs.

If an owner seeks permission to bring a dog on site, the Principal will:

- require the person seeking permission to identify why the dog needs to be on site, for how long, and for what educational purpose;
- seek a guarantee that the dog has never displayed any aggression towards people, particularly children; and
- seek a guarantee that the owner believes the dog is fully trustworthy in a school environment.

Any dog approved to be on site during school hours must be on a lead. Unless it is a guide dog, the lead must be held by an adult.

Additional controls as part of these rules are:

- If a dog bites any member of the Koraunui Community (child or adult) while on the way to school, from school or while at school, will be collected by the Dog Control Officer.
- Any dog that is at school during school hours without the permission of the Principal, and has no owner who is easily contactable, will be collected by the Dog Control Officer.

The Board will periodically review these rules. Any review may include consideration of implementing restrictions outside of school hours.

Last updated: May 2017