

Board of Trustees Meeting Agenda – 13 Feb 2019

Open: **Karakia Timatanga**

1. Administration

- 1.1 Present
- 1.2 Apologies
- 1.3 Declaration of interests
- 1.4 Confirmation of previous minutes

1.5 Correspondence – NZSTA membership matters 25/1/19 (previously forwarded to Board); – NZSTA membership matters 08/2/19 (previously forwarded to Board) Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 103 (previously forwarded to Board); NZEI Paid Union Meeting Information; ERO letter – follow up from previous report; 2019 staff entitlement notice, Hon Chris Hipkins letter – Independent Taskforce Report, OIA Request – Coal Heating in Schools

2. Strategic Decisions

- 2.1 Strategic decisions made if required
 - 2.1.1 Policy ratifications
 - 2.1.2 3 Year Board plan
 - 2.1.3 Strategic plan, Annual Plan, Vision, Charter
 - 2.1.4 2019 Board of Trustees Elections

3. Monitoring

- 3.1 Principals Report
- 3.2 Finance
 - 3.2.1 End of month reports for December 2018 (draft)
 - 3.2.2 2019 Draft Budget
 - 3.2.3 KCC Fee Structure Review
- 3.3 Property
- 3.4 Health and Safety
- 3.5 IT
- 3.6 Curriculum
- 3.7 Other

4. Other items

5. In-committee items

- 5.1 Internal Evaluation
- 5.2 Personnel
- 5.3 Student engagement

6. Meeting Closure

- 6.1 Identify Agenda Items for Next Meeting

Karakia whakamutunga: Meeting closed _____ pm

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

DRAFT Board of Trustees Meeting Minutes – DATE: 5 December 2018

Open: Karakia Timatanga: 7.05pm

1. Administration

- 1.1 Welcome board members
- 1.2 Present: Vera, Gillian, Craig, Shane, Di W, Dave, Rachel, Chris and Spencer
- 1.3 Apologies: N/A
- 1.4 Declaration of interests: N/A
- 1.5 Move that Di have speaking rights during the meeting (including In Committee) as DP she will have contributions relevant to this meeting. **Moved / seconded: Rachel/Gillian**
- 1.6 Confirmation of previous minutes: Move that the previous minutes are passed as true and correct. **Moved / seconded: Rachel/Craig**
- 1.7 Correspondence – NZSTA Triennial elections, NZSTA Regional executive newsletter, Fergusson Intermediate School Enrolment Scheme Consultation, MoE PLD Application Letter, NZSTA Membership Matters
Documents distributed and gone over thoroughly. **Action: Rachel to reply to the Fergusson Intermediate School Enrolment Scheme.**
Application for Level 2 Maori immersion has been approved.

2. Strategic Decisions & Discussions

- 2.1 Strategic decisions made if required
 - 2.1.1 Vision and Strategic Plan review discussion: Defer this to the beginning of 2019.
 - 2.1.2 Policy review framework: Nothing new.
 - 2.1.3 Policies for ratification: Action: **Di will complete these before 2019.**
 - 2.1.4 COL: Leadership teams from schools held a meeting together to bring the COL focus into the schools. Primary focus was on key competencies on entry to school. Focus area is also on the wellbeing of our children/community and what we can do to help. Strategic plan for 2019 will have overarching goals from the COL.

3. Monitoring

- 3.1 Principal's Report: Documents distributed and gone over thoroughly. Teachers will be on strike again next year, due to the offer being rejected.
The feel of the school has changed for the better since the end of term 2. PACE: Playfulness, Acceptance, Connectedness and Empathy. Focus will now be around 'acceptance'.
Interventions, particularly reading recovery are going really well. Looking at reintroducing PMP (perceptual motor program) to help increase the kid's skills on arrival to school.
Umu Festival was a huge success. Children who don't normally shine, really blossomed during this.
- 3.2 Finance: Documents distributed and gone over thoroughly. Relieving teachers and cyclical maintenance have caused some overuse. Still in the black at this stage, but this will be depleted when holiday pays go out.
November Finance Report: Move that we accept the Finance Report as true and correct.

Moved / seconded: Rachel/Chris

3.2.1 Auditor annual audit questions: **Action: Rachel to respond**

3.2.2 Board 2018 payments: Move that we pay the Board of Trustees members. **Moved / seconded: Rachel/Spencer**

3.2.3 Grants: Janice is reapplying to the Trillian Trust as the original grant was declined.
Will also apply to Wellington Methodist Charitable and Educational Endowments Trust.

Rachel moved resolutions to apply for grants for school camp from:

Wellington Methodist Charitable & Educational Endowments Trust for \$1500.00

Trillian Trust – to reapply as per previous application

Moved / seconded: Rachel/Shane

3.3 Property:

3.3.1 Property Report: A full investigation into structural integrity of buildings will be done as part of the standard process.

CCTV of the drains showed that tree roots are the cause of all the drainage/asphalt problems.

The pool shed technically doesn't belong to the school and, therefore, the cost to remove it is not ours.

Disability ramp at Kauri Block will be done over the holidays.

3.4 Health and Safety: Five minor injuries.

4. Other items: Move that the staff can have alcohol on the 13th and 14th December for end of year staff function as per Alcohol on site policy. **Moved / seconded: Rachel/Gillian**

5. In-committee items

Move 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:

- personnel and the reason is to protect the privacy of the individual/s. This motion is proposed to comply with Sec 48 of the LGOI & M Act 1987 and the special requirements when moving to exclude the public.
- Commercially sensitive reasons

Moved / seconded: Rachel/Dave

Move that Di W be permitted to remain at this meeting, after the public has been excluded, because of her knowledge of item matters which will support the board's decision-making.

Moved / seconded: Rachel/Dave

The board wish to thank Di Wright for her time and huge contributions to Koraunui School over the last 10 years including her time as classroom teacher, DP and Acting Principal. She will be sorely missed.

6. Meeting Closure

6.1 Identify Agenda Items for Next Meeting

Karakia whakamutunga: Meeting closed 8.25 pm

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

Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Thursday, 7 February 2019 10:14 PM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; Vera Xu; Shane Doherty; Chris Miller; Spencer Hiess
Subject: Fw: Membership matters 25 January 2019

FYI

Rachel Brinkley
Chair, Board of Trustees
Koraunui School

From: NZSTA <feedback@nzsta.org.nz>
Sent: Friday, 25 January 2019 4:33 PM
To: Rachel deLima-Brinkley
Subject: Membership matters 25 January 2019



25 January 2019

[Welcome back](#)
[Our 30th anniversary](#)
[Tomorrow's Schools Review](#)
[Your 2019 membership subscription](#)
[70 years of Human Rights](#)
[Key information for boards of trustees and principals](#)

Welcome back

I hope you're refreshed and ready to roll, 2019 is going to be a busy year – we hope, in a good way!

This year we all have the chance to make a difference, not just for the students in our own schools and communities, but for the students in generations to come. It's going to mean digging extra deep and thinking harder about what we, our communities and most of all, our students, need their schooling system to do for them – but the payoff is potentially huge. Together, we can help shape the way our communities work with the government and the teaching profession to

provide high-quality education for every child and young person in this country.

This year it doesn't just take a village to raise a child, it takes a nation. It sounds like a big deal, and that's because it is - but we can do it, if we work together.

Our 30th anniversary

2019 is time to celebrate some of our successes. A lot of the time we're busy just doing it, and we don't always stop to reflect on how much we've already done, or how important it is.

We aim to do more celebrating our successes this year - ours and yours - and sharing them with the world. It's the 30th year of school boards of trustees, and that means it's also NZSTA's 30th anniversary year. We believe that there's a lot to celebrate, and we'll be sharing some ideas, stories and activities with you over the coming months.

Tomorrow's Schools Review

Of course, celebrating our successes will also help strengthen the case to retain boards of trustees as the governing body of their schools in the review of Tomorrow's Schools.

We've all had a few weeks to look at the Tomorrow's Schools Taskforce report over the summer break, and although there is much in there that we agree with, we are convinced that what they are proposing for school governance does not address the real issues and will not work in practice.

The Taskforce essentially proposes transforming school boards into advisory school committees and transferring the governing and decision-making responsibilities away from local communities to Ministerially-appointed boards governing a group of 100-125 schools at Hub level.

The debate is really getting under way. Much of it is centred around the role of school boards of trustees and whether or not the responsibility for governing should be transferred to a governing board at Hub level, governing a cluster of 100-125 schools.

We'll be bringing you more information and seeking your views over the next couple of months. In the meantime, keep up with the discussion [on our website](#).

Public submissions are due by the 7th of April, so please start thinking about yours.

Your 2019 membership subscription

We sent out our 2018 membership invoices by email towards the end of last year. We have become aware that this did not work well for some schools. If we have not received your membership payment for 2019 you will soon receive a

follow-up hard copy reminder sent to your school's postal address. Please note that the link to your invoice contained in the email we sent last year expired at the end of 2018.

It's a good idea to pay promptly to ensure continuity of your membership benefits, including access to our 30th anniversary Conference in July; voting on remits at our AGM; information and advocacy about the Tomorrow's Schools reforms; and STAnews to mention just a few.

If you have any questions about your membership subscription, please email admin@nzsta.org.nz or call 0800 782 435 (option 5).

- **Read more** about membership benefits [on our website](#).

70 years of Human Rights

Right at the end of last year, we received this reminder from our friends at [HRiE – the Human Rights in Education Trust](#). Officially, Human Rights Day was on 10 December. We think it's worth noting this significant anniversary at the start of our school year. Let's make 2019 a year where the right of every person to be treated with dignity and respect are reflected in the way we govern our schools - and our own behaviours.



UNIVERSAL DECLARATION OF HUMAN RIGHTS
#STANDUP4HUMANRIGHTS

70 years ago...

The UN General Assembly adopted the [Universal Declaration of Human Rights](#) (10 Dec 1948) -- the first time governments of the world had agreed the basic rights of all human beings.

40 years ago...

New Zealand ratified the two International Covenants on Human Rights (28 Dec 1978), agreeing to specific legal commitments to respect, protect and fulfil the human rights proclaimed in the Universal Declaration of Human Rights (ICCPR, ICESCR)

25 years ago...

New Zealand ratified the UN Convention on the Rights of the Child (6 Apr 1993), agreeing to specific legal commitments to respect, protect and fulfil the human rights of everyone under the age of 18.

- **Find out more** on the [HRiE website](#)

Key information for boards of trustees and principals

Read the latest [Pitopito Korero](#) updates for boards and principals from Secretary for Education Iona Holsted.

Noho ora mai

Na

Lorraine Kerr MNZM

President



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New Zealand School Trustees Association

PO Box 5123

Wellington, 6140

New Zealand

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Koraunui School Principal

From: NZSTA <feedback@nzsta.org.nz>
Sent: Friday, 8 February 2019 2:50 PM
To: Koraunui School Principal
Subject: Membership matters 8 February 2019



Membership matters



8 February 2019

Tomorrows Schools report - What do you think of it so far?

By now you should have had time to look through the Taskforce report and give some thought to their recommendations for how the role of school boards of trustees should change.

We've created a survey to help you tell us what you think about the Taskforce's views. Please take time to consider these questions as a board, and send us your response.

We're also asking for some base-line information about trustees' day jobs to help us dispel the myth that parent trustees aren't up top the job. We realise this may take some extra time to collate, and we really appreciate your assistance.

- **Read more** about Tomorrows Schools, and the government's review [on our website](#).
- **Fill in** [our survey](#)
- **Download a** [pdf copy](#) of the survey to discuss.

PLEASE USE THE ONLINE FORM TO SEND YOUR RESPONSE TO US.

We will only be able to process online responses.

Why are you #ProudtobeaschoolTrustee?

Celebrating the role of school trustees and the importance of our successes for our students, our communities and our schools is one of the key themes of this year's 30th anniversary celebrations. We

want to know about yours.

What makes you proud of the role you've played as a school trustee? What stories do other members of your local community have about their time on a school board of trustees?

Share your stories with us on social media or email them to feedback@nzsta.org.nz using the hashtag #ProudtobeaschoolTrustee. Include a selfie. Remember to keep other people's names or other personal information out of it.

We're aiming to share as many of these stories as we can over the next few months, so if you don't want us to make your story public, please say so.

Tell us what you think:

[Tweet #ProudtobeaschoolTrustee to @nzschoolltrustee](#)

[Post on Facebook #ProudtobeaschoolTrustee to @NZSTA1](#)

[Email #ProudtobeaschoolTrustee to feedback@nzsta.org.nz](mailto:feedback@nzsta.org.nz)

Pink Shirt Day - in support of anti-bullying

Pink Shirt Day will be celebrated on Friday 17 May 2019. If you're planning to make this part of your school year, make sure you get it into your school calendar early.

Join the movement to Speak up, Stand together and Stop bullying! For more information, see the [Pink Shirt Day website](#).

Key information for boards of trustees and principals

Read the latest [Pitopito Korero](#) updates for boards and principals from Secretary for Education Iona Holsted.

Noho ora mai

Na

Lorraine Kerr MNZM

President



Kia ora Principals

Welcome back for 2019 and the continuation of the Kua Tae te Wa Campaign. You will have seen in the media that the teacher crisis, concerns about workload, having time to teach and lead and issues around teacher and principal pay have not disappeared over the summer break.

Combined Paid Union Meetings for principals and teachers will be held nation-wide during the week of 18 March to 22 March 2019.

These meetings will be held to discuss any new offers from the Ministry or Government, if indeed there are any and to consider possible next steps in our Kua Tae te Wa Campaign.

Since the last member decision to not accept the last Ministry offer we have been talking at the highest level throughout the school break, trying to make progress with our claims. The Minister of Education is currently saying that there is no more money.

These Paid Union Meetings are not strike action. All members will be paid. The law allows for two Paid Union Meetings each year.

Because of the importance of these meetings they will be held during school time. There are choices in each area so schools can remain open.

The schedule of meetings is below. Please diary the dates. Venues are to be confirmed. Please inform your teachers of these meetings and schedule part of a staff meeting with your Worksite Rep to remind the teachers of the campaign, its objectives and goals.

As the next steps will be decided by all principal and teacher members, it is vital that everyone attends a meeting.

Branch	Date	Start Time
Wainuiomata	Monday 18 March 2019	1.30PM
Wainuiomata	Wednesday 20 March 2019	1.30PM
Wellington	Tuesday 19 March 2019	1.30PM
Wellington	Thursday 21 March 2019	1.30PM
Wellington North	Tuesday 19 March 2019	1.30PM
Wellington North	Thursday 21 March 2019	1.30PM
Kapiti	Tuesday 19 March 2019	1.30PM
Kapiti	Thursday 21 March 2019	1.30PM
Mana	Monday 18 March 2019	1.30PM
Mana	Wednesday 20 March 2019	1.30PM
Heretaunga	Monday 18 March 2019	1.30PM
Heretaunga	Wednesday 20 March 2019	1.30PM
Hutt Valley	Tuesday 19 March 2019	1.30PM
Hutt Valley	Thursday 21 March 2019	1.30PM
South Wairarapa	Tuesday 19 March 2019	2:00 PM
South Wairarapa	Wednesday 20 March 2019	2:00 PM
Wairarapa	Thursday 21 March 2019	2:00 PM
Wairarapa	Monday 18 March 2019	2:00 PM

If you have any questions or queries you are welcome to contact me.

Nga mihi

Paul Nees
Principal Support Officer
NZEI Te Ngaio Tu
paul.nees@nzei.org.nz



22nd January 2019

Koraunui School
17 Kairimu Street
Stokes Valley
LOWER HUTT 5019

Tēnā koe David

Your last ERO report published in February 2018 included a request for the school to develop more targeted planning to be monitored by ERO. The purpose of this is to:

- increase the focus of school planning on individuals and groups of learners who need their achievement lifted and their progress accelerated
- reduce any within school disparity in achievement outcomes particularly for Maori, Pacific and other identified groups of learners.

Thank you for the information sent to me to this point in time. We will evaluate the extent to which your school has successfully developed more targeted planning at the time of the next ERO review. This will be an opportunity to show the improved student outcomes, accelerated learning progress and reduced disparity that the school has achieved.

In addition, if you would like to you are welcome to forward to us samples of your recent planning and anything else you would like ERO to consider as background information for your next ERO review. This might include:

- any planning or supplementary planning since your most recent ERO review, for example your current Charter/Strategic/Annual plan including annual targets
- the most recent reporting against those plans, for example progress/outcomes against targets
- the most recent update reporting about student progress, achievement and their outcomes, with particular reference to those indicating improvement.

Any material you wish to send can be sent electronically to napier@ero.govt.nz.

Again, thank you for working with me.

Ngā mihi nui

Glennice Limmer
Manager review and Improvement Services
Central Region

MINISTRY OF EDUCATION
2019 PROVISIONAL STAFFING ENTITLEMENT
 10-Jan-2019

Koraunui School

School Number: 2100

17 Kairimu Street
 Stokes Valley
 Lower Hutt 5019

School Type: 21

STAFFING ROLL

Year	Conf 2018		30-Jan-2019	
	Reg	MMI	Reg	MMI
1	19	0	26	15
1 Adj	0	0	25	10
2	40	0	35	10
3	38	0	39	12
4	42	0	36	12
5	53	0	41	12
6	46	0	52	13
7	15	0	11	7
8	0	0	0	0
Total	253	0	265	91

SUMMARY

	Conf 2018		30-Jan-2019	
	FTTE	UNITS	FTTE	UNITS
Staffing Entitlement	14.90	16	14.50	16
Special Education Staffing	1.26	2	1.26	2
Additional Staffing	1.00	0	0.86	0
CoL Time Allowances	0.17	0	0.16	0
Total	17.33	18	16.78	18

Hon Chris Hipkins



MP for Rimutaka

Minister of Education
Minister of State Services

Leader of the House
Minister Responsible for Ministerial Services

23 January 2019

Dear Principal,

As you prepare for the beginning of the 2019 school year, I wanted to take the opportunity to write to you about the report released by the Tomorrow's Schools Independent Taskforce at the end of last year.

The Independent Taskforce's report - *Our Schooling Futures: Stronger Together | Whiria Ngā Kura Tūātinini* – proposes significant changes to the way schools are run, governed and managed. This includes a strong focus on improving the wellbeing and success of all children, particularly those not well served by the current system.

When the Government set up the Independent Taskforce in April 2018, we asked them to take a critical look at the way our compulsory schooling works and whether it meets the needs of all students now and for the future.

The report they have delivered recommends significant transformational change to our current education system of a magnitude that was last seen with the introduction of Tomorrow's Schools in 1989.

Before the Government makes any decisions on the Independent Taskforce's recommendations, I want all New Zealanders to have the opportunity to provide their views on the report. A wide-ranging discussion about the future of our education system amongst your staff, Board of Trustees, parents, students and wider community is critical to supporting the next stage of decision making.

It is important that we get your views if we are to transform the current system to one that consistently supports high quality teaching and school leadership, and the educational success and wellbeing of every student.

The report is open for public consultation until 7 April 2019. Two copies are enclosed for you and your Board Chair, along with further information about how you and your school community can contribute to this important conversation.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Chris Hipkins'.

Chris Hipkins
Minister of Education

Reply Reply All Forward IM

Laine Moger <laine.moger@stuff.co.nz>

admin@ruawaro.school.nz; office@rukuhia.school.nz; admin@springdale.school.nz; office@silverdale.school.nz; office@hjhs.school.nz; +473



Fwd: OIA request: Coal Heating in Schools

Follow up. Start by Sunday, 10 February 2019. Due by Sunday, 10 February 2019.

If there are problems with how this message is displayed, click here to view it in a web browser.

Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Dear all,

Please see attached Google Form.

This request is part of a comprehensive Sunday Star-Times/Stuff data review, in partnership with Quick! Save the Planet project. It relies on your assistance, both in compliance with the Official Information Act 1982 and Local Government Official Information and Meetings Act 1987, and in a shared commitment to public transparency around climate change reporting and working together for sustainable solutions. Please reply using this secure online form: it has been designed to make compliance with the request safe, quick and easy. At the end, you may opt to have a copy of your responses emailed to you. Deadline for response is 20 days from now: February 27.

Official information Act: Coal heating in school...

Laine Moger
Reporter

E laine.moger@stuff.co.nz | M (027) 839 2909
Cider Building, 4 Williamson Avenue, Ponsonby, Auckland 1021, New Zealand
PO Box 1327, Auckland 1140, New Zealand

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21. Triennial Review Programme/Board Annual Work Plan

Year: Draft Review	Area for Review	Board Meeting Dates											
		Feb	March	May	June	August	Sept	Nov	Dec				
Strategic Review	Charter	Confirm Charter approved and sent to MoE										Review of strategic plan Approve review plan 2018	Analysis of Variance Annual plan draft
	Strategic aims	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 1	Strategic Aim 2	Strategic Aim 3						
	Policy		Governance Policies 1-5		Curriculum			Personnel					Role of the Chair
	Learner progress and achievement	Year ?? Lit & Num	Special Education Needs	NCEA confirmed results	National Stds.	Maori/Pasifika focus		Gifted and talented					End of Year Achievement Data
	HR	Performance Agreement Approved	HR Tool Checklist 1	Informal review		Informal review		HR Tool Checklist 2					Formal review report
Emergent Review	Curriculum	Key Competencies		English		The Arts						Health & Physical Education	
	Budget	Approved	Monitor	Monitor	Mid-year review	Monitor						Next year draft	
	New gov. initiatives												
Board process Requirements	New local initiatives												
		Appoint chair	Accounts to Auditor Roll Return 1 Marchd	Annual Report approved and sent to MoE	Achievement Data. Parent reporting Roll return 1 July		Health Curriculum Consultation					Succession planning	Achievement Data, Parent reporting



KORAUNUI SCHOOL

2017 to 2019

Our Strategic Plan to...

Build



Confidence

Create



Inclusion

Foster



Innovation

Strive for



Achievement

Our Goals	CONFIDENCE <i>to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development</i>	INCLUSION <i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated and the diversity of the school community is reflected.</i>	INNOVATION <i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i>	ACHIEVEMENT <i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i>
Aim	<ul style="list-style-type: none"> • Children are comfortable and confident to express themselves in their preferred language and format. • Children are able to express and promote themselves in a responsible way through effective communication skills. • Children have the confidence to positively self-manage and show self-regulating behaviour in a safe and supportive environment. 	<ul style="list-style-type: none"> • The school honours and values the Treaty of Waitangi with increasing use of Tikanga and Te reo throughout the Kura. • The school provides support for our Pasifika students in their learning environment. • The school has a multi-cultural curriculum that celebrates diversity. • The school recognises and values different needs, abilities and background of students. • The school environment is positive and supportive. 	<ul style="list-style-type: none"> • Children will be engaged in learning embedded in real world contexts. • Children will display curiosity and risk-taking in learning. • Children have opportunities both within and outside of the school to be part of innovative and future focused learning. 	<ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are “risk takers” in their learning.

Building on our strengths to:

- Connect with the wider community, particularly those who can offer tuakana/teina to our children, and those for whom our children can do the same, being role models themselves
- Extend class treaty to identify and encourage child input.
- Class sociograms used proactively and positively to enable children to see how their actions impact on others.
- Pride in being an Enviroschool and its positive impact on our future communities
- Being culturally responsive & valuing our beliefs, eg through our whanau and pasifika learning models

- Establish a schoolwide NOHO to share the school kaupapa, to genuinely engage with our school families/whanau
- Increased integration of bi-lingual Maori-English/English-Maori classes through joint project time across cohorts
- Establishing connections and relationships with our local community
- Celebrate culturally significant events through the year that are relevant to our school, students and community
- Establish a virtual welcome mat for all coming into our school through creation of a welcoming atmosphere, K.O.R.A.U,
- Carry through learnings from the MoE Inclusive Practices Development Programme

- On-going use of Choice Theory to develop self-awareness and self-responsibility
- Support children to understand boundaries and where flexibility should be encouraged. This will reflect in their increased confidence to try new things and accept risk.
- Identify STEM opportunities and prepare to implement where children have greater input into their classroom environment and activities.
- Provide 'joyful' learning opportunities throughout the school.
- Encourage curiosity and risk-taking through learning opportunities.
- Engage with the Enviroschools network and embark on a deliberate and continuous pathway to become a gold Enviroschool
- Development of technology as an integral part of all future learning in our and future schooling
- "Hub for science and technology"

- Deepen students' knowledge and application within the curriculum and recognise the importance of all curriculum areas.
- Invest in the up-skilling of all staff, to ensure they are equipped to support learners' academic and emotional needs
- Utilise data: attendance, punctuality and family engagement against achievement data to identify any correlation to performance.
- Identify learning groups requiring additional support, to link with appropriate resources
- Involve the community - curriculum to reflect the diversity of cultures within the community. Opportunity for whanau and aiga to lead/participate in topics to celebrate and engage all learners.
- Invest in reading material that will appeal in particular to boys.
- Bring the nature of science to the fore in curriculum planning, as a context for learning

- Using a variety of measures to reflect confidence in our children:
- Reflective statements
- Student voice
- Engagement
- Willingness to make mistakes, step up, step out

- Observation and record of Te Reo to measure increased usage.
- Community engagement with the school. Measure the volume of contact across families, cultures and the community with the school, with the aim to see increased positive engagement.
- Carry through the records of inclusive practice improvements, as detailed in the MoE development programme.
- Feedback on Pasifika class achievement

- Success with children's learning curiosity with risk propensity will be demonstrated by the innovative ideas the school trials that are driven from the student body voice. The school will record the number of ideas born from students and the rationale utilised to determine which initiatives to trial.
- Learner, staff and community surveys will also act as a 360-degree review to identify any improvement felt and or observed.
- Achieve EnviroSchool bronze status in 2015, silver in 2016 and gold in 2017
- Tamariki are empowered and passionate about/ have an awareness of, and can model awareness of the environment

- Baseline data to be collected prior to each targeted intervention, with milestone assessments completed to identify progress.
- Consistent collection of evidence can include: learner surveys, OTJ assessments and observation.
- Curriculum leaders to be provided defined times to ensure collection of evidence occurs.
- Provide mechanisms for staff to verify and validate their work eg peer evaluation
- Gauge staff capability in teaching the nature of science through involvement in professional development and class programmes
- Use of appropriate assessments through the year

KEY REFLECTIONS

- We will be **deliberate** with our **investment** in our **relationships**.
- Take time to **make time** and ensure that **planning** and the collection of **evidence** occurs.
- Complete **regular reviews** to identify how we are **progressing** and whether we are making an **impact**.
- We will be **agile** and **respond** to learners needs whilst incorporating **input** from the **community**.

KORAUNUI SCHOOL Annual Plan 2018

Our Goals	Property	Governance	Finance
<ul style="list-style-type: none"> Follow 10 year and 5-year property plans identified projects for 2018 with Ashby project managers and the Ministry of Education Painting as per our painting plan - completed Special needs fencing project completed Underground Heating mains Pipework -completed. Block 2 – provide warm water to student toilets – completed Blocks 1, 2, 3, 7 & 10 Refurbish Electrical Switchboards - completed Accessibility ramp project planned. Work to be completed in January 2019. ILE plans further developed for Kowhai Block, to be continued in 2019 Establish a minor maintenance plan to address identified areas around the school. To be completed Establish a minor maintenance plan to address identified areas for the school pool. Developed this with the support of a pool specialist. The filtration system was replaced and pool steps identified as possibly needing to be replaced. Asbestos was identified in the pool changing sheds. The MoE will fund the removal of this. Develop plans and a timeline for the replacement of the existing playground. structures with a science themed playground Began the process. Old playground structures removed Ensure significant hazards and health and safety issues are identified, recorded and dealt with in a timely way. Hazards identified by staff and Board members. Caretaker notified others that are the school's responsibility. MoE were informed of significant hazards such as drainage, asphalt and asbestos. 	<ul style="list-style-type: none"> Carry out Health consultation with the school community To be completed Carry out Charter and Strategic Plan consultation with the school community This was begun and will continue into 2019 Carry out consultation with the school Maori community about plans and achievement Consultation was carried out about moving to Level 2 MMI. Hui were held each term Further develop and confirm the Board of Trustees Agenda and Overview document. This was begun and will continue into 2019 Work towards addressing the recommendations made in the last ERO report utilising outside expertise where appropriate. As a staff we reviewed our assessment schedule and how we identify levels of achievement across the school. This was agreed to and eTap was aligned to this for consistency. Reading, Writing and Maths data was collected and collated each term to monitor progress and trends. An internal review was carried out about the lack of progress and achievement, especially in the junior school. This will inform PLD and annual goals in 2019. Policy development was begun and will continue into 2019. PLD was targeted to identified needs. This will continue in 2019. Contact was made with our ERO regional manager to share progress towards recommendations. This will continue in 2019. Information was shared about our charter, annual goals, analysis of variance, annual targets, as well as PB4L/RTLB/MoE work that we were involved in regarding behaviours. 	<ul style="list-style-type: none"> Prepare and follow an approved annual budget. Annual budget confirmed for 2018 and followed. Exceptions were due to unexpected circumstances throughout the year. Ensure financial expenditure reflects our current goals and sufficient planning is in place for sustainability in the future. Expenditure was based on identified current school needs. Monitor expenditure throughout the year to ensure expenditure reflects our annual budget. Finance reports were provided to monthly Board of Trustee meetings. Explanations for variances were provided. The board monitored expenditure closely. 	

Our Goals	CONFIDENCE	INCLUSION	INNOVATION	ACHIEVEMENT
	<p><i>to nurture children's confidence and grow orators who are encouraged to voice their quality words and feel engaged in their development</i></p>	<p><i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated, and the diversity of the school community is reflected.</i></p>	<p><i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i></p>	<p><i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i></p>
	<p>Investigate the level of social skills for children beginning school and whether participation in early childhood education has an impact on them fully engaging in school life.</p> <p>We experienced a significant amount behavioural issues in 2018. We began this process. Teachers identified that social skills were lacking in many of the children as they entered school. A variety of approaches were used throughout the year. 3 teachers attended the Incredible Years PLD in Terms 3 & 4. Our teaching staff carried out an internal review using the ERO internal evaluation model to identify needs, so we can better plan for 2019.</p> <p>Introduce Ama mentoring programme for at risk children focussed on developing behaviours the lead the children to become strong, stable and self-reliant.</p> <p>Ama began in Term 2 and ran throughout the year. 20 students took part in Ama this year with varying degrees of success. Students were selected to provide a balance for the facilitators. They included behavioural issues, social factors, self-esteem needs as well as those who we felt would benefit from being a part of the programme.</p> <p>Promotion of Te Reo and Pasifika languages through the school</p> <p>Regular sessions were held for teachers during staff meetings about pronunciation, karaki, tikanga, waiata and ways these could be incorporated in classroom programmes.</p>	<p>Strengthen connections with local Early Childhood Centres, Kindergartens and Kohanga reo.</p> <p>Regular visits from local kindergartens and pre-entrant teachers planned from Term 2. New teachers from these centres. Teachers attended some of the combined early childhood/school meetings during the year. The principal visited Korauui Kindergarten.</p> <p>Further develop and promote our Pasifika focussed class.</p> <p>Following a staff members death in Term 2 this proved to be problematic. We managed through the year with internal staff teaching in Fetu O le Moana. At the end of the year with a reduction in our staffing for 2019 we closed Fetu O le Moana as we did not have the teaching staff to continue with this in 2019.</p> <p>Streamline communications to improve communication to and from the school.</p> <p>This is something that we need to continue working on in 2019. Our website began an upgrade which will be completed in 2019. We used Facebook more to share information with our community. Newsletters went out regularly on a Tuesday with information for parents.</p> <p>Review school vision and strategic goals through consultation with the school community and within the school.</p> <p>We began this process in the second half of the year. Teachers identified areas they felt were important for us to maintain as a school. Questions were developed to ask the community, but we ran out of time during Term 4 to ask these. The Board will survey the parent body at the beginning of 2019 as review our Vision and Strategic Goals.</p>	<p>Consolidate Tier 1 systems and processes and move to Tier 2 of PB4L further developing school systems and a school-wide approach to managing behaviours including using our KORAU Values.</p> <p>The PB4L team continued to work with our school facilitator and attend the workshops throughout the year as we moved from Tier 1 to Tier 2. On reflection during the year we found that we are continuing to work within Tier 1 in practice as the behaviours experienced across the school this year have made it challenging for teachers to focus on Tier 2 practices. The PB4L team shared new learning with teachers and some began to use these to reflect on their own practices and how they work with the children. Our PB4L facilitator worked in depth with our school and staff in the second half of the year running staff workshops and carrying out observations around the school to support our practices and managing children's behaviours. This was supported by a MoE Education Psychologist working within our school and with teachers as well as other Kathryn Berkett running a workshop for staff that supported the work we were doing. We plan to begin 2019 with a whole staff review of PB4L and a move towards implementing Tier 2 systems and practices.</p> <p>Engage in professional development about CHOICE Theory, ensuring this is established as a foundation of how we work at Korauui School.</p> <p>Maggie Bolton ran a CHOICE Teacher Only Day for us mid-year. This was aimed as a refresher day for us and was broken into sections for those teachers who have completed the Basic Week and Support</p>	<p>Set student achievement targets for priority students based on achievement data that is collected and identified needs throughout the school.</p> <p>Targets were set for reading, writing and maths. These groups became focus groups during the year. Outcomes of our annual targets are recorded in our Analysis of Variance for 2018.</p> <p>Accelerated learning of identified students working below the expected level of the New Zealand Curriculum for their year level</p> <p>We inquired into acceleration programmes with the MoE. These are accessed through our CoL. We decided that we needed to focus on behaviours first as these were more prominent across the school and until we can address behavioural and social issues, acceleration, while important, is not a major focus.</p> <p>Work collaboratively with other schools involved in the Taita/Stokes Valley Col to raise achievement and develop strong educational pathways for students.</p> <p>Regular Principal meetings were held throughout the year focused on organisation of the Col and leadership.</p> <p>A Learning Support review was carried out across the Col with 22 recommendations being made as a result of this. These are a combination of MoE and Col actions.</p> <p>A within School Teacher was appointed for Korauui School.</p> <p>3 of our school leaders attended a Leadership Hui where we set inquiries for Korauui School and joined inquiry groups that would work together in 2019 on similar inquiry focus areas. Our Col inquiry will form part of our 2019 annual plan.</p>

<p>Explore and consult with our whanau and the Ministry of Education about moving from Level 3 to Level 2 for our bi-lingual classes. Plan for this to begin in 2019 if it is decided to move in this direction.</p> <p>Several Hui were held with the MoE about our move towards Level 2 MMI. Parents were surveyed to gauge their support. 75% of those who replied were in support of a move to Level 2. We submitted a PLD application to carry out an inquiry into our needs. This was successful, and we began working with a facilitator to plan the inquiry and next steps for our bi-lingual classes in the process. The inquiry will continue early in 2019. We will put a PLD application in to the MoE early in Term 1 that will be based on the outcome on the inquiry to support the teachers within the Level 2 classes as well as those across the school.</p> <p>Work with the Ministry of Education, agencies and external support people to provide learning and social support for students and their families who have been identified as being at risk or who request this support.</p> <p>Extensive and on-going support was accessed throughout the year for a range of outside agencies to support students and families. This took a significant amount of time for the SENCO and Principal during the year as there was wide ranging and on-going need identified. There were many contributing factors from outside the school that impacted on the operation of the school this year. Most of this was beyond our control but resulted in issues arising within the school. Many of the agencies and the Ministry of Education provided what support they could but struggled with the complexity and number of at-risk students and families we were dealing with this year. This led to increased stress and strain on all staff and took over much of the day to day business of the school.</p> <p>Intervention plans are put in place within classes to support the learners needs.</p> <p>Intervention plans were developed and implemented across the school for students</p>	<p>staff/teachers who hadn't completed the Basic Week.</p> <p>We planned to hold a Basic week over the July break but could not manage to get enough interest in this to run the PLD. We will see if we can do this in 2019.</p> <p>Implement a play-based learning approach in the Junior school (Years 1-3) with teachers engaging in professional learning through the year.</p> <p>Three teachers attended workshops in the first half of the year and began implementing aspects of play-based learning into their programmes. Due to a high number of behaviour issues that were present in the classroom's, teachers were not able to fully integrate this into their programmes. This will be a continued focus for them in 2019. One other junior class had more success in implementing a play-based approach. This class was set up in more of an innovative classroom set up with 2 teachers working together with combined classes. For the first half of the year the teachers struggled with the approach they were using as they felt it wasn't having the impact they had hoped with the learners, but in the second half of the year they saw clear evidence that their approach was having a positive impact on the learners both academically and socially.</p> <p>Work towards becoming a Silver Enviroschool with the Enviroschool facilitator.</p> <p>Teachers worked alongside the children and Enviroschool facilitators carrying out an evaluation of the work we have done to date and then a reflection about Silver Enviroschools. We were successful in becoming a silver Enviro school. We were also recognised for the work we have done by being awarded a Taonga by Kapiti College in recognition of the work we have done. We will keep this for another year then pass it on to another school.</p>	<p>Review our assessment, monitoring and reporting processes and systems to ensure relevant data is collected to inform teaching and learning across the school and to report to parents and the Board of Trustees</p> <p>We carried out a review of assessments we use and when we assess the children during the year. This provided clarity for teachers about how and when we assess. We need to do further work on how to make the best use of the information we have. We worked collaboratively to establish levels of achievement for all year levels that would guide decision making about the progress and achievement levels of the students. We aligned eTap with the work we had done and worked with them to create consistent tables that can be used to report to the Board of Trustees and well as for teachers to analyse and use for planning. We will continue to fine-tune eTap and how we use this in 2019. We continued to use the existing report format as in past years but removed references to national standards. Teachers moderated work within their syndicates, but we need to make this more consistent across the school and moderate as a whole teaching staff, sharing knowledge and experience.</p> <p>Teachers will take part in PLD that focuses on their identified needs or on school wide focus areas.</p> <p>A variety of PLD opportunities were taken up this year with whole staff development planned by school leaders, this was mainly around behaviour management using a mix of external facilitators and PB4L team leading the development. Staff meetings were used during the year to work together to review and develop identified areas across our school systems and practices.</p> <p>Individual staff members took part in PLD that they identified themselves or was identified for them as a part of their individual development. This was not consistent across the school and will be something that will need to be worked on in</p>
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	<p>requiring extra support with their learning and behaviours. Many of the classroom-based interventions were consistently interrupted during the year due to the behavioural issues we were experiencing. Teacher Aides were allocated to support teachers throughout the school and work with students with identified needs. While the in-class interventions were disrupted, the withdrawal interventions were more successful with any of these children making significant gains in their progress and achievement during the year.</p>	<p>Explore requirements of the Digital Technology Curriculum and develop a plan to provide support for teachers and for the full implementation of this curriculum area by 2020.</p> <p>As a staff we carried out the Digital Technology Readiness self-review to establish our needs for implementing the Digital Technology Curriculum. We will use this information as the basis of PLD that we will apply for in 2019. This PLD will initially be based on understanding the curriculum document. During the year teachers attended digital technology workshops and 2 teachers attended a conference.</p> <p>Science is promoted throughout the school and planned for to further engage learners in this area.</p> <p>The lead teacher for science led sessions and development throughout the year as well as organising a range of learning opportunities for the students. A science evening was planned but had to be cancelled due to the weather on 2 occasions during the year. Classroom programmes used science as the basis for their themes and planning throughout the year. We began working with the Sustainability Trust in Term 4 and will continue this work into 2019 with a focus on creating a more sustainable school environment.</p>	<p>2019. We will work to align PLD with teacher inquiries.</p> <p>Ensure an effective appraisal system is in place to evaluate effective teaching and to better integrate the teacher's professional standards.</p> <p>The appraisal process was continually interrupted by issues that arose during the year. The plan developed was not able to be followed and while teachers set individual inquiries during the year these were not able to be discussed with leaders on a regular or planned basis. This is something that will become a focus in 2019.</p>
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2019 Annual Goals (draft)

Property

- Establish a minor maintenance plan to address identified areas around the school. Incl. drain clean
- Develop plans and a timeline for the replacement of the existing playground. structures with a science themed playground
- Ensure significant hazards and health and safety issues are identified, recorded and dealt with in a timely way.

Governance

- Carry out Vision, Charter and Strategic Plan consultation with the school community
- Carry out Health consultation with the school community
- Carry out consultation with Maori and Pasifika communities
- Further develop and confirm the Board of Trustees Agenda and Overview document ensuring a regular and effective self-review process is in place and being followed.

Finance

- Prepare and follow an approved annual budget.
- Ensure financial expenditure reflects our current goals and sufficient planning is in place for sustainability in the future.
- Monitor expenditure throughout the year to ensure expenditure reflects our annual budget.

Confidence

- Work collaboratively within our school and between Community of Learning schools on our focus inquiry question - What does well-being look like for students, community and staff? How do we measure it, then use this information to produce positive outcomes for all of these groups?

Inclusion

- Establish a school-wide expectation for staff and students based on PB4L practices. Clear systems will be embedded across the school.
- Further develop the KORAU Values so these underpin everything we do and lead us to achieving our vision. KORAU Kids is created as a way of celebrating positive behaviours and choices as well as creating a positive culture across the school.
- Clear expectations are agreed to for teachers about environments and actions to create a consistency across the school. This will form the basis of Term 1 teacher inquiries and be central to appraisal.

Innovation

- Engage in Digital Technology curriculum professional development and establish how this will be integrated into our school curriculum.
- Begin the move from Level 3 to Level 2 – MMI working with the facilitator to plan the process for this so changes implemented are sustained over time.
- Build oral language and vocabulary into the literacy programme to increase literacy levels across the school.

Achievement

- Engage in regular writing moderation using both within school and external expertise to increase consistency across the school.
- Refine assessment, monitoring and reporting practices to ensure accurate and timely information is gathered to inform programmes.
- Analysing and using achievement information to inform planning and teaching practice.
- Work collaboratively within our school and between Community of Learning schools on our focus inquiry question - How do we use key competencies as a foundation for learning?
- Annual Student achievement Targets set for Reading, Writing, Maths, Oral Language and Student Engagement in school.

Vision Questions (draft)

Possible questions that we could use for consultation with our parent community and students as a part of our review of our vision.

- What are your aspirations for your child/children while they are at Koraunui School?
- When your child/children leave Koraunui School, what would you like them to look/sound like?
- What are the most important learning areas for you and your child/children?
- What are the skills and qualities you would like your child/children to develop while at Koraunui School?

These are a starting point for us. The leadership team discussed having a BBQ operating during meet the teacher/goal setting meetings on 19th & 20th February. This could be a good time to canvas the parents for their thoughts as they will be in and around school for these sessions.



BOARD OF TRUSTEES

2019

Analysis of Variance

School Name:	Koraunui School	School Number: 2100
Strategic Aim:	<ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are risk takers in their learning. 	
Annual Aim:	To improve the achievement levels in the national standards for reading	
Target:	<p>To increase the number of students in Years 2 (9/41, 22 % in 2017 Year 1 cohort), 3 (21/40, 53% in 2017 Year 2 cohort) & 4 (22/36, 61% in 2017 Year 3 cohort) working at and above the expected curriculum level by the end of 2018. Specific emphasis will be placed on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups, who were achieving below the expected curriculum level for reading at the end of 2017.</p>	
Baseline Data:	<p>Whole School End of Year Data: <u>Reading</u></p> <p><u>All Students</u></p> <ul style="list-style-type: none"> • At the end of 2017 167/266 (63%) of all students were achieving at or above the expected curriculum level in reading. • 62/266 (23%) were working above the expected curriculum level. • 105/266 (40%) were working at the expected curriculum level. • 40/266 (15%) were working below the expected curriculum level. • 59/266 (22%) were working well below the expected curriculum level. <p><u>Gender</u></p> <ul style="list-style-type: none"> • 34/62 (55%) of the students working above the expected curriculum level in reading were male and 28/62 (45%) were female. • 43/105 (41%) of the students working at the expected curriculum level in reading were male and 62/105 (59%) were female. • 25/40 (63%) of the students working below the expected curriculum level in reading were male and 15/40 (37%) were female. • 32/59 (54%) of the students working well below the expected curriculum level in reading were male and 27/59 (1.6%) were female. <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 22/125 (18%) of students identifying as Maori were working above the expected curriculum level. • 14/40 (35%) of students identifying as Pasifika were working above the expected curriculum level. • 47/125 (38%) of students identifying as Maori were working at the expected curriculum level. • 14/40 (35%) of students identifying as Pasifika were working at the expected curriculum level • 22/125 (18%) of students identifying as Maori were working below the expected curriculum level, 34/125 (27%) were working well below the expected curriculum level. • 4/40 (10%) of students identifying as Pasifika were working below the expected curriculum level, 8/40 (20%) were working well below the expected curriculum level. <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 23/40 (58%) of the students working below the expected curriculum level are in their first 3 years at school. • 9/40 (23%) of the students working below the expected curriculum level are in Year 4. • 42/59 (71%) of the students working well below the expected curriculum level are in their first 3 years at school. • 11/59 (16.6%) of the students working well below the expected curriculum level are in Year 4. • 9/59 (15%) of the students working well below the expected curriculum level are ORS students. 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Priority Learners identified using end of year data, OTJ and analysis of current year reading levels to identify their next learning step. Intervention Plans were put in place for these learners to record goals, strategies used, progress and evaluations of what worked, what didn't and why.</p> <p>Extra support for independent and group reading needs were identified</p> <p>Teachers worked collaboratively with their syndicates and teams to plan to meet identified needs.</p> <p>We targeted support in the areas that we have identified as weaknesses for these students and discussed next steps with them.</p> <p>Teachers talked to parents about how they could help at home, being specific about what their needs/gaps were.</p> <p>Regular monitoring of progress and evaluation of programmes took place throughout the year.</p> <p>Programmes were modified and adapted to meet the learners needs.</p> <p>Sharing of practices and strategies took place during the year at syndicate meetings.</p> <p>In class support was provided for teachers and learners throughout the year.</p> <p>Teachers in the junior syndicate took part in Play-based learning and Incredible Years PLD as well as attending Wellington Literacy Association Workshops throughout the year.</p>	<p>At the end of the year 160/250 (64%) of all students were working at or above the expected curriculum level for reading. This is a 1% shift in achievement level when compared with 2017.</p> <p>64/112 (56%) of students identifying as Maori were working at or above the expected curriculum level for reading</p> <p>27/47 (58%) of students identifying as Pasifika were working at or above the expected curriculum level for reading</p> <p>82/129 (64%) of all male students were working at or above the expected curriculum level for reading</p> <p>78/121 (64%) of all female students were working at or above the expected curriculum level for reading</p> <p>Our target to increase the number of students working at and above the expected curriculum level by the end of 2018 was achieved.</p> <p>At the end of the year our Year 2 student achievement was (24/43) 56% of all students working at or above the expected curriculum level compared with (9/41) 22% in 2017 Year 1 cohort.</p> <p>At the end of the year our Year 3 student achievement was (28/37) 76% of all students working at or above the expected curriculum level compared with (21/40) 53% in 2017 Year 2 cohort.</p> <p>At the end of the year our Year 4 student achievement was (25/38) 66% of all students working at or above the expected curriculum level compared with Year 4 (22/36) 61% in 2017 Year 3 cohort.</p>	<p>Teachers trialled a range of Play-based Learning and Incredible Years strategies in an effort to address social and oral language issues we believed were having a significant impact on the progress of learners in the first 3 years of their schooling.</p> <p>A variety of strategies were used throughout the year to engage the students in reading and extra teacher and teacher aide time was allocated to support students working below the national standard both within the class and in withdrawal groups.</p> <p>Authentic learning experiences were provided to engage students in learning. This had an impact for many of the students and provided opportunities for all to access the curriculum.</p> <p>Behaviours of some students has continued to be a barrier to them achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs.</p> <p>The level that many of the children coming to is a concern to us. We have identified that literacy skills, oral language, social skills, fine and gross motors skills a lacking when children are entering school. This is leading to significant input needed to get the children to a level where they are ready to engage in literacy learning.</p>	<p>Future actions will include continuing to use assessment data to inform planning and teaching practices to best meet the needs of all students. Group students according to identified needs. Providing the students with engaging and meaningful writing experiences.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Based on our inquiry into low levels of literacy in the junior syndicate we will further investigate how we can use play-based learning to address literacy skills, oral language, social skills, fine and gross motors skills.</p> <p>We will reintroduce PMP in the junior syndicate in 2019.</p> <p>We plan to work on creating a stronger connection with our local pre-schools in an effort to address the lack of skills (as above).</p> <p>Use intervention plans for identified target students across the school. Regularly monitor progress of the students and evaluate the effectiveness of interventions.</p> <p>Continue to monitor and where needed provide support for the students who made up the group for this target to ensure they continue to progress and achieve at the level they demonstrated in 2018.</p> <p>Provide support for those students still working below the expected curriculum level for reading. We will continue to refine how we use data to inform our practices.</p> <p>Use data to identify target groups for 2019 and highlight these students so the class placement of these students is considered before the beginning of the 2019 school year.</p> <p>Work within our CoL inquiry teams on the identified focus area for 2019. For us this is the following 2 questions</p> <ul style="list-style-type: none"> • How do we use key competencies as a foundation for learning? • What does well-being look like for students, community and staff? How do we measure it, then use this information to produce positive outcomes for all of these groups?

Planning for next year:

We plan to have a focus on maintaining the progress made with the identified target students from 2018 and then working at improving the level of achievement of students in reading again in 2019 with a focus on consolidation of the learning of the students who are working below and just at the appropriate curriculum level. As a part of the Stokes Valley/Taita Community of Learning we will work with other schools in identified areas to improve progress and achievement of students in literacy.

We will set annual targets for groups of students in reading as we focus on lifting achievement levels. We will include a focus on Maori and Pasifika students in these groups.

We plan to have a focus in the junior syndicate about how we can use play-based learning and PMP to address low literacy skills, oral language, social skills, fine and gross motor skills at school entry and in the junior school.

We plan to work on creating a stronger connection with our local pre-schools in an effort to address the lack of skills (as above).

We have made contact with the Resource Teacher of Literacy about how she can support us strengthen to our literacy programme to meet the identified needs of the students and plan to have on-going input from her throughout the year.

We will inquire into how we can make better use of the achievement information we have gathered so we can better target planning. This will include utilising outside expertise as well as that within our school.

School Name:	Koraunui School	School Number: 2100
Strategic Aim:	<ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are risk takers in their learning. 	
Annual Aim:	To improve the achievement levels in the national standards for writing	
Target:	To increase the number of students in Years 2 (9/41, 32 % in 2017 Year 1 cohort), 3 (16/40, 40% in 2017 Year 2 cohort) & 4 (19/36, 53% in 2017 Year 3 cohort) working at and above the expected curriculum level by the end of 2018. Specific emphasis will be placed on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups, who were achieving below the expected curriculum level for writing at the end of 2017.	
Baseline Data:	<p>Whole School End of Year Data: <u>Writing</u></p> <p><u>All Students</u></p> <ul style="list-style-type: none"> • At the end of 2017 129/266 (48%) of all students were achieving at or above the expected curriculum level in writing. • 17/266 (6%) were working above the expected curriculum level. • 112/266 (42%) were working at the expected curriculum level. • 96/266 (36%) were working below the expected curriculum level. • 41/266 (16%) were working well below the expected curriculum level. <p><u>Gender</u></p> <ul style="list-style-type: none"> • 7/17 (41%) of the students working above the expected curriculum level in reading were male and 10/17 (58%) were female. • 51/112 (46%) of the students working at the expected curriculum level in reading were male and 61/112 (54%) were female. • 50/96 (52%) of the students working below the expected curriculum level in reading were male and 46/96 (48%) were female. • 26/41 (63%) of the students working well below the expected curriculum level in reading were male and 15/41 (37%) were female. <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 2/125 (2%) of students identifying as Maori were working above the expected curriculum level. • 1/40 (3%) of students identifying as Pasifika were working above the expected curriculum level. • 48/125 (38%) of students identifying as Maori were working at the expected curriculum level. • 22/40 (55%) of students identifying as Pasifika were working at the expected curriculum level • 53/125 (42%) of students identifying as Maori were working below the expected curriculum level, 22/125 (17%) were working well below the expected curriculum level. • 14/40 (35%) of students identifying as Pasifika were working below the expected curriculum level, 3/40 (8%) were working well below the expected curriculum level. <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 50/96 (52%) of the students working below the expected curriculum level are in their first 3 years at school. • 30/96 (31%) of the students working below the expected curriculum level are in Years 4 & 5. • 19/41 (46%) of the students working well below the expected curriculum level are in their first 3 years at school. • 15/41 (37%) of the students working well below the expected curriculum level are in Year 4. • 9/41 (22%) of the students working well below the expected curriculum level are ORS students. 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Priority Learners identified using end of year data, OTJ and analysis of current year reading levels to identify their next learning step. Intervention Plans were put in place for these learners to record goals, strategies used, progress and evaluations of what worked, what didn't and why.</p> <p>Extra support for independent and group reading needs were identified</p> <p>Teachers worked collaboratively with their syndicates and teams to plan to meet identified needs.</p> <p>We targeted support in the areas that we have identified as weaknesses for these students and discussed next steps with them.</p> <p>Teachers talked to parents about how they could help at home, being specific about what their needs/gaps were.</p> <p>Regular monitoring of progress and evaluation of programmes took place throughout the year. Programmes were modified and adapted to meet the learners needs.</p> <p>Sharing of practices and strategies took place during the year at syndicate meetings.</p> <p>In class support was provided for teachers and learners throughout the year.</p> <p>Teachers in the junior syndicate took part in Play-based learning and Incredible Years PLD as well as attending Wellington Literacy Association Workshops throughout the year.</p>	<p>At the end of the year 77/249 (31%) of all students were working at or above the expected curriculum level for writing. This is a decrease in achievement level when compared with 2017.</p> <p>28/111 (25%) of students identifying as Maori were working at or above the national standard for writing</p> <p>7/47 (15%) of students identifying as Pasifika were working at or above the national standard for writing</p> <p>36/128 (28%) of all male students were working at or above the national standard for writing</p> <p>41/121 (34%) of all female students were working at or above the national standard for writing</p> <p>Our target to increase the number of students working at and above the expected curriculum level by the end of 2018 was <u>not achieved</u>.</p> <p>At the end of the year our Year 2 student achievement was (16/43) 37% of all students working at or above the expected curriculum level compared with (9/41) 22% in 2017 Year 1 cohort.</p> <p>At the end of the year our Year 3 student achievement was (8/37) 22% of all students working at or above the expected curriculum level compared with (21/40) 53% in 2017 Year 2 cohort.</p> <p>At the end of the year our Year 4 student achievement was (13/37) 35% of all students working at or above the expected curriculum level compared with (22/36) 61% in 2017 Year 3 cohort.</p>	<p>Teachers trialled a range of Play-based Learning and Incredible Years strategies in an effort to address social and oral language issues we believed were having a significant impact on the progress of learners in the first 3 years of their schooling.</p> <p>A variety of strategies were used throughout the year to engage the students in reading and extra teacher and teacher aide time was allocated to support students working below the national standard both within the class and in withdrawal groups.</p> <p>Authentic learning experiences were provided to engage students in learning. This had an impact for many of the students and provided opportunities for all to access the curriculum.</p> <p>Behaviours of some students has continued to be a barrier to them achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs.</p> <p>The level that many of the children coming to is a concern to us. We have identified that literacy skills, oral language, social skills, fine and gross motors skills a lacking when children are entering school. This is leading to significant input needed to get the children to a level where they are ready to engage in literacy learning.</p>	<p>Future actions will include continuing to use assessment data to inform planning and teaching practices to best meet the needs of all students. Group students according to identified needs. Providing the students with engaging and meaningful writing experiences.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Based on our inquiry into low levels of literacy in the junior syndicate we will further investigate how we can use play-based learning to address literacy skills, oral language, social skills, fine and gross motors skills.</p> <p>We will reintroduce PMP in the junior syndicate in 2019.</p> <p>We plan to work on creating a stronger connection with our local pre-schools in an effort to address the lack of skills (as above).</p> <p>Use intervention plans for identified target students across the school. Regularly monitor progress of the students and evaluate the effectiveness of interventions.</p> <p>Continue to monitor and where needed provide support for the students who made up the group for this target to ensure they continue to progress and achieve at the level they demonstrated in 2018.</p> <p>Provide support for those students still working below the expected curriculum level for reading. We will continue to refine how we use data to inform our practices.</p> <p>Use data to identify target groups for 2019 and highlight these students so the class placement of these students is considered before the beginning of the 2019 school year.</p> <p>Work within our CoL inquiry teams on the identified focus area for 2019. For us this is the following 2 questions</p> <ul style="list-style-type: none"> • How do we use key competencies as a foundation for learning? • What does well-being look like for students, community and staff? How do we measure it, then use this information to produce positive outcomes for all of these groups?

Planning for next year:

We plan to have a focus on improving the progress made with the identified target students from 2018 and then working at improving the level of achievement in writing in 2019 with a focus on consolidation of the learning of the students who are working below and just at the appropriate curriculum level. As a part of the Stokes Valley/Taita Community of Learning we will work with other schools in identified areas to improve progress and achievement of students in literacy.

We will set annual targets for groups of students in writing as we focus on lifting achievement levels. We will include a focus on Maori and Pasifika students in these groups.

We plan to work on creating a stronger connection with our local pre-schools in an effort to address the lack of skills (as above).

We will set an annual target for oral language, using the oral language matrix form TKI to establish base line data and record progress for our junior school. We will focus on build vocabulary with our senior students.

We plan to have a focus in the junior syndicate about how we can use play-based learning and PMP to address low literacy skills, oral language, social skills, fine and gross motors skills at school entry and in the junior school. Following an internal review, we have identified that these skills are lacking with many of our junior students.

We have made contact with the Resource Teacher of Literacy about how she can support us strengthen to our literacy programme to meet the identified needs of the students and plan to have on-going input from her throughout the year.

We will reintroduce regular moderation sessions at staff meetings and continue with these at syndicate meetings to support each other and work to gain greater consistency across the school.

We will inquire into how we can make better use of the achievement information we have gathered so we can better target planning. This will include utilising outside expertise as well as that within our school.

School Name:	Koraunui School	School Number: 2100
Strategic Aim:	<ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are risk takers in their learning. 	
Annual Aim:	To improve the achievement levels in the national standards for mathematics	
Target:	To increase the number of students in Years 4 (31/55, 56 % in 2017 Year 3 cohort), 5 (30/46, 65% in 2017 Year 3 cohort) & 6 (34/46, 74% in 2017 Year 5 cohort) working at and above the expected curriculum level by the end of 2018. Specific emphasis will be placed on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups, who were achieving below the expected curriculum level for mathematics at the end of 2017.	
Baseline Data:	<p>Whole School End of Year Data: <u>Mathematics</u></p> <p>All Students</p> <ul style="list-style-type: none"> • At the end of 2017 181/266 (68%) of all students were achieving at or above the expected curriculum level in mathematics. • 48/266 (18%) were working above the expected curriculum level. • 133/266 (50%) were working at the expected curriculum level. • 60/266 (23%) were working below the expected curriculum level. • 25/266 (9%) were working well below the expected curriculum level. <p>Gender</p> <ul style="list-style-type: none"> • 31/48 (65%) of the students working above the expected curriculum level in reading were male and 17/48 (35%) were female. • 62/133 (47%) of the students working at the expected curriculum level in reading were male and 71/133 (43%) were female. • 24/60 (40%) of the students working below the expected curriculum level in reading were male and 36/60 (60%) were female. • 17/25 (68%) of the students working well below the expected curriculum level in reading were male and 8/25 (32%) were female. <p>Ethnicity</p> <ul style="list-style-type: none"> • 14/125 (11%) of students identifying as Maori were working above the expected curriculum level. • 7/40 (18%) of students identifying as Pasifika were working above the expected curriculum level. • 61/125 (49%) of students identifying as Maori were working at the expected curriculum level. • 26/40 (65%) of students identifying as Pasifika were working at the expected curriculum level • 14/125 (14%) of students identifying as Maori were working below the expected curriculum level, 9/125 (7%) were working well below the expected curriculum level. • 5/40 (13%) of students identifying as Pasifika were working below the expected curriculum level, 2/40 (5%) were working well below the expected curriculum level. <p>Year Group</p> <ul style="list-style-type: none"> • 9/60 (15%) of the students working below the expected curriculum level are in their first 2 years at school. • 42/60 (70%) of the students working below the expected curriculum level are in Years 3, 4 & 5. • 9/25 (36%) of the students working well below the expected curriculum level are in their first 2 years at school. • 12/25 (48%) of the students working well below the expected curriculum level are in Years 3, 4 & 5. • 9/25 (36%) of the students working well below the expected curriculum level are ORS students. 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Priority Learners identified using end of year data, OTJ and analysis of current year reading levels to identify their next learning step. Intervention Plans were put in place for these learners to record goals, strategies used, progress and evaluations of what worked, what didn't and why.</p> <p>Extra support for independent and group reading needs were identified</p> <p>Teachers worked collaboratively with their syndicates and teams to plan to meet identified needs.</p> <p>We targeted support in the areas that we have identified as weaknesses for these students and discussed next steps with them.</p> <p>Teachers talked to parents about how they could help at home, being specific about what their needs/gaps were.</p> <p>Regular monitoring of progress and evaluation of programmes took place throughout the year. Programmes were modified and adapted to meet the learners needs.</p> <p>Sharing of practices and strategies took place during the year at syndicate meetings.</p> <p>In class support was provided for teachers and learners throughout the year.</p>	<p>At the end of the year 142/249 (57%) of all students were working at or above the national standard for mathematics. This is a 9% shift in achievement level when compared with 2017.</p> <p>56/111 (50%) of students identifying as Maori were working at or above the national standard for mathematics</p> <p>21/47 (44%) of students identifying as Pasifika were working at or above the national standard for mathematics</p> <p>77/128 (60%) of all male students were working at or above the national standard for mathematics</p> <p>65/121 (54%) of all female students were working at or above the national standard for mathematics</p> <p>Our target to increase the number of students working at and above the expected curriculum level by the end of 2018 was <u>not</u> achieved.</p> <p>At the end of the year our Year 4 student achievement was (23/37) 62% of all students working at or above the expected curriculum level compared with (31/55) 56% in 2017 Year 3 cohort.</p> <p>At the end of the year our Year 5 student achievement was (24/55) 43% of all students working at or above the expected curriculum level compared with (30/46) 65% in 2017 Year 4 cohort.</p> <p>At the end of the year our Year 6 student achievement was (25/48) 52% of all students working at or above the expected curriculum level compared with (34/46) 74% in 2017 Year 5 cohort.</p>	<p>We experienced a large number of behavioural issues this year across the Year 4, 5 & 6 groups that have had a significant impact on achievement of learners in these classes. Due to the disruption the behaviours caused to the classroom programmes the teachers found it difficult to main a consistent programme throughout the year. This in turn has had an impact on all learners in these classrooms.</p> <p>Early in Term 2 we had a long-standing teacher pass away unexpectedly. This had a significant impact on students and staff across the school, but particularly the students of her class. The progress and achievement of many of these students was affected by this shock and it took many most of the year to come to grips with her passing.</p> <p>A variety of strategies were used throughout the year to engage the students in reading and extra teacher and teacher aide time was allocated to support students working below the national standard both within the class and in withdrawal groups.</p> <p>Authentic learning experiences were provided to engage students in learning. This had an impact for many of the students and provided opportunities for all to access the curriculum.</p> <p>Behaviours of some students was a barrier to them achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs.</p> <p>The level that many of the children coming to is a concern to us. We have identified that literacy skills, oral language, social skills, fine and gross motors skills a lacking when children are entering school. This is leading to significant input needed to get the children to a level where they are ready to engage in literacy learning.</p> <p>One classroom trialled the DIMC approach and found that this had positive outcomes for students with an increase in their maths progress and achievement as well as their confidence, oral language and literacy.</p>	<p>Future actions will include continuing to use assessment data to inform planning and teaching practices to best meet the needs of all students. Group students according to identified needs. Providing the students with engaging and meaningful writing experiences.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Based on our inquiry into low levels of literacy in the junior syndicate we will further investigate how we can use play-based learning to address literacy skills, oral language, social skills, fine and gross motors skills.</p> <p>We will reintroduce PMP in the junior syndicate in 2019.</p> <p>We plan to work on creating a stronger connection with our local pre-schools in an effort to address the lack of skills (as above).</p> <p>Use intervention plans for identified target students across the school. Regularly monitor progress of the students and evaluate the effectiveness of interventions.</p> <p>Continue to monitor and where needed provide support for the students who made up the group for this target to ensure they continue to progress and achieve at the level they demonstrated in 2018. Provide support for those students still working below the expected curriculum level for reading. We will continue to refine how we use data to inform our practices.</p> <p>Use data to identify target groups for 2019 and highlight these students so the class placement of these students is considered before the beginning of the 2019 school year.</p> <p>Work within our CoL inquiry teams on the identified focus area for 2019. For us this is the following 2 questions</p> <ul style="list-style-type: none"> • How do we use key competencies as a foundation for learning? • What does well-being look like for students, community and staff? How do we measure it, then use this information to produce positive outcomes for all of these groups?

Planning for next year:

We plan to have a focus on maintaining the progress made with the identified target students from 2018 and then working at improving the level of achievement of students in reading again in 2019 with a focus on consolidation of the learning of the students who are working below and just at the appropriate curriculum level. As a part of the Stokes Valley/Taita Community of Learning that we belong to we will work with other schools in identified areas to improve progress and achievement of students.

We will set annual targets for groups of students in mathematics as we focus on lifting achievement levels. We will include a focus on Maori and Pasifika students in these groups.

We plan to have a focus in the junior syndicate about how we can use play-based learning and PMP to address low mathematics skills, oral language, social skills, fine and gross motor skills at school entry and in the junior school.

We plan to work on creating a stronger connection with our local pre-schools in an effort to address the lack of skills (as above).

We will inquire into how we can make better use of the achievement information we have gathered so we can better target planning. This will include utilising outside expertise as well as that within our 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.

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Income

You have received 4 out of 4 Operation Grant deposits so far this year.
Your next Operating Grant instalment is due in January.
As at 31 December 2018 we note Grant Income is 105% of what was budgeted for.
Your Local Funds and Interest are 156% of what was budgeted for.
Your Trading and Other Accounts have contributed a deficit of (\$9,873) for the year to date.

Expenditure

As at 31 December 2018 you have spent 114% of what you had budgeted for the year.
You have used 118% of your Salaries Budget for the year to date.
This compares with 100% of the calendar year gone.

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

Financial Position

Actual Available Funds as at 31 December 2017 were \$187,700
Budgeted Available Funds at 31 December 2018 are \$193,700

Actual Available Funds as at 31 December 2018 are \$117,930
Budgeted Available Funds as at 31 December 2018 are \$193,700

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

Disclaimer

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

Items of Significance 31 December 2018

Commentary

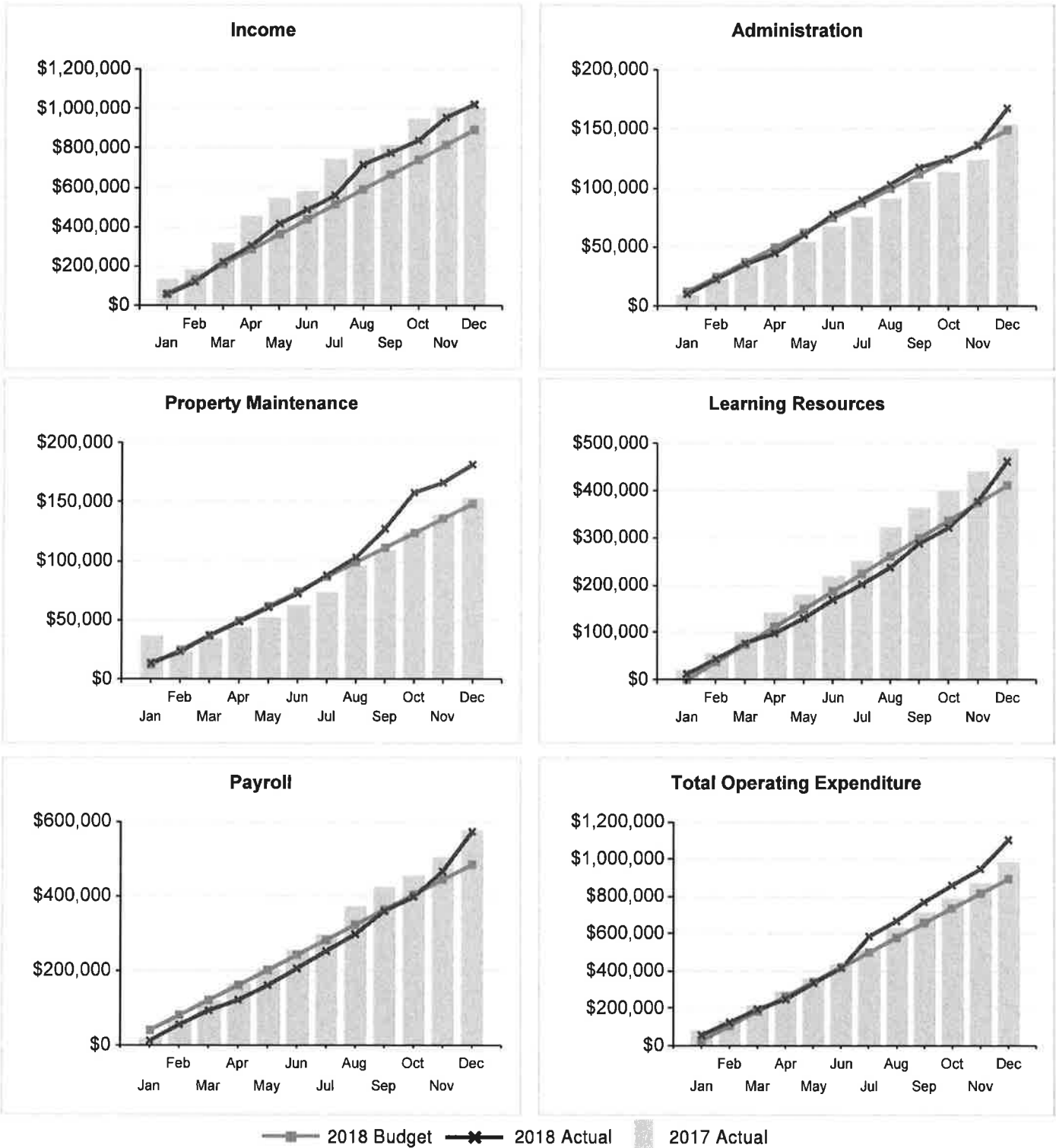
Description	Code	YTD	Budget	Variance	%	Note
Income						
Special Grants	0151	0	9,900	9,900	0	Not Received
Other Donations & Grants	0214	1,695	13,720	12,025	12	
Expenditure						
Board Elections	1140	1,658	0	(1,658)	0	Not Budgeted
Audit Fees	1210	7,554	5,350	(2,204)	141	
Bursar	1470	26,910	14,818	(12,092)	182	
Equipment R&M	2430	3,339	1,500	(1,839)	223	
Minor Capital Works	2450	11,890	1,000	(10,890)	1,189	
Cleaner	2530	43,702	35,907	(7,795)	122	
10YPP Preparation	2810	5,400	0	(5,400)	0	Not Budgeted
Cyclcal Maintenace Expense	2991	33,660	13,000	(20,660)	259	
Relievers Teaching	3435	68,462	47,265	(21,197)	145	
Special Needs Sp	3440	305,622	249,678	(55,944)	122	
Expenses	3610	4,728	0	(4,728)	0	Not Budgeted
Grants Expenditure	4908	1,522	0	(1,522)	0	Not Budgeted
Expenses	8420	108,732	0	(108,732)	0	Not Budgeted
Financial Position						
None.						

Koraunui School



Graphical Analysis 31 December 2018

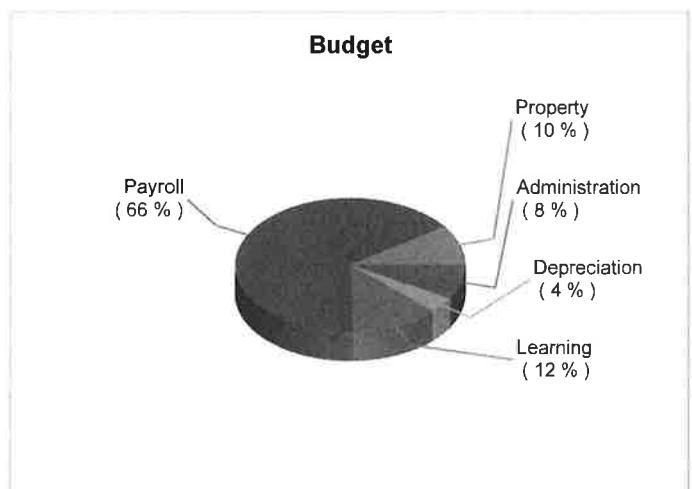
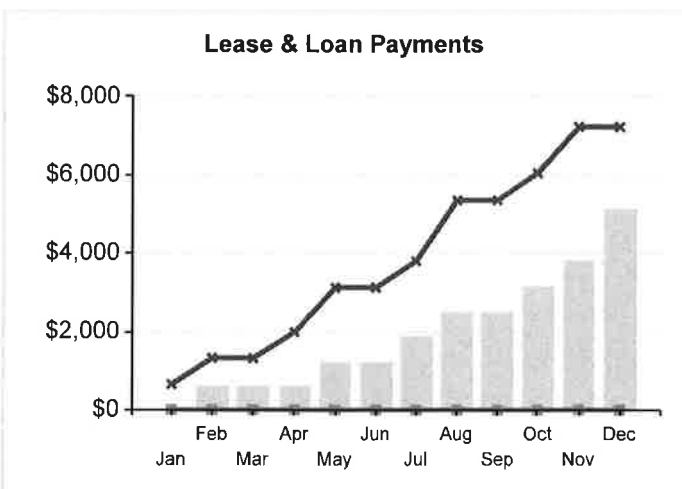
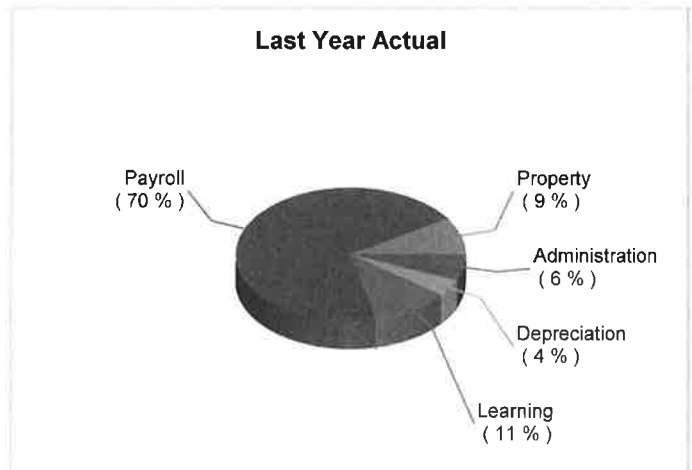
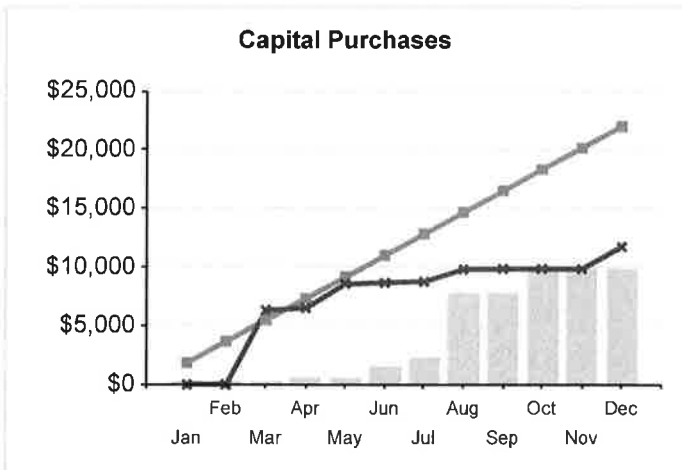
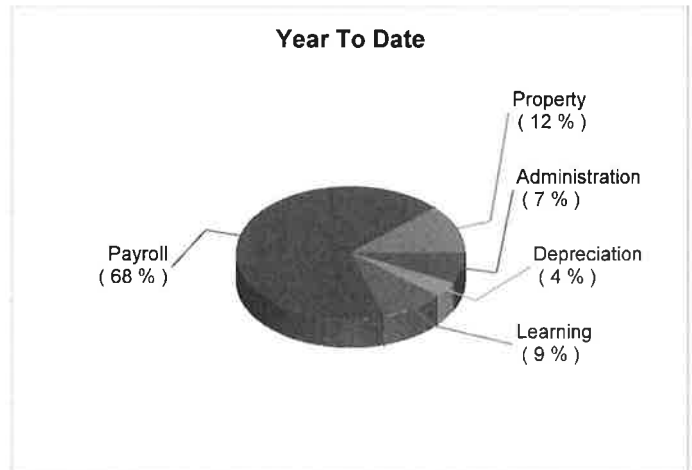
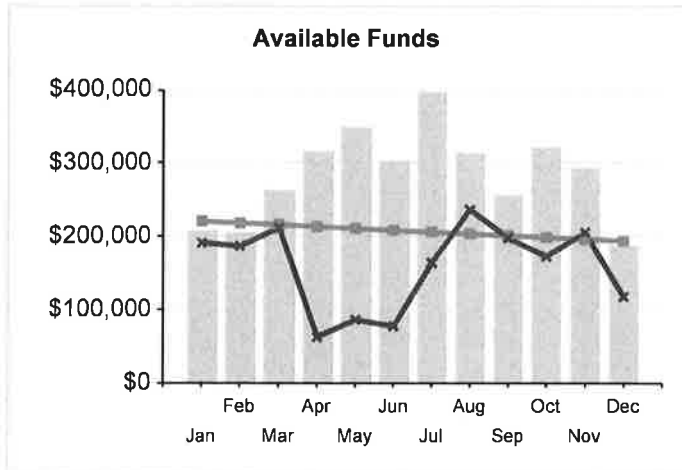
Overview



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

Graphical Analysis 31 December 2018

Overview



2018 Budget
 2018 Actual
 2017 Actual

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

Koraunui School

Income Statement 31 December 2018

Summary

2017				2018			
YTD	Description	Code	Month	YTD	Budget	Variance	%
Income							
671,940	Government Grants		58,055	711,257	676,825	34,433	105
4,662	Investment Income		104	10,168	7,000	3,168	145
6,452	Fundraising		283	2,082	14,720	(12,638)	14
18,457	Activities		949	22,984	18,000	4,984	128
8,411	Extra-Curricular Activities		(867)	986	0	986	0
(4,545)	Camps And Trips		(1,801)	8,750	0	8,750	0
130,000	Other Revenue / Grants		2,077	16,797	0	16,797	0
6,240	Stationery Surplus / (Deficit)		(36)	3,440	1,500	1,941	229
\$841,616	Total Income		\$58,764	\$776,466	\$718,045	\$58,421	108%
Administration							
4,002	Communication Expenses		317	4,046	4,250	204	95
9,663	Board Of Trustee Expenses		5,255	13,927	9,400	(4,527)	148
430	Audit Costs		2,204	7,554	5,350	(2,204)	141
9,153	Consumables		38	4,531	8,450	3,918	54
101,500	Staff Expenses		21,779	105,385	87,761	(17,624)	120
25,840	General		1,981	30,219	29,146	(1,076)	104
4,000	Operating Leases		0	2,000	4,800	2,800	42
\$154,589			\$31,574	\$167,663	\$149,157	(\$18,509)	112%
Property Maintenance							
8,113	Cleaning & Sanitation		545	7,978	7,700	(277)	104
20,717	Energy		1,079	22,184	20,100	(2,084)	110
2,409	Rates		0	2,785	3,000	215	93
12,746	Grounds		43	2,230	5,500	3,270	41
17,619	Repairs & Maintenance		900	25,581	22,220	(3,360)	115
80,385	Staff Wages		12,592	81,856	76,907	(4,949)	106
0	Consultancy And Contract Services		0	5,400	0	(5,400)	0
12,592	Cyclical Maintenance		0	33,660	13,000	(20,660)	259
\$154,581			\$15,159	\$181,673	\$148,427	(\$33,245)	122%
Depreciation							
32,919	Depreciation	2910	4,477	31,867	28,000	(3,867)	114
\$32,919			\$4,477	\$31,867	\$28,000	(\$3,867)	114%

Koraunui School

Income Statement 31 December 2018

Summary

2017		Description	Code	Month	YTD	2018		
YTD	Budget					Variance	%	
Learning Resources								
11,800		Professional Development		6,295	14,545	22,250	7,705	65
2,283		Library		0	1,829	1,900	71	96
18,532		Teaching Resources		81	15,249	26,108	10,861	58
395,697		Personnel		72,262	384,911	319,303	(65,610)	121
34,131		Information And Communication Technolo		3,965	34,993	34,700	(292)	101
1,261		Prime Minister's Award		0	4,728	0	(4,728)	0
4,778		Operating Leases		0	1,585	6,900	5,315	23
18,822		Extra Curricular Activities		1,077	3,724	0	(3,723)	0
\$487,304				\$83,680	\$461,564	\$411,161	(\$50,401)	112%
Other Accounts								
(13,787)		Kcc Before/After/Holiday		14,140	7,072	(15,700)	(22,773)	(45)
0		Polyfest		0	6,241	(3,000)	(9,241)	(208)
(\$13,787)				\$14,140	\$13,313	(\$18,700)	(\$32,013)	(71%)
\$815,607		Total Expenditure		\$149,029	\$856,079	\$718,045	(\$138,034)	119%
\$26,009		Net Surplus / (Deficit)		(\$90,265)	(\$79,614)	\$0	(\$79,614)	
Other Incoming Cash								
8,967		MOE Capital Contribution	9501	0	0	0	0	0
0		Carried Forward	9503	0	(200)	0	(200)	0
\$8,967				\$0	(\$200)	\$0	(\$200)	0%
Other Outgoing Cash								
9,797	9,797	Capital Items - Cash Additions		1,888	11,748	22,000	10,252	53%
5,130	5,130	Lease/Loan Payments		0	7,232	0	(7,232)	0%
22,917	22,917	Cyclical Maintenance		0	22,400	0	(22,400)	0%
\$37,844	\$37,844			\$1,888	\$41,380	\$22,000	(\$19,380)	

Koraunui School



Balance Sheet 31 December 2018

Summary

2017		2018	
December	Description	Code	December
Current Assets			
74,371	ASB 12-3478-0015483-00	9000	40,787
0	ASB Term Deposit - 0077 Maturity: 03/01/19 Term: 94 at 3.05%	9003	200,000
250,000	ASB Term Deposit - 0076 at 3.00%	9004	0
650	Petty Cash	9029	650
4,145	Accounts Receivable	9115	700
2,725	Prepayments	9117	8,203
557	Stock on Hand	9127	0
\$332,448			\$250,340
Current Liabilities			
11,722	Leave Accrual	9314	11,722
33	Revenue Rec In Adv	9321	0
12,000	Cyclical Maintenance Provision	9329	45,420
0	Photocopier Leased (2018) Maturity: 20/04/23	9331	1,582
5,460	TRL Leases	9345	6,721
14,776	Accounts Payable		24
1,371	Goods and Services Tax		9,199
21,478	MOE Funded Projects		0
2,494	Hippy		0
14,314	Funds Held In Advance		22,252
\$83,648			\$96,920
Working Capital			
\$248,800			\$153,420

Koraunui School



Balance Sheet 31 December 2018

Summary

2017			2018
December	Description	Code	December
Non-Current Assets			
104,753	Fixed Assets		98,611
\$104,753			\$98,611
Non-Current Liabilities			
61,100	Cyclical Maintenance Provision	9429	35,490
0	Photocopier Leased (2018)	9431	5,934
6,722	TRL Leases	9445	4,690
\$67,822			\$46,114
Net Assets			
\$285,731			\$205,917
Public Equity			
250,755	Public Equity At The Start Of The Year	9500	285,731
8,967	Moe Capital Contribution	9501	0
0	Carried Forward	9503	(200)
26,009	Net Surplus / (Deficit)		(79,614)
\$285,731			\$205,917

Koraunui School
Budget for the year ended 31 December 2019

**** Please remember to enter Income as negative and Expenditure as Positive figures ****
**** Enter all figures in Column H as Whole Numbers **. Start data input below row 200 ****

2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Budget	2019 Budget
					(49,856)
<u>INCOME</u>					
					-665,758
					-8,500
					-17,800
					-41,500
					0
					0
					-3,000
					-736,558
					Total Income
					Expenditure as % of total Income
					21.80
					20.40
					3.38
					62.44
					-1.25
					786,414
					Total Expenditure
					Payroll costs make up 76% of total Income.
<u>EXPENDITURE</u>					
					160,550
					150,275
					24,905
					459,884
					-9,200
					786,414
					Total Expenditure
Available Funds Position					
					Estimated Available Funds
					as at December 2018 to carry forward
					Operating Surplus/(Deficit)
					<i>add:</i>
					MoE Furniture Grant
					Depreciation
					<i>less:</i>
					Capital Items
					Lease Payments
					Cyclical Maintenance Due
					Movement for the year
					(49,951)

2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Budget	2019 Budget	Notes
0	1,357	1,594	2,409	3,000		
0	1,357	1,594	2,409	3,000	3,000	
0	1,473	564	8,527	2,000	2,000	
0	0	371	4,219	3,500	3,500	
0	1,473	935	12,746	5,500	5,500	
0	17,234	7,036	5,989	15,720	11,000	
0	0	1,086	3,373	1,500	3,000	
0	0	669	814	1,000	800	
0	0	1,354	4,297	1,000	1,000	
0	0	385	771	1,000	1,000	
0	2,027	2,233	2,376	2,000	2,000	
0	380,456	457,664	467,050	457,664	467,050	
0	399,717	470,427	484,670	479,884	485,850	
0	67,309	40,123	37,516	41,000	40,500	
0	0	31,234	42,870	35,907	42,000	
0	67,309	71,357	80,386	76,907	82,500	
0	15,543	-16,541	12,592	13,000	14,675	
0	0	0	0	0		
0	15,543	-16,541	12,592	13,000	14,675	
0	511,517	553,316	621,634	606,091	617,325	
0	29,854	32,396	32,919	28,000	24,905	
0	29,854	32,396	32,919	28,000	24,905	

This figure must match code 0147's figure

2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Budget	2019 Budget	Notes
0	29,854	32,396	32,919	28,000	24,905	
TOTAL DEPRECIATION						
** LEARNING RESOURCES						
* PROFESSIONAL DEVELOPMENT						
	0	47,324	13,469	8,947	20,000	Staff Development
	0	0	0	1,390	1,000	CoL
	0	0	619	1,463	1,500	Subscriptions
						New
						New
						New
0	47,324	14,088	11,800	22,250	22,500	
* LIBRARY						
	0	1,310	2,808	353	250	Library Consumables
	0	0	630	0	650	Library Computer User Group
	0	0	2,180	1,929	850	Lib Estab
						New
						New
						New
0	1,310	5,618	2,282	1,900	1,750	
* TEACHING RESOURCES						
	0	0	523	578	800	Assessment Resources
	0	22,107	6,139	3,318	2,600	Classroom Consumables
	0	0	900	0	950	Copyright
	0	0	0	0	0	TA Interventions
	0	0	0	6,959	1,000	Personnel Recruitment
	0	0	13	0	0	Gifted Kids
	0	0	0	0	1,500	Literacy
	0	0	0	0	700	Mathematics
	0	0	0	0	1,000	Sport / PE
	0	0	2,555	513	1,500	Curriculum Resources
	0	0	9,416	1,880	2,000	PB4L / KIVa
	0	0	708	5	2,000	Photocopy Paper
	0	0	3,522	70	2,000	STEM
	0	0	0	0	289	Reading Recovery
	0	0	1,163	558	1,000	Special Needs Resources
	0	0	0	50	0	ESOL
	0	0	220	142	300	Study Centre Food
	0	0	0	3,118	3,969	Kiwi Sports
	0	0	33	156	200	Study Centre Resources
	0	3,789	0	57	300	Tchr Equipment Repair
	0	0	2,156	61	2,000	Visual Arts
	0	0	0	0	0	Music/Performing Arts
	0	0	480	202	500	Whanau Tikanga
	0	0	662	337	500	Junior Team
	0	0	223	35	500	Whanau Team
	0	0	487	495	500	Senior Team
						New

2014 Actual 2015 Actual 2016 Actual 2017 Actual 2018 Budget

0	25,896	29,200	18,534	26,108
0	0	62,521	24,867	0
0	0	0	2,000	3,000
0	0	1,573	0	6,800
0	0	0	0	0
0	0	4,745	1,199	2,500
0	0	81,720	84,663	47,265
0	0	271,810	279,013	249,678
0	0	0	0	0
0	0	0	0	5,760
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	6,085	3,652	4,000
0	0	252	302	300
0	0	0	0	0
0	0	0	0	0
0	2,008,120	1,421,718	1,381,546	1,421,718

2019 Budget

New				
New				23,556
3410	* PERSONNEL			
3415	Additional Teachers	30,000		
3420	Appraisal	2,500		
3425	ESOL TA	6,800		
3430	ORRS	0		
3435	Relievers Support	2,000		
3440	Relievers Teaching	46,100		
3445	Special Needs Sp	275,678		
3448	Special Programmes	0		
3450	Mentor Programme	8,000		
3452	Specialist Intervention	0		
3455	Van Asch	0		
3460	Study Center Assistant			
3462	Study Center Tutor			
3497	PB4L	0		
3499	Salary Suspense	0		
New	Teachers Salaries	1,381,546		
New				
New				1,752,624

This figure must match code 0142's figure

* Information and Communication Technology

3510	IT Tech Support	33,000		
3520	IT Equip Repair	1,500		
3530	IT Consumables	1,000		
New				
New				
New				35,500

* PRIME MINISTER'S AWARD

3610	Expenses			
3615	Resources			
New				
New				
New				0

* OPERATING LEASES

3910	Projector Leases	1,500		
3915	Chromebook Leases	0		
3920	Laptop Rental	4,000		
New				
New				
New				5,500

0 0 0 0 10,882 4,778 6,900

2019 Budget **Notes**
You can budget for income and expenditure separately in this section

2014 Actual **2015 Actual** **2016 Actual** **2017 Actual** **2018 Budget**

	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Budget	Income	Expenditure
* Extra Curricular Activities							
Students Fundraising	0	0	-393	0	0	4902	
Whitebait Trip	0	0	-247	174	0	4904	
Sports Teams	0	0	-35	1,084	0	4905	
Grants Expenditure	0	0	0	504	0	4908	
Shows/Performers	0	0	244	-27	0	4910	
Trips - Others	0	0	0	87	0	4912	
Curious Minds Grant	0	0	0	17,821	0	4915	
Science Activities	0	0	833	-186	0	4920	
Kapahaka Secondary Festival	0	0	0	-4	0	4925	
Garden Equipment	0	0	655	0	0	4930	
School Production	0	0	0	-630	0	4935	
EPRO8	0	0	0	0	0	4948	
Social Club	0	0	0	0	0	4985	
						New	
						New	
						New	
TOTAL LEARNING RESOURCES	0	0	1,057	18,823	0		0
	0	2,127,171	1,944,037	1,868,851	1,832,879		1,841,430

* KCC Before/After/Holiday							
KCC Fee Income (incl WINZ)	0	-160,150	-136,952	-142,062	-140,000	8301	-120,000
KCC Grant Income	0	0	-33,837	-26,140	-26,000	8305	-26,000
KCC Wages	0	155,707	115,495	107,504	105,000	8320	93,000
KCC Coordinator	0	0	14,442	16,045	14,000	8325	14,000
KCC Prof Development	0	0	145	913	500	8330	500
KCC Food	0	0	3,775	4,139	3,800	8335	3,800
KCC Other	0	0	13,586	12,271	10,000	8340	8,500
KCC Venue Costs	0	0	19,767	13,542	17,000	8345	17,000
	0	-4,443	-3,579	-13,788	-15,700		-9,200

* POLYFEST							
Income	0	0	0	0	-3,000	8401	
Expenses	0	0	0	0	0	8420	
	0	0	0	0	-3,000		0

TOTAL OTHER ACCOUNTS	0	-4,443	-3,579	-13,788	-18,700		-9,200
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TOTAL EXPENDITURE	0	2,810,959	2,678,652	2,664,205	2,597,427		786,414
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NET SURPLUS/(DEFICIT)	-	(8,805)	72,257	25,451	-		(49,856)
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* Hippy							
Hippy MSD Grant	0	0	-104,796	13,019	0	7401	
Hippy Other Grants	0	0	0	0	0	7402	
Hippy Families Donation	0	0	0	0	0	7405	
Hippy Other Income	0	0	0	0	0	7410	

Notes

2019 Budget

2014 Actual 2015 Actual 2016 Actual 2017 Actual 2018 Budget

Hippy ACC Levies	0	149	0	0	0	7420	
Hippy Accountancy	0	0	0	0	0	7421	
Hippy Administration	0	0	0	0	0	7422	
Hippy Advertising/Promotion	0	11	41	0	0	7423	
Hippy Affiliation Fee	0	766	0	0	0	7424	
Hippy Audit Fee	0	0	0	0	0	7425	
Hippy General Expenses	0	813	31	0	0	7426	
Hippy Group Meetings	0	1,022	183	0	0	7427	
Hippy Kiwisaver Employer	0	0	0	0	0	7428	
Hippy Minor Assets	0	0	0	0	0	7429	
Hippy Occupancy	0	0	0	50	0	7430	
Hippy PD - Travel, Accom	0	2,038	328	0	0	7431	
Hippy Printing	0	1,316	768	0	0	7432	
Hippy Resources	0	2,439	1,917	0	0	7433	
Hippy Staff Training	0	49	333	0	0	7434	
Hippy Stny & Postage	0	741	152	0	0	7435	
Hippy Supervision	0	0	240	0	0	7436	
Hippy Support & Assistance	0	3,000	0	0	0	7437	
Hippy Telecommunications	0	586	209	0	0	7438	
Hippy Travel	0	2,474	733	0	0	7439	
Hippy Wages - Coordinator	0	56,089	16,576	0	0	7440	
Hippy Wages - Tutors	0	16,453	4,443	0	0	7441	
Carried Fwd Balance	0	-24,665	-41,516	0	0	7449	
	0	-24,665	-41,515	-2,493	0		0
TOTAL CARRIED FORWARD ACCOUNTS	0	-24,665	-41,515	-2,493	0		0

** CAPITAL ITEMS

Disposals Income	0	0	0	0	0	C200	
Gain/(Loss) on Disposal	-1,890	0	0	0	0	C201	
Furniture & Equipment	0	0	0	0	0	C520	
ICT Equipment	0	0	0	0	12,000	C530	8,000
Capital Items Purchases	22,302	52,876	9,485	0	8,000	C600	9,000
Library Books	0	86	312	0	2,000	C679	6,000
Leased Assets	0	0	0	0	0	C680	2,000
TRL Leases	0	8,150	8,444	0	0	C685	
						New	
						New	
						New	
TOTAL CAPITAL ITEMS	0	20,412	61,112	18,241	22,000		25,000
	0	20,412	61,112	18,241	22,000		25,000

* Leases & Loans

Photocopier Leased (2018)	0	0	0	0	0	9331	
TRL Leases	0	0	603	5,130	0	9345	
						New	
						New	
						New	

2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Budget
0	0	603	5,130	0
0	0	603	5,130	0

2019 Budget	Notes
0	
0	

TOTAL LEASE PAYMENTS

Signed: _____

from your child/ren.

Fees:

Our fee structure for permanent care in the 'In Term' programme is

\$50.00 per week for the afternoon session,
 \$25.00 per week for the morning session and
 \$65.00 per week if attending both the morning
 and afternoon sessions.
 \$10.00 per session for part-time care.

Placement is guaranteed when a permanent booking is made.

Casual care is available during the school term at \$10.00 per session or \$13.00 to attend both sessions on the same day.

Placement for casual care is not guaranteed and is to be negotiated with the care centre co-ordinator.

Please see the [Holiday Programme blog](#) ([\(about-us/koraunui-care-centre/koraunui-care-centre-holiday-programme/\)](#) for information on the Holiday Programme

Payment:

Payment in cash/cheque/efpos can be made at the school office, by automatic payment or a WINZ payment. All fees must be paid in advance of the programme commencing. You must pay for the days that your child is booked in, whether they attend or not, this includes public holidays.

If you fail to collect your child by 5.45pm, there is a penalty of \$10.00 for every 5 minutes or part thereof, per child, over time. (See policies available at the Programme Centre).



PROPERTY and EQUIPMENT REPORT 13th February 2019



Update of proposed work identified by Ashby Property Management and Ministry of Education. I met with our property manager on 16 January to go over proposed works.

- Asphalt Replacement – this is on-going and further CCTV inspections of the drains around the school need to be carried out to check the condition of drains before work is undertaken to repair the damaged area.
- Asbestos Removal – The MoE will fund the removal of asbestos identified for removal. An asbestos removal company has carried out a scope of work and will report back to Ashby's Property Management with timeframes and a plan for removal.
- Accessibility Ramp to Kauri Block – this project has been completed. A final inspection will be carried out next week before this work is signed off.
- Roofing Repairs – identified areas will be repaired. I will push for this to be completed before winter. A major roofing iron replacement will be included in the next 10 year plan to be developed in 2021.
- Leak in the Meeting Room – the area suspected of causing the leak has been repaired by a builder. We will have the area of carpet lifted to assess if there has been any damage to the flooring.
- ILE Upgrade to Kowhai Block – this project has been moved back as we need to focus in the projects above. Once these are completed, we will be able to assess the level of funding remaining and the scope of work involved in the upgrade. We will work closely with the MoE and Ashby's on all projects mentioned above.
- School Pool – the filtration system has been installed, steps repaired and the pool is operational at the start of Term 1. We plan to budget for on-going maintenance so we can keep the pool running as efficiently as possible.
- CCTV Cameras – have been installed around the school as per the quote received. These are operational and we can monitor them from within the school. We are working with the technicians and N4L to access monitoring from outside the school.
- Water Damage to Rooms 14 & 15 – following the damage that occurred in early January, the MoE have decided that replacement of the carpet is the best solution moving forward. Initially an attempt to clean and treat the carpet was undertaken, but this proved to be ineffective. The insulation and plasterboard were removed from the affected walls and the timber dried before new insulation and plasterboard was installed. All going well the new carpet should be installed by the end of the coming week.
- Annual Bell System Check – this was carried out at the end of 2018. Batteries identified for replacement have been replaced and the system is running effectively.
- Tree Removal & Pruning – we had 2 trees along the school boundary removed as they were damaging the boundary fence and causing leaf drop on the neighbours property. We consulted with the affected neighbours before removing these trees. One tree out the front of the hall was removed as it was rotting at ground level and was posing a safety risk. We had several large trees along the edge of the bank pruned as there were low branches that were a health & safety risk. These were identified with the arborist contracted to carry out the work. In a separate incident a tree along the top courts behind the hall was blown over in in strong winds. The majority of the wood from felled and wind fall trees was taken away by community members. I have contacted the arborist to clear up the remainder of the tree and branches on the top courts.
- Surplus Furniture – the stage in the hall is full of surplus furniture that has been up dated or is not currently required. We need to decide on what to do with this so we can access the stage area.
- Health & Safety – I am continuing to talk with our caretaker about health and safety issues that have been identified by staff around the school. These are being addressed as they are identified.

Actions

- Continue to work on plans and funding for the playground area.
- Develop a minor maintenance plan to guide decision making