

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KORAUNUI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Korauui School (the School). The Auditor-General has appointed me, Silvio Bruinsma, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 26 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26, which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit

evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. Other Information has not been received by the auditor at the date the audit report is signed. Other information does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Silvio Bruinsma
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand

KORAUNUI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 2100

Principal: David Lamont

School Address: 17 Kairimu Street, Stokes Valley, Lower Hutt

School Postal Address: 17 Kairimu Street, Stokes Valley, LOWER HUTT, 5019

School Phone: 04 939 9707

School Email: office@koraunui.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Rachel De Lima Brinkley	Chairperson	Elected	Social Worker	May 2019
David Lamont	Principal	ex Officio		
Craig Press	Parent Rep	Elected	Public Servant	May 2022
Shane Doherty	Parent Rep	Elected	Business Development Manager	May 2022
Vera Xu	Parent Rep	Co-opted	NZQA Evaluator HCC	May 2019
Chris Miller	Parent Rep	Elected	CEO of Social Services	May 2022
Spencer Heiss	Parent Rep	Elected	Communication Supervisor	May 2022
Janie Tito	Parent Rep	Elected	Software Developer	May 2022
Gillian McPeake	Staff Rep	Elected	Deputy Principal	May 2022

Accountant / Service Provider: Education Services Ltd

KORAUNUI SCHOOL

Annual Report - For the year ended 31 December 2019

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Koraunui School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Craig Joseph Press
Full Name of Board Chairperson

David Peter Lament
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

26th May 2020
Date:

26 May 2020
Date:

Koraunui School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	2,708,633	2,514,354	2,514,538
Locally Raised Funds	3	180,055	213,800	331,075
Interest income		6,151	8,500	11,706
		<u>2,894,839</u>	<u>2,736,654</u>	<u>2,857,319</u>
Expenses				
Locally Raised Funds	3	111,669	142,300	301,232
Learning Resources	4	2,148,916	1,835,930	1,866,175
Administration	5	152,765	166,050	172,746
Finance		1,218	-	1,222
Property	6	558,663	617,325	596,997
Depreciation	7	32,422	24,905	31,926
		<u>3,005,653</u>	<u>2,786,510</u>	<u>2,970,298</u>
Net Surplus / (Deficit) for the year		(110,814)	(49,856)	(112,979)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(110,814)</u>	<u>(49,856)</u>	<u>(112,979)</u>

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

Koraunui School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		172,552	285,731	285,731
Total comprehensive revenue and expense for the year		(110,814)	(49,856)	(112,979)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,719	-	-
Carried Forward		(2,139)	-	(200)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	64,318	235,875	172,552
Retained Earnings		64,318	235,875	172,552
Equity at 31 December		64,318	235,875	172,552

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Koraunui School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	161,407	258,267	41,765
Accounts Receivable	9	103,731	90,070	110,228
Prepayments		5,210	2,725	8,203
Inventories	10	703	557	849
Investments	11	-	-	200,000
Funds owed for Capital Works Projects	18	7,195	-	-
		<u>278,246</u>	<u>351,619</u>	<u>361,045</u>
Current Liabilities				
GST Payable		5,050	1,371	7,067
Accounts Payable	13	164,858	112,424	144,076
Revenue Received in Advance	14	32,520	14,347	21,602
Provision for Cyclical Maintenance	15	56,610	12,000	39,420
Finance Lease Liability - Current Portion	16	11,570	5,460	9,059
Funds held in Trust	17	-	2,493	-
Funds held for Capital Works Projects	18	-	-	16,471
		<u>270,608</u>	<u>148,095</u>	<u>237,695</u>
Working Capital Surplus/(Deficit)		7,638	203,524	123,350
Non-current Assets				
Property, Plant and Equipment	12	102,816	98,848	99,661
		<u>102,816</u>	<u>98,848</u>	<u>99,661</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	32,900	59,775	40,140
Finance Lease Liability	16	13,236	6,722	10,319
		<u>46,136</u>	<u>66,497</u>	<u>50,459</u>
Net Assets		<u>64,318</u>	<u>235,875</u>	<u>172,552</u>
Equity		<u>64,318</u>	<u>235,875</u>	<u>172,552</u>

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		725,338	665,758	694,086
Locally Raised Funds		199,325	59,300	333,423
Goods and Services Tax (net)		(2,017)	-	5,696
Payments to Employees		(699,608)	(557,932)	(566,255)
Payments to Suppliers		(269,427)	47,620	(506,010)
Cyclical Maintenance Payments in the year		-	(15,000)	(25,850)
Interest Paid		(1,218)	-	(1,222)
Interest Received		7,648	8,500	10,168
Net cash from Operating Activities		(39,959)	208,246	(55,964)
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(18,108)	(25,000)	(11,748)
Proceeds from Sale of Investments		200,000	-	50,000
Net cash from Investing Activities		181,892	(25,000)	38,252
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,719	-	-
Owners Contributions		(2,139)	-	(200)
Finance Lease Payments		(8,358)	-	(3,875)
Funds Administered on Behalf of Third Parties		-	-	(2,493)
Funds Held for Capital Works Projects		(16,513)	-	(8,976)
Net cash from Financing Activities		(22,291)	-	(15,544)
Net increase/(decrease) in cash and cash equivalents		119,642	183,246	(33,256)
Cash and cash equivalents at the beginning of the year	8	41,765	75,021	75,021
Cash and cash equivalents at the end of the year	8	161,407	258,267	41,765

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Koraunui School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	469,254	446,798	466,722
Teachers' Salaries Grants	1,450,708	1,381,546	1,401,360
Use of Land and Buildings Grants	408,814	467,050	411,244
Resource Teachers Learning and Behaviour Grants	3,466	-	3,261
Other MoE Grants	371,562	218,960	205,234
Other Government Grants	4,829	-	26,717
	<u>2,708,633</u>	<u>2,514,354</u>	<u>2,514,538</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	9,931	17,000	1,897
Bequests & Grants	8,000	-	16,797
Activities	46,577	41,500	61,326
Trading	3,892	8,500	8,565
Fundraising	554	800	848
Kcc Before/after/holiday	111,101	146,000	139,151
Polyfest	-	-	102,491
	<u>180,055</u>	<u>213,800</u>	<u>331,075</u>
Expenses			
Activities	35,843	-	39,408
Trading	4,299	5,500	4,275
Fundraising (Costs of Raising Funds)	396	-	610
Kcc Before/after/holiday	71,131	136,800	148,207
Polyfest	-	-	108,732
	<u>111,669</u>	<u>142,300</u>	<u>301,232</u>
<i>Surplus for the year Locally raised funds</i>	<u>68,386</u>	<u>71,500</u>	<u>29,843</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	17,751	23,556	15,400
Library Resources	1,638	1,750	1,829
Employee Benefits - Salaries	2,079,910	1,750,124	1,788,387
Staff Development	12,088	25,000	15,734
Information And Communication Technology	34,738	35,500	40,097
Prime Minister's Award	2,791	-	4,728
	<u>2,148,916</u>	<u>1,835,930</u>	<u>1,866,175</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,676	6,500	10,861
Board of Trustees Fees	3,865	5,000	4,930
Board of Trustees Expenses	2,845	4,300	8,997
Communication	3,633	4,000	4,301
Consumables	2,492	5,200	5,093
Operating Lease	424	7,400	4,145
Other	11,475	11,600	10,439
Employee Benefits - Salaries	104,791	104,354	105,376
Insurance	5,564	5,696	6,604
Service Providers, Contractors and Consultancy	12,000	12,000	12,000
	152,765	166,050	172,746

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,379	8,000	8,700
Cyclical Maintenance Expense	9,950	14,675	32,310
Grounds	3,993	5,500	2,719
Heat, Light and Water	19,158	17,800	21,588
Rates	4,899	3,000	3,396
Repairs and Maintenance	15,351	16,800	25,062
Use of Land and Buildings	408,814	467,050	411,244
Security	1,599	2,000	2,269
Employee Benefits - Salaries	85,520	82,500	84,309
Consultancy And Contract Services	-	-	5,400
	558,663	617,325	596,997

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

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	4,268	3,432	4,399
Furniture and Equipment	8,598	6,828	8,753
Information and Communication Technology	6,910	5,220	6,692
Textbooks	716	2,885	3,698
Leased Assets	11,727	6,392	8,194
Library Resources	203	148	190
	32,422	24,905	31,926

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash on Hand	650	-	650
Bank Current Account	10,757	258,267	41,115
Short-term Bank Deposits	150,000	-	-
Cash equivalents for Cash Flow Statement	<u>161,407</u>	<u>258,267</u>	<u>41,765</u>

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

9. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	1,008	4,145	9,360
Interest Receivable	41	-	1,538
Teacher Salaries Grant Receivable	102,682	85,925	99,330
	<u>103,731</u>	<u>90,070</u>	<u>110,228</u>
Receivables from Exchange Transactions	1,049	4,145	10,898
Receivables from Non-Exchange Transactions	102,682	85,925	99,330
	<u>103,731</u>	<u>90,070</u>	<u>110,228</u>

10. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	703	557	849
	<u>703</u>	<u>557</u>	<u>849</u>

11. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	-	-	200,000
Total Investments	<u>-</u>	<u>-</u>	<u>200,000</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	37,825	-	-	-	(4,268)	33,557
Furniture and Equipment	25,033	6,830	-	-	(8,598)	23,265
Information and Communication Textbooks	15,605	11,212	-	-	(6,910)	19,907
Leased Assets	716	-	-	-	(716)	-
Library Resources	19,179	18,419	(951)	-	(11,727)	24,919
	1,304	66	-	-	(203)	1,168
Balance at 31 December 2019	99,662	36,527	(951)	-	(32,422)	102,816

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	118,184	(84,627)	33,557
Furniture and Equipment	265,570	(242,305)	23,265
Information and Communication Textbooks	138,715	(118,808)	19,907
Leased Assets	28,444	(28,444)	-
Library Resources	40,434	(15,515)	24,919
	1,622	(454)	1,168
Balance at 31 December 2019	592,969	(490,153)	102,816

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	42,224	-	-	-	(4,399)	37,825
Furniture and Equipment	25,767	8,018	-	-	(8,753)	25,033
Information and Communication Textbooks	19,724	2,572	-	-	(6,692)	15,605
Leased Assets	4,413	-	-	-	(3,698)	716
Library Resources	12,286	15,086	-	-	(8,194)	19,179
	338	1,158	-	-	(190)	1,303
Balance at 31 December 2018	104,752	26,834	-	-	(31,926)	99,661

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	118,184	(80,359)	37,825
Furniture and Equipment	258,740	(233,707)	25,033
Information and Communication Textbooks	127,503	(111,898)	15,605
Leased Assets	28,444	(27,728)	716
Library Resources	31,680	(12,501)	19,179
	1,556	(253)	1,303
Balance at 31 December 2018	566,107	(466,446)	99,661

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	35,339	14,777	21,763
Accruals	5,676	-	3,307
Employee Entitlements - Salaries	102,682	85,925	99,330
Employee Entitlements - Leave Accrual	21,161	11,722	19,676
	<u>164,858</u>	<u>112,424</u>	<u>144,076</u>
Payables for Exchange Transactions	164,858	112,424	144,076
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>164,858</u>	<u>112,424</u>	<u>144,076</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue Rec In Adv	-	14,347	-
Funds Held In Advance	32,520	-	21,602
	<u>32,520</u>	<u>14,347</u>	<u>21,602</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	79,560	57,100	73,100
Increase to the Provision During the Year	9,950	14,675	32,310
Use of the Provision During the Year	-	-	(25,850)
Provision at the End of the Year	<u>89,510</u>	<u>71,775</u>	<u>79,560</u>
Cyclical Maintenance - Current	56,610	12,000	39,420
Cyclical Maintenance - Term	32,900	59,775	40,140
	<u>89,510</u>	<u>71,775</u>	<u>79,560</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	11,570	5,460	9,059
Later than One Year and no Later than Five Years	14,668	6,722	10,319
	<u>26,238</u>	<u>12,182</u>	<u>19,378</u>

17. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	2,493	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>-</u>	<u>2,493</u>	<u>-</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Owed (Held) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Underground Heating Pipework	<i>completed</i>	(1)	(1)	-	-	-
Flood Damage	<i>in progress</i>	-	21,118	22,094	-	976
Special Need Modifications	<i>completed</i>	(16,470)	(1,401)	15,069	-	-
Investigation Repairs Water Supply	<i>in progress</i>	-	-	2,928	-	2,928
Flood Damage -Dec 2019	<i>in progress</i>	-	-	3,291	-	3,291
Totals		<u>(16,471)</u>	<u>19,716</u>	<u>43,382</u>	<u>-</u>	<u>7,195</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	7,195
	<u>7,195</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Preparation of 10YPP	<i>completed</i>	5,400	-	(5,400)	-	-
Boiler Blk 1	<i>completed</i>	(1,092)	-	1,092	-	-
Underground Heating Pipework	<i>in progress</i>	(1,613)	401	2,013	-	(1)
Electrical Switchboards	<i>completed</i>	(5,750)	-	5,750	-	-
Block 2	<i>completed</i>	(18,423)	47	18,470	-	-
New Fencing & Gates	<i>completed</i>	-	8,692	8,692	-	-
Special Need Modifications	<i>in progress</i>	-	16,470	-	-	(16,470)
Totals		<u>(21,478)</u>	<u>25,610</u>	<u>30,617</u>	<u>-</u>	<u>(16,471)</u>

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,865	4,930
Full-time equivalent members	0.27	0.70
<i>Leadership Team</i>		
Remuneration	599,978	306,605
Full-time equivalent members	6.00	3.00
Total key management personnel remuneration	<u>603,843</u>	<u>311,535</u>
Total full-time equivalent personnel	<u>6.27</u>	<u>3.70</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

24. Managing Capital

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

25. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	161,407	258,267	41,765
Receivables	103,731	90,070	110,228
Investments - Term Deposits	-	-	200,000
Total Financial assets measured at amortised cost	<u>265,138</u>	<u>348,337</u>	<u>351,993</u>

Financial liabilities measured at amortised cost

Payables	164,858	112,424	144,076
Borrowings - Loans	-	-	-
Finance Leases	24,806	12,182	19,378
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>189,664</u>	<u>124,606</u>	<u>163,454</u>

26. Events After Balance Date

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

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

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in locally raised funds revenue because the schools ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable; and / or
- A reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.

Because of the matters noted above, the school may experience a significant reduction in expected revenue and may not be able to reduce its costs as quickly (or experienced significant additional costs not budgeted for). As a result the school may experiencing financial difficulties. The Ministry of Education has provided the school with a letter of support to ensure the School can meet its obligations as they fall due.

27. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

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

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



Kiwi Sport Funding 2019

The Operations grant showed that Koraunui School received Kiwi Sport funding for the year 2019 to the amount of \$3468.17

This funding assisted the school to access swimming lessons for all students at the school with professional instruction.

It enabled sport and sporting events to be accessed by our students that would otherwise have been outside of the schools' funding ability.

We are very grateful for this monetary assistance.

Dave Lamont

A handwritten signature in blue ink, appearing to read 'Dave Lamont', with a long, sweeping flourish extending to the right.

Principal

Koraunui School



BOARD OF TRUSTEES 2019

Analysis of Variance

School Name:	Koraunui School	School Number:	2100
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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 progress and achievement levels for reading
Target:	To increase the number of students in Year 3 (23/40, 58 % in 2018 Year 2 cohort) & Year 6 (35/52, 67% in 2018 Year 5 cohort) working at and above the expected reading curriculum level by the end of 2019. Specific emphasis will be placed on lifting the achievement levels of boys, as well as Maori and Pasifika in these year groups, who were achieving below the expected curriculum level for reading at the end of 2018.
Baseline Data:	<p>Whole School End of Year Data: <u>Reading</u> <u>All Students</u></p> <ul style="list-style-type: none"> • At the end of 2019 146/259 (57%) of all students were achieving at or above the expected curriculum level in reading. • 30/259 (12%) were working above the expected curriculum level. • 116/259 (58%) were working at the expected curriculum level. • 81/259 (31%) were working below the expected curriculum level. • 32/259 (12%) were working well below the expected curriculum level. <p><u>Gender</u></p> <ul style="list-style-type: none"> • 18/30 (60%) of the students working above the expected curriculum level in reading were male and 12/30 (40%) were female. • 55/116 (47%) of the students working at the expected curriculum level in reading were male and 61/116 (53%) were female. • 42/81 (52%) of the students working below the expected curriculum level in reading were male and 39/81 (48%) were female. • 20/32 (63%) of the students working well below the expected curriculum level in reading was male and 12/32 (37%) were female. <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 13/107 (12%) of students identifying as Maori were working above the expected curriculum level. • 2/61 (3%) of students identifying as Pasifika were working above the expected curriculum level. • 35/107 (33%) of students identifying as Maori were working at the expected curriculum level. • 27/61 (44%) of students identifying as Pasifika were working at the expected curriculum level • 42/107 (39%) of students identifying as Maori were working below the expected curriculum level, 17/107 (16%) were working well below the expected curriculum level. • 22/61 (36%) of students identifying as Pasifika were working below the expected curriculum level, 10/61 (16%) were working well below the expected curriculum level. <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 40/46 (87%) of students in Year 1 at the end of 2019 were working below or just at the expected reading curriculum level. • 19/32 (59%) of students in Year 2 at the end of 2019 were working below or just at the expected reading curriculum level. • 21/43 (49%) of students in Year 3 at the end of 2019 were working below or just at the expected reading curriculum level. • 21/42 (50%) of students in Year 4 at the end of 2019 were working below or just at the expected reading curriculum level. • 23/42 (55%) of students in Year 5 at the end of 2019 were working below or just at the expected reading curriculum level. • 12/32 (38%) 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>Identify reading levels and learning needs using a variety of assessments and the previous years progress and achievement information in Term 1.</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each one of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. Reading Recovery, Quick 60, specialist teacher intervention, early words, Black Sheep oral language, in-class interventions with teacher aide support, community readers).</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate meetings throughout the year.</p> <p>Teacher inquiries to include the identified target students.</p>	<p>At the end of the year 146/259 (57%) of all students were working at or above the expected curriculum level for reading. This is a 7% decrease in achievement level when compared with 2018.</p> <p>48/107 (45%) of students identifying as Maori were working at or above the expected curriculum level for reading</p> <p>29/61 (48%) of students identifying as Pasifika were working at or above the expected curriculum level for reading</p> <p>73/135 (54%) of all male students were working at or above the expected curriculum level for reading</p> <p>73/124 (59%) of all female students were working at or above the expected curriculum level for reading</p> <p>Annual Student achievement Target To increase the number of students in Year 3 (23/40, 58 % in 2018 Year 2 cohort) & Year 6 (35/52, 67% in 2018 Year 5 cohort) working at and above the expected reading curriculum level by the end of 2019. Specific emphasis will be placed on lifting the achievement levels of boys, as well as Maori and Pasifika in these year groups, who were achieving below the expected curriculum level for reading at the end of 2018.</p> <p>At the end of the year our Year 3 student achievement was (28/43) 65% of all students working at or above the expected curriculum level compared with 23/40, 58 % in 2018 for the same year group. 11/14 of all target students were working at or above the end of year expectation at the end of the year</p> <p>At the end of the year our Year 6 student achievement was (35/54) 65% of all students working at or above the expected curriculum level compared with (35/52, 67% in 2018 for the same year group. 14/18 of all target students were working at or above the end of year expectation at the end of the year</p> <p>Our target to increase the number of students in these working at and above the expected curriculum level by the end of 2019 for <u>Year 3 was achieved</u>, but <u>for Year 6 was not achieved</u>.</p>	<p>Teachers trialled a range of strategies in an effort to address behavioural, social and oral language issues we believed were having a significant impact on the progress of learners across the school. These areas of concern continued to be barriers for learning for many children in 2019.</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 expected curriculum levels 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 and others achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs. The behaviours of some of our Year 6 students in particular has a significant impact on classroom programmes.</p> <p>The level that many of the children coming to school is still 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>Parental engagement in their children's learning was lower than expected. Across the school, teachers had difficulty in encouraging parents to support their children's learning at home. We had a low turn out for parent interviews, mid-year. For those parents who did support their children we noticed a more positive attitude towards learning with the children and more consistent progress and achievement in reading.</p> <p>The children who were involved with the various interventions for reading either maintained their level of reading or made progress throughout the year. In some cases, the children made significant progress. Interventions included Quick 60, Early words, Community Tutor Readers, Teacher aide literacy interventions, ESOL interventions, Spelling interventions.</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. Planning will reflect the needs of the learners</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. In the senior school we are trialling a project-based learning approach with a more integrated approach to the curriculum.</p> <p>We plan to continue creating a stronger connection with our local pre-schools in an effort to address the lack of literacy and numeracy skills the children are entering school with.</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>Investigate whether reintroducing the Davis Dyslexia and Freunsten programmes will be of benefit to some of our learners.</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 2019. 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 2020 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 2020. These are focused on student well-being and project-based learning approaches.</p>

Planning for next year:

We plan to have a focus our planning and programmes so we are able to work to better engage all learners in the literacy programme, maintain the progress made with the identified target students from 2019 and then working at improving the level of achievement of students in reading again in 2020 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 Kahui ako 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 in the senior school how we can use project-based learning as a way of engaging the students in learning and addressing low literacy skills, oral language, social skills, fine and gross motors 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 literacy and skills.

We have made contact with the Resource Teacher of Literacy, and referrals for some students, to see 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
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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 progress and achievement levels for writing
Target:	To increase the number of students in Years 4 (8/37, 22 % in 2018 Year 3 cohort), 5 (13/37, 35% in 2018 Year 4 cohort) & 6 (17/55, 31% in 2018 Year 5 cohort) working at and above the expected curriculum level by the end of 2019. 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 2018.
Baseline Data:	<p>Whole School End of Year Data: <u>Writing</u> <u>All Students</u></p> <ul style="list-style-type: none"> • At the end of 2019 102/259 (40%) of all students were achieving at or above the expected curriculum level in writing. • 23/259 (9%) were working above the expected curriculum level. • 79/259 (31%) were working at the expected curriculum level. • 102/259 (39%) were working below the expected curriculum level. • 55/259 (21%) were working well below the expected curriculum level. <p><u>Gender</u></p> <ul style="list-style-type: none"> • 13/26 (46%) of the students working above the expected curriculum level in writing were male and 10/23 (43%) were female. • 36/79 (46%) of the students working at the expected curriculum level in writing were male and 43/79 (54%) were female. • 48/102 (47%) of the students working below the expected curriculum level in writing were male and 54/102 (53%) were female. • 38/55 (69%) of the students working well below the expected curriculum level in writing was male and 17/55 (31%) were female. <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 4/107 (7%) of students identifying as Maori were working above the expected curriculum level. • 2/61 (3%) of students identifying as Pasifika were working above the expected curriculum level. <ul style="list-style-type: none"> • 27/107 (25%) of students identifying as Maori were working at the expected curriculum level. • 15/61 (25%) of students identifying as Pasifika were working at the expected curriculum level <ul style="list-style-type: none"> • 41/107 (38%) of students identifying as Maori were working below the expected curriculum level, 31/107 (29%) were working well below the expected curriculum level. • 28/61 (46%) of students identifying as Pasifika were working below the expected curriculum level, 16/61 (26%) were working well below the expected curriculum level. <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 32/46 (69%) of students in Year 1 at the end of 2019 working a sub level below or just at the expected writing curriculum level. • 16/32 (51%) of students in Year 2 at the end of 2019 were working a sub level below or just at the expected writing curriculum level. • 20/43 (47%) of students in Year 3 at the end of 2019 were working a sub level below or just at the expected writing curriculum level. • 24/42 (57%) of students in Year 4 at the end of 2019 were working a sub level below or just at the expected writing curriculum level. • 23/42 (55%) of students in Year 5 at the end of 2019 were working a sub level below or just at the expected writing curriculum level. <ul style="list-style-type: none"> • 12/55 (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>Identify writing levels and learning needs using a variety of assessments and the previous years progress and achievement information in Term 1</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. phonics focus in the junior school, Colourful Semantics programme, specialist teacher intervention, Reading Recovery, Black Sheep oral language, in-class interventions with teacher aide support, targeted teaching based on needs)</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are</p> <p>Monitor progress during and at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate meetings throughout the year</p> <p>Teacher inquiries to include the identified target students.</p>	<p>At the end of the year 102/259 (40%) of all students were working at or above the expected curriculum level for writing. This is an increase of 9% in achievement level when compared with 2018.</p> <p>35/107 (33%) of students identifying as Maori were working at or above the expected curriculum level for writing</p> <p>17/61 (28%) of students identifying as Pasifika were working at or above the expected curriculum level for writing</p> <p>49/135 (36%) of all male students were working at or above the expected curriculum level for writing</p> <p>53/124 (43%) of all female students were working at or above the expected curriculum level for writing</p> <p>Annual Student Achievement Target To increase the number of students in Years 4 (8/37, 22 % in 2018 Year 3 cohort), 5 (13/37, 35% in 2018 Year 4 cohort) & 6 (17/55, 31% in 2018 Year 5 cohort) working at and above the expected curriculum level by the end of 2019. 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 2018</p> <p>At the end of the year our Year 4 student achievement was (22/42) 52% of all students working at or above the expected curriculum level compared with 8/37, 22 % in 2018 for the same year group. 18/27 of all target students were working at or above the end of year expectation at the end of the year</p> <p>At the end of the year our Year 5 student achievement was (18/42) 43% of all students working at or above the expected curriculum level compared with 13/37, 35% in 2018 for the same year group. 8/20 of all target students were working at or above the end of year expectation at the end of the year.</p> <p>At the end of the year our Year 6 student achievement was (15/54) 28% of all students working at or above the expected curriculum level compared with 17/55, 31% in 2018 for the same year group. 7/18 of all target students were working at or above the end of year expectation at the end of the year</p> <p>Our target to increase the number of students in these working at and above the expected curriculum level by the end of 2019 for Year 4 was achieved, for Year 5 was not achieved, but for Year 6 was not achieved.</p>	<p>Teachers trialled a range of strategies in an effort to address behavioural, social and oral language issues we believed were having a significant impact on the progress of learners across the school. These areas of concern continued to be barriers for learning for many children in 2019.</p> <p>A variety of strategies were used throughout the year to engage the students in writing and extra teacher and teacher aide time was allocated to support students working below the expected curriculum levels 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>Teachers worked to focus more on quality than quantity with writing. They modelled writing for the students, built oral language into their programmes and had the children spend more time on the planning of their writing. Teachers made more use of "The Writing Book" resource as well as attending PLD about how to effectively use this for writing programmes. Teachers identified that being better planned for lessons would help in meeting the learners needs as well as maintaining aspects of the writing programme that are working well.</p> <p>Behaviours of some students has continued to be a barrier to them and others achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs. The behaviours of some of our Year 6 students in particular has a significant impact on classroom programmes.</p> <p>The level that many of the children coming to school is still 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>The children who were involved with the various interventions for reading either maintained their level of reading or made progress throughout the year. In some cases, the children made significant progress. Interventions included Quick 60, Early words, Teacher aide literacy interventions, ESOL interventions, Spelling interventions.</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. Planning will reflect the needs of the learners</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. In the senior school we are trialling a project-based learning approach with a more integrated approach to the curriculum.</p> <p>We plan to continue creating a stronger connection with our local pre-schools in an effort to address the lack of literacy and numeracy skills the children are entering school with.</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>Continuation of learning about how to use "The Writing Book" resource and Oral Language resource that complements this in the classroom programme. We will be taking part in more PLD with Sheena Cameron about this in 2020.</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 2019. Provide support for those students still working below the expected curriculum level for writing. We will continue to refine how we use data to inform our practices.</p> <p>Use data to identify target groups for 2020 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 2020. These are focused on student well-being and project-based learning approaches.</p>

Planning for next year:

We plan to have a focus our planning and programmes so we are able to work to better engage all learners in the literacy programme, maintain the progress made with the identified target students from 2019 and then working at improving the level of achievement of students in writing again in 2020 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 Kahui ako 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 literacy skills.

We plan to have a focus in the junior syndicate about how we can use play-based learning and in the senior school how we can use project-based learning as a way of engaging the students in learning and addressing low literacy skills, oral language, social skills, fine and gross motors 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 literacy and skills.

We have made contact with the Resource Teacher of Literacy, and referrals for some students, to see 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 explore with her how we can use the oral language matrix form TKI to establish base line data and record progress for our junior school. We will focus on building vocabulary with our senior students.

Continuation of learning about how to use "The Writing Book" resource and Oral Language resource that complements this in the classroom programme. We will be taking part in more PLD with Sheena Cameron about this in 2020.

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
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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 progress and achievement levels for mathematics
Target:	To increase the number of students in Years 4 (8/35, 23 % in 2018 Year 3 cohort), 5 (13/35, 37% in 2018 Year 4 cohort) & 6 (16/52, 31% in 2018 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 2018.
Baseline Data:	<p>Whole School End of Year Data: <u>Mathematics</u> <u>All Students</u></p> <ul style="list-style-type: none"> • At the end of 2019 113/255 (44%) of all students were achieving at or above the expected curriculum level in mathematics. • 34/255 (13%) were working above the expected curriculum level. • 79/255 (31%) were working at the expected curriculum level. • 91/255 (36%) were working below the expected curriculum level. • 51/255 (20%) were working well below the expected curriculum level. <p><u>Gender</u></p> <ul style="list-style-type: none"> • 25/34 (73%) of the students working above the expected curriculum level in mathematics were male and 9/34 (27%) were female. • 35/79 (44%) of the students working at the expected curriculum level in mathematics were male and 44/79 (57%) were female. • 45/91 (49%) of the students working below the expected curriculum level in mathematics were male and 46/91 (51%) were female. • 29/51 (57%) of the students working well below the expected curriculum level in mathematics was male and 22/51 (43%) were female. <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 9/104 (9%) of students identifying as Maori were working above the expected curriculum level. • 3/60 (0.5%) of students identifying as Pasifika were working above the expected curriculum level. • 26/104 (25%) of students identifying as Maori were working at the expected curriculum level. • 17/60 (28%) of students identifying as Pasifika were working at the expected curriculum level • 42/104 (40%) of students identifying as Maori were working below the expected curriculum level, 27/104 (26%) were working well below the expected curriculum level. • 23/60 (38%) of students identifying as Pasifika were working below the expected curriculum level, 17/60 (28%) were working well below the expected curriculum level. <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 29/46 (63%) of students in Year 1 at the end of 2019 were working a sub level below or just at the expected mathematics curriculum level. • 19/32 (59%) of students in Year 2 at the end of 2019 were working a sub level below or just at the expected mathematics curriculum level. • 21/42 (50%) of students in Year 3 at the end of 2019 were working a sub level below or just at the expected mathematics curriculum level. • 25/40 (63%) of students in Year 4 at the end of 2019 were working a sub level below or just at the expected mathematics curriculum level. • 14/42 (33%) of students in Year 5 at the end of 2019 were working a sub level below or just at the expected mathematics curriculum level. • 12/51 (24%) 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>Identify mathematics levels and learning needs using a variety of assessments and the previous years progress and achievement information in Term 1</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each one of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. number hotspot, Numicon, Black Sheep oral language, in-class interventions with teacher aide support)</p> <p>Encouraging parents to be actively involved at home, being specific about what their children's needs/gaps are</p> <p>Monitor progress at the end of each term.</p> <p>Share information at monitoring syndicate meetings throughout the year</p> <p>Teacher inquiries to include the identified target students.</p>	<p>At the end of the year 113/255 (44%) of all students were working at or above the national standard for mathematics. This is a 13% decrease in achievement level when compared with 2018.</p> <p>35/104 (34%) of students identifying as Maori were working at or above the expected curriculum level for mathematics</p> <p>20/60 (33%) of students identifying as Pasifika were working at or above the expected curriculum level for mathematics</p> <p>60/134 (45%) of all male students were working at or above the expected curriculum level for mathematics</p> <p>53/121 (44%) of all female students were working at or above the expected curriculum level for mathematics</p> <p>Annual Student Achievement Target To increase the number of students in Years 4 (8/35, 23 % in 2018 Year 3 cohort), 5 (13/35, 37% in 2018 Year 4 cohort) & 6 (16/52, 31% in 2018 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 2018</p> <p>At the end of the year our Year 4 student achievement was (21/40) 53% of all students working at or above the expected curriculum level compared with (23/35, 66 % in 2018 for the same year group. 3/14 of all target students were working at or above the end of year expectation at the end of the year</p> <p>At the end of the year our Year 5 student achievement was (25/42) 60% of all students working at or above the expected curriculum level compared with 23/37, 62% in 2018 for the same year group. 2/16 of all target students were working at or above the end of year expectation at the end of the year</p> <p>At the end of the year our Year 6 student achievement was (18/53) 34% of all students working at or above the expected curriculum level compared with 24/52, 46% in 2018 for the same year group. 10/20 of all target students were working at or above the end of year expectation at the end of the year</p> <p>Our target to increase the number of students in these working at and above the expected curriculum level by the end of 2019 for <u>Year 4, Year 5 & Year 6 was not achieved.</u></p>	<p>Teachers trialled a range of strategies in an effort to address behavioural, social and oral language issues we believed were having a significant impact on the progress of learners across the school. These areas of concern continued to be barriers for learning for many children in 2019.</p> <p>A variety of strategies were used throughout the year to engage the students in maths and extra teacher and teacher aide time was allocated to support students working below the expected curriculum levels 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. A strong focus on projects and using motivational tools such as Class Craft helped with student engagement in maths.</p> <p>Teachers worked to focus more on problem solving and strategy work through mixed ability groupings. Integrating maths into topic work also helped with making connections for the children. A range of hands on activities and real life problems helped the children practice their maths skills.</p> <p>Behaviours of some students has continued to be a barrier to them and others achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs. The behaviours of some of our Year 6 students in particular has a significant impact on classroom programmes.</p> <p>The level that many of the children coming to school is still 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>The teachers identified behaviour, motivation to take part in maths and the lack of resources as the barriers to being able to run the programmes they desired in their classes.</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. Planning will reflect the needs of the learners</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>We have engaged in DMIC PLD through Massey University for the next 3 years. With lower achievement levels across the school, but in particular for our Maori and Pasifika students we see this as a way of trying something different to improve engagement and lift achievement in maths.</p> <p>We plan to continue creating a stronger connection with our local pre-schools in an effort to address the lack of literacy and numeracy skills the children are entering school with.</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 2019. Provide support for those students still working below the expected curriculum level for maths. We will continue to refine how we use data to inform our practices.</p> <p>Use data to identify target groups for 2020 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 2020. These are focused on student well-being and project-based learning approaches.</p>

Planning for next year:

We plan to have a focus our planning and programmes so we are able to work to better engage all learners in the maths programme, maintain the progress made with the identified target students from 2019 and then working at improving the level of achievement of students in maths again in 2020 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 Kahui ako we will work with other schools in identified areas to improve progress and achievement of students in mathematics.

We will set annual targets for groups of students in maths 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 maths skills.

We plan to have a focus in the junior syndicate about how we can use play-based learning and in the senior school how we can use project-based learning as a way of engaging the students in learning and addressing low literacy skills, oral language, social skills, fine and gross motors 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 literacy and skills.

We have engaged in DMIC PLD through Massey University for the next 3 years. With lower achievement levels across the school, but in particular for our Maori and Pasifika students we see this as a way of trying something different to improve engagement and lift achievement in maths.

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
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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 Oral Language
Target:	To improve the oral language of students in Years 1-3, with a specific emphasis on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups. We aim to see an improvement of 4 points or more for students who scored 7/15 and below on the Oral Language Assessment and to have at least 50% of the target group scoring 8 or better on the Oral Language Assessment. This would be a total movement of 23 children.
Baseline Data:	<p>Whole School Start of Year Data:</p> <p><u>All Students</u></p> <ul style="list-style-type: none"> • At the start of 2019 52/98 (53%) of all Year 1-3 students scored 8/15 or more in the Oral Language Assessment use to gather baseline data. • 46/98 (47%) of all Year 1-3 students scored 7/15 or less in the Oral Language Assessment <p><u>Gender</u></p> <ul style="list-style-type: none"> • 24/46 (52%) of children who scored 7/15 or less were male • 22/46 (48%) of children who scored 7/15 or less were female <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 5/46 (11%) of children who scored 7/15 or less identify as New Zealand European • 22/46 (48%) of children who scored 7/15 or less identify as New Zealand Maori • 15/46 (32%) of children who scored 7/15 or less identify as Pasifika • 4/46 (9%) of children who scored 7/15 or less identify as Asian <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 25/33 (76%) of all Year 1 children scored 7/15 or less in the Oral Language Assessment • 13/25 (52%) of all Year 2 children scored 7/15 or less in the Oral Language Assessment • 8/40 (20%) of all Year 3 children scored 7/15 or less in the Oral Language Assessment <p>This data does not include ORS or non-verbal students</p> <p>16/98 (16%) of Year 1-3 students are receiving ESOL funding and are part of language interventions.</p>

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>Identify student in the target group based on Oral Language data as well as linking to reading and writing levels. This will be done using a variety of assessments and the previous year's progress and achievement information in Term 1</p> <p>Specifically identify the students who make up the target group. The majority of these students are working just below or just at the expected curriculum level.</p> <p>Identify and plan to implement learning opportunities for children to develop their oral language skills.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions are implemented using appropriate strategy or approach (i.e. phonics focus in the junior school, Colourful Semantics programme, specialist teacher intervention, Black Sheep oral language, PMP, The Friendship Formula, in-class interventions with teacher aide support, targeted teaching based on needs)</p> <p>Encouraging parents to be actively involved with reading at home, discussing books and being specific about what their children's needs/gaps are.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes including reading and writing data.</p> <p>Share information at monitoring syndicate meetings throughout the year</p> <p>Teacher inquiries to include the identified target students.</p>	<p>At the end of the year 17/41 (41%) of the target group students scored 8 or more on the oral language assessment. 7/24 (29%) for Year 1 students, 8/12 (66%) for Year 2 students, 2/6 (33%) for Year 1 students.</p> <p>9/21 (43%) of all male students in the target group students scored 8 or more on the oral language assessment.</p> <p>8/21 (38%) of all female students in the target group students scored 8 or more on the oral language assessment.</p> <p>6/18 (33%) of students identifying as Maori in the target Year 1-3 students scored 8 or more on the oral language assessment</p> <p>5/14 (36%) of students identifying as Pasifika in the target group students scored 8 or more on the oral language assessment.</p> <p>To improve the oral language of students in Years 1-3, with a specific emphasis on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups. We aim to see an improvement of 4 points or more for students who scored 7/15 and below on the Oral Language Assessment and to have at least 50% of the target group scoring 8 or better on the Oral Language Assessment. This would be a total movement of 23 children.</p> <p>Our target to increase the number of students scoring 8 or more on the oral language assessment by the end of 2019 was <u>not achieved</u>.</p> <p>At the end of the year 17/41 (41%) of the target group students scored 8 or more on the oral language assessment. 7/24 (29%) for Year 1 students, 8/12 (66%) for Year 2 students, 2/6 (33%) for Year 1 students.</p> <p>At the end of the year 30/41 (73%) of all target students improved on their scores over the year.</p> <p>Two of the children left school during the year and three children had poor attendance and finding time to administer the test proved difficult.</p>	<p>Teachers trialled a range of strategies in an effort to address social and oral language issues we believed were having a significant impact on the progress of learners across the school. These areas of concern continued to be barriers for learning for many children in 2019.</p> <p>A variety of strategies were used throughout the year to engage the students in writing and extra teacher and teacher aide time was allocated to support students working below the expected curriculum levels 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>Teachers worked to focus more on quality than quantity with writing. They modelled writing for the students, built oral language into their programmes and had the children spend more time on the planning of their writing. Teachers made more use of "The Writing Book" resource as well as attending PLD about how to effectively use this for writing programmes. Teachers identified that being better planned for lessons would help in meeting the learners needs as well as maintaining aspects of the writing programme that are working well.</p> <p>Behaviours of some students has continued to be a barrier to them and others 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 oral language level that many of the children coming to school is still 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>Social programmes were introduced to help children develop social skills and build oral language. This had a positive affect for some students in the junior school.</p> <p>Junior classes trialled some Learning Through Play strategies as a way of building social skills and oral language. This is something the teachers would like to further explore in 2020</p>	<p>In 2020 we will begin taking part in school-wide DMIC (Developing Mathematical Inquiry Communities) development. This has a strong oral language focus and is based in culturally responsive pedagogy.</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. In the senior school we are trialling a project-based learning approach with a more integrated approach to the curriculum.</p> <p>Te Puawaitanga o Te Kakano will work to build the level of te reo across the classes. They will gather initial data about language levels so they can measure progress over time and the effectiveness of taching and learning programmes.</p> <p>We will include continuing to refine and use assessment data to inform planning and teaching practices to best meet the needs of all students. Group students in a variety of ways that allow them to build in confidence and to share their thinking and knowledge. Providing the students with engaging and meaningful writing experiences. Planning will reflect the needs of the learners</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>We plan to continue creating a stronger connection with our local pre-schools in an effort to address the lack of literacy and numeracy skills the children are entering school with.</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>Continuation of learning about how to use "The Writing Book" resource and Oral Language resource that complements this in the classroom programme. We will be taking part in more PLD with Sheena Cameron about this in 2020.</p> <p>Use data to identify target groups for 2020 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 2020. These are focused on student well-being and project-based learning approaches.</p>

Planning for next year:

We plan to have a focus our planning and programmes so we are able to work to better engage all learners in the literacy programme, maintain the progress made with the identified target students from 2019 and then working at improving the level of achievement of students in writing again in 2020 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 Kahui ako we will work with other schools in identified areas to improve progress and achievement of students in literacy.

We plan to work on creating a stronger connection with our local pre-schools increasing communication between us and them so we can better support the children.

We plan to have a focus in the junior syndicate about how we can use play-based learning and in the senior school how we can use project-based learning as a way of engaging the students in learning and addressing low literacy skills, oral language, social skills, fine and gross motors skills at school entry and in the junior school.

We have made contact with the Resource Teacher of Literacy, and referrals for some students, to see 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 explore with her how we can use the oral language matrix form TKI to establish base line data and record progress for our junior school. We will focus on building vocabulary with our senior students.

Continuation of learning about how to use "The Writing Book" resource and Oral Language resource that complements this in the classroom programme. We will be taking part in more PLD with Sheena Cameron about this in 2020.

We have engaged in DMIC PLD through Massey University for the next 3 years. With lower achievement levels across the school, but in particular for our Maori and Pasifika students we see this as a way of trying something different to improve engagement and lift achievement. DMIC has a particular focus on oral language which we hope will have a positive impact on all curriculum areas.

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 Student Engagement		
Target:	<p>To improve student engagement at school for all students, with a focus on behaviour in Year 6 (9/18, 50% of students stood-down in 2018 were in Year 5) and Year 5 (3/18, 16% of students stood-down in 2018 were in Year 4).</p> <p>Improve overall attendance rates at school for all students to 85% attendance, with a focus on Maori and Pasifika students at all year levels.</p>		
Baseline Data:	<p>Whole School End of Year Data: <u>Student Engagement</u> <u>All Students – Stand-downs and Suspensions</u></p> <ul style="list-style-type: none"> • At the end of 2019 in total we had a 34 Stand-downs and 1 suspension. • Of the 34 stand-downs, these involved 23 students. • The 1 suspension involved 1 student. 		

- 18/259 (8%) of all students were stood-down during 2019.
- 1/259 (0.5%) of all students were suspended during 2019.

Gender

- 22/23 (96%) of the students **stood-down** were male
- 1/23 (4%) of the students **stood-down** were female.
- 1/1 (100%) of the students **suspended** were male

Ethnicity

- 4/23 (17%) of students identifying as European were **stood-down**.
- 14/23 (61%) of students identifying as Maori were **stood-down**.
- 5/23 (22%) of students identifying as Pasifika were **stood-down**.
- 1/1 (100%) of students identifying as Maori was **suspended**.

Year group

- 14/23 (61%) of students **stood-down** were in Year 6.
- 5/23 (22%) of students **stood-down** were in Year 5.
- 1/23 (4%) of students **stood-down** were in Year 4.
- 1/23 (4%) of students **stood-down** were in Year 3.
- 1/23 (1%) of students **stood-down** were in Year 2.
- 1/23 (4%) of students **stood-down** were in Year 1.

- 1/1 (50%) of students **suspended** were in Year 6.

Reason for Individual Stand-down and Suspension

- 32 students were **stood-down** for (3) Likely to cause serious harm (s14(1)(b) of the Education Act 1989)
- 2 students were **stood-down** for (2) Continual disobedience (s14(1)(a) of the Education Act 1989)
- 1 student was **suspended** for (3) Likely to cause serious harm (s14(1)(b) of the Education Act 1989)

Attendance

All Students – Attendance

- At the end of 2019 we had overall attendance of 82.45% with Monday (14.6%) and Friday (16.2%) being the highest days of absence for the year.
- Unexplained absences were 9.77% for 2019.
- Justified absences were 7.79% for 2019.
- Lateness for all students was 13.16% for 2019.

Gender


- Male attendance was 83.78%, unjustified 9.36% and justified 6.86%
- Female attendance was 81.26%, unjustified 10.13% and justifies 8.61%.

Ethnicity

- Attendance for students identifying as NZ European was 88.84%
- Attendance for students identifying as Maori was 77.73%
- Attendance for students identifying as Pasifika was 81.44% (Tongan, Samoan, Cook Island Maori, Tokelauan, Other Pacific Island Group, Fijian – eTap classifications)
- Attendance for all other ethnic groups was 81.66%

Year group

- Attendance for students in Year 1 was 77.66%

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- Attendance for students in Year 2 was 81.36%
 - Attendance for students in Year 3 was 85.64%
 - Attendance for students in Year 4 was 84.00%
 - Attendance for students in Year 5 was 85.25%
 - Attendance for students in Year 6 was 82.66%
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- Attendance for students in Te Puawaitanga o Te Kākano was 77.88%
 - Attendance for students in the mainstream classes was 84.80%

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>Stand-downs and Suspensions</p> <p>Organise classes so we have as few Tier 2 and 3 students in each class as possible. Identify clearly who our at-risk Tier 2 and Tier 3 students are.</p> <p>Engage in whole staff PB4L development revisiting strategies as a whole staff and embed key strategies across the school. Identify and implement key Tier 2 strategies for school-wide implementation. Develop expectations for staff about what we will “see” and “hear” around the school as well as for how we manage challenging behaviours and situations.</p> <p>Engage in professional support sessions that focus on problem-solving issues that are impacting on our ability to engage all students in learning and school life.</p> <p>Review how we run Ama and increase the number of students taking part in this each intake. This will be a mix of boys who struggle to self-regulate their behaviours and emotions, those who need a boost in self-esteem and those who are good role models.</p> <p>Maintain regular contact with parents about what we are noticing with their children and anything they are aware of that might impact their engagement and behaviours at school. Encourage parents to be actively involved in the work we are doing to support their children.</p> <p>Ensure regular communication is taking place with outside agencies who are involved with supporting the school, children and families/whanau. Work with all involved to implement plans to support identified children.</p> <p>Provide teacher aide support where possible to assist with the implementation of learning and behaviour interventions.</p> <p>Monitor progress during and at the end of each term using intervention sheets and data gathering processes including eTap guidance records.</p> <p>Share information and implement Classroom Problem-solving process at syndicate meetings throughout the year as a way of collectively addressing and managing behaviours.</p> <p>Teacher inquiries to include the identified target students.</p>	<p>At the end of the year 18/259 (8%) of all students were stood-down and 1/259 (0.5%) of all students were suspended. This was 4 less stand-downs and 1 less suspension than 2018.</p> <p>4/23 (17%) of students identifying as European were stood down.</p> <p>14/23 (61%) of students identifying as Maori were stood down.</p> <p>5/23 (22%) of students identifying as Pasifika were stood down.</p> <p>22/23 (96%) of the students stood down were male 1/23 (4%) of the students stood down were female.</p> <p>1/1 (100%) of the students suspended was male, identifying as Maori.</p> <p>1/1 (50%) of students suspended were in Year 6.</p> <p>Annual Engagement Target To improve student engagement at school for all students, with a focus on behaviour in Year 6 (9/18, 50% of students stood-down in 2018 were in Year 5) and Year 5 (3/18, 16% of students stood-down in 2018 were in Year 4).</p> <p>14/23 (61%) of students stood down were in Year 6. 5/23 (22%) of students stood down were in Year 5.</p> <p>Our target to improve student engagement and achieve a reduction in the number of stand downs by the end of 2019 for <u>Year 5 & Year 6 was not achieved</u></p>	<p>Engagement Target</p> <p>We experienced a large number of behavioural issues this year across the Year 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>The majority of the stand downs that occurred in 2019 were for acts of violence either as individuals or as a group against other students. 19/23 of these involved boys in Years 5 & 6.</p> <p>We often experienced a pack mentality with the Year 5 & 6 boys where they would encourage each other and draw strength from the “pack”. This proved difficult for us to counter as the boys would enter into a heightened state where they could not be reasoned with.</p> <p>We struggled to get parental/whanau support for some of the students involved in stand downs. For these children 6 had multiple stand downs.</p> <p>In the instances where we did receive parental/whanau support strategies were able to be implements where the children could reintegrate successfully into school life. Staff monitored all stand down children throughout the year, using the school values, CHOICE Theory approaches and separation strategies to help with managing behaviours.</p> <p>Teaching staff engaged in professional development and support with Cate Williams, Education Psychologist, Ministry of Education where a collaborative problem-solving approach to issues was used to work out strategies and approaches that could be used with the children. We also did some learning about trauma and the effects of this on behaviours. This proved to be incredibly useful to all involved and complemented the work that we did at the beginning of 2019 with John Ford, PB4L facilitator. The focus of this work was on anxiety and the effects of this on behaviours.</p> <p>We drew a line in the ground with regards to acts of violence. Regardless of the cause of the violence, is a child acted in this way to get what they wanted or as a retaliation to something they didn't like this led to a stand down. Many of the violent acts were unpredictable and explosive, making them difficult to pre-empt or manage.</p>	<p>In 2020 we will refocus our behaviour management work on the principles and practices of CHOICE Theory and PB4L, aiming for a structured and consistent school-wide approach to providing a positive environment for everyone as well as managing challenging behaviours.</p> <p>Explore ways to build a united approach across our school for staff and children such as buddy classes, Year 6 leadership focus, activities where the children are cross grouped.</p> <p>Principal PLD in MAC development for 2020. This is aimed at building knowledge and understanding of how Maori best learn as Maori and how this can be adapted to a school environment.</p> <p>Class placement of Tier 2 & 3 children for 2020 is carefully considered, in an effort to reduce the number of these children in each class.</p> <p>Work on engaging parents/whanau to work in partnership with the school, providing support for children of concern to develop strategies for managing themselves in challenging situations.</p> <p>Ensure all staff have a clear understanding of the expectations for managing behaviours, including the Orange/Red card system as well as the requirements of PB4L.</p> <p>Work within our CoL inquiry teams on the identified focus area for 2020. Well-being of students will be a particular focus.</p>

<p>Attendance</p> <p>Identify students and families/whanau whose attendance at school in 2018 has been identified as at-risk or who have a pattern of regular non-attendance.</p> <p>Maintain regular contact with parents about what we are noticing with their children anything they are aware of that might impact their attendance at school. Encourage parents to be actively involved in the work we are doing to support their children being at school every day.</p> <p>Ensure regular communication is taking place with outside agencies who are involved with supporting the school, children and whanau. Work with all involved to implement plans to support identified children.</p> <p>Ensure we have a recorded consistent approach to coding for justified and unjustified absences.</p> <p>Monitor progress of identified children and families/whanau during the term and at the end of each term using eTap records.</p>	<p>Attendance</p> <p>At the end of the year overall attendance for the whole school was 82.45%. This is almost identical to 2018. Monday (14.6%) and Friday (16.2%) being the highest days of absence for the year.</p> <p>Unexplained absences were 9.77% for 2019 compared with 10.71% in 2018. Justified absences were 7.79% for 2019 compared with 7.17% in 2018. Lateness for all students was 13.16% for 2019 compared with 13.11% in 2018.</p> <p>Male attendance was 83.78% compared with 81.92% in 2018</p> <p>Female attendance was 81.26% compared with 82.33% in 2018</p> <p>Attendance for students identifying as NZ European was 88.84% compared with 89.63% in 2018</p> <p>Attendance for students identifying as Maori was 77.73% compared with 77.36% in 2018</p> <p>Attendance for students identifying as Pasifika was 81.44% compared with 78.30% in 2018 (Tongan, Samoan, Cook Island Maori, Tokelauan, Other Pacific Island Group, Fijian – eTap classifications)</p> <p>Annual Attendance Target</p> <p>Improve overall attendance rates at school for all students to 85% attendance, with a focus on Maori and Pasifika students at all year levels.</p> <p>Our target to improve student engagement and improve attendance by the end of 2019 <u>was not achieved</u></p>	<p>Attendance</p> <p>We had a significant number of parents/whanau who would not contact the school when their children were absent. We had difficulty in making contact with them, so their children were marked truant. When contact was made with these families, we would endeavour to stress the importance of daily attendance at school and contacting the school when the children are not present.</p> <p>While unexplained absences were lower than in 2018, we still experienced many occasions where parents chose to keep their children at home rather than send them to school. There are numerous reasons for this when they were given.</p> <p>We have significantly more families taking holidays during term time in 2019 compared with 2018.</p> <p>We did have some impact with families we spoke to and saw an improvement in their children's attendance at school, although this was not the case in the majority of instances.</p> <p>We saw an increase in the amount of time that was taken off on Monday and Friday. This is of concern as the children are missing vital start of the week information and also this has an impact on the social interactions for the children affected.</p> <p>For a group of children and parents it appeared that attendance at school was not a priority for them. We found this attitude difficult to change.</p>	<p>Attendance</p> <p>Continue to work with families whose children have poor or irregular attendance at school.</p> <p>Continue to work with families who fail to contact the school about absences.</p> <p>Encourage children and their families to attend school more regularly through providing engaging and motivating programmes of work.</p> <p>Provide education to parents about the importance of their children attending school every day.</p> <p>Continue to have high expectations of attendance at school and communication with the school.</p> <p>Work with the attendance and truancy service to ensure at risk children are attending school and parents/whanau are aware of their responsibilities.</p>
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Planning for next year:

Work to improve attendance of students at school, working together with parents/whanau and services.

Continue trying to communicate the importance of daily attendance at school to parents/whanau and children.