

# EKETAHUNA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 2835

**Principal:** Melinda Cowe

**School Address:** Albert Street, Eketahuna

**School Postal Address:** Albert Street, Eketahuna, 4900

**School Phone:** 06 375 8191

**School Email:** office@eketahuna.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Maree Redington	Chairperson	Elected	Dairy Farmer	Jun 2022
Melinda Cowe	Principal	ex Officio		
Megan Governor	Parent Rep	Elected	Office Manager	Jun 2022
Warren Chase	Parent Rep	Elected	Bus Driver	Jun 2019
Everlyne Chase	Parent Rep	Elected	Tutor	Jun 2022
Skye White	Parent Rep	Elected	Dairy Farmer	Jun 2022
Roseanne Sayles	Staff Rep	Appointed	Teacher	Jun 2022

**Accountant / Service Provider:** Education Services Ltd

# EKETAHUNA SCHOOL

Annual Report - For the year ended 31 December 2019

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# Eketahuna 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.

Linda Mavee Reddy  
Full Name of Board Chairperson

L M Reddy  
Signature of Board Chairperson

19/5/2020  
Date:

Melinda Anne Cave  
Full Name of Principal

M. Cave  
Signature of Principal

19.5.2020  
Date:

**Eketahuna School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	1,062,391	949,491	1,078,813
Locally Raised Funds	3	78,251	42,000	72,842
Interest income		1,942	1,500	1,395
Gain on Sale of Property, Plant and Equipment		4,870	-	1,592
		<hr/> 1,147,454	<hr/> 992,991	<hr/> 1,154,642
<b>Expenses</b>				
Locally Raised Funds	3	30,865	10,590	21,638
Learning Resources	4	627,031	594,091	692,446
Administration	5	94,448	98,034	93,671
Finance		2,371	2,143	2,617
Property	6	291,936	244,785	252,215
Depreciation	7	25,134	20,000	22,683
Loss on Disposal of Property, Plant and Equipment		3,525	-	-
		<hr/> 1,075,310	<hr/> 969,643	<hr/> 1,085,270
<b>Net Surplus / (Deficit) for the year</b>		<hr/> 72,144	<hr/> 23,348	<hr/> 69,372
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/> 72,144	<hr/> <hr/> 23,348	<hr/> <hr/> 69,372

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

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

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		177,314	147,388	107,942
Total comprehensive revenue and expense for the year		72,144	23,348	69,372
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		2,865	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	23	252,323	170,736	177,314
Retained Earnings		252,323	170,736	177,314
<b>Equity at 31 December</b>		252,323	170,736	177,314

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.

# Eketahuna School

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	164,370	122,729	80,499
Accounts Receivable	9	41,996	21,942	49,053
GST Receivable		2,797	-	3,104
Prepayments		1,420	1,343	1,149
Inventories	10	2,178	3,121	2,425
Investments	11	-	19,376	19,958
		212,761	168,511	156,188
<b>Current Liabilities</b>				
GST Payable		-	1,872	-
Accounts Payable	13	51,901	43,909	47,423
Revenue Received in Advance	14	5,000	128	4,200
Provision for Cyclical Maintenance	15	7,200	42,642	7,200
Finance Lease Liability - Current Portion	16	11,331	-	10,954
Funds held for Capital Works Projects	17	2,236	-	-
		77,668	88,551	69,777
<b>Working Capital Surplus/(Deficit)</b>		135,093	79,960	86,411
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	148,334	131,408	124,747
		148,334	131,408	124,747
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	25,092	40,632	21,400
Finance Lease Liability	16	6,012	-	12,444
		31,104	40,632	33,844
<b>Net Assets</b>		252,323	170,736	177,314
<b>Equity</b>		252,323	170,736	177,314

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		301,324	266,044	280,870
Locally Raised Funds		79,861	42,000	75,526
Goods and Services Tax (net)		307	-	(4,976)
Payments to Employees		(143,367)	(136,412)	(168,392)
Payments to Suppliers		(121,304)	(119,291)	(107,363)
Cyclical Maintenance Payments in the year		(2,780)	(8,000)	(50,716)
Interest Paid		(2,371)	(2,143)	(2,617)
Interest Received		2,034	1,500	1,387
Net cash from Operating Activities		113,704	43,698	23,719
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		4,870	-	6,276
Purchase of PPE (and Intangibles)		(46,495)	(27,300)	(30,568)
Purchase of Investments		-	-	(582)
Proceeds from Sale of Investments		19,958	-	-
Net cash from Investing Activities		(21,667)	(27,300)	(24,874)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		2,865	-	-
Finance Lease Payments		(10,017)	(12,131)	(9,713)
Funds Held for Capital Works Projects		(1,014)	-	(27,095)
Net cash from Financing Activities		(8,166)	(12,131)	(36,808)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>83,871</b>	<b>4,267</b>	<b>(37,963)</b>
Cash and cash equivalents at the beginning of the year	8	80,499	118,462	118,462
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>164,370</b>	<b>122,729</b>	<b>80,499</b>

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..

# Eketahuna School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Eketahuna 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 27.

###### **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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	33 years
Building Improvements	10 - 50 years
Furniture and Equipment	3 - 15 years
Information and Communication	5 years
Library Resources	12.5% DV
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	225,371	221,552	223,070
Teachers' Salaries Grants	545,275	512,899	587,477
Use of Land and Buildings Grants	222,818	168,743	187,760
Resource Teachers Learning and Behaviour Grants	1,654	1,200	2,386
Other MoE Grants	49,873	19,905	59,438
Other Government Grants	17,400	25,192	18,682
	<b>1,062,391</b>	<b>949,491</b>	<b>1,078,813</b>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	42,437	13,200	50,775
Bequests & Grants	12,200	-	-
Activities	12,644	18,200	9,449
Trading	1,044	600	3,523
Fundraising	1,198	2,000	872
Other Revenue	8,728	8,000	8,223
	<b>78,251</b>	<b>42,000</b>	<b>72,842</b>
<b>Expenses</b>			
Activities	23,596	5,050	13,429
Trading	1,757	700	4,021
Fundraising (Costs of Raising Funds)	498	-	865
Other Locally Raised Funds Expenditure	5,014	4,840	3,323
	<b>30,865</b>	<b>10,590</b>	<b>21,638</b>
	<b>47,386</b>	<b>31,410</b>	<b>51,204</b>

*Surplus for the year Locally raised funds*

## 4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	15,545	18,500	11,975
Employee Benefits - Salaries	608,665	569,091	675,312
Staff Development	2,821	6,500	5,159
	<b>627,031</b>	<b>594,091</b>	<b>692,446</b>

## 5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,917	4,774	4,774
Board of Trustees Fees	2,595	3,600	3,420
Board of Trustees Expenses	1,693	1,890	385
Communication	3,283	4,300	2,588
Consumables	8,557	7,900	10,578
Operating Lease	2,885	5,500	6,170
Other	10,791	8,850	8,991
Employee Benefits - Salaries	48,712	50,220	46,443
Insurance	3,815	3,500	3,122
Service Providers, Contractors and Consultancy	7,200	7,500	7,200
	<b>94,448</b>	<b>98,034</b>	<b>93,671</b>

## 6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,329	3,500	3,247
Cyclical Maintenance Expense	6,472	11,692	10,674
Grounds	3,781	8,700	2,870
Heat, Light and Water	7,995	7,650	7,735
Rates	3,438	2,500	4,579
Repairs and Maintenance	11,167	10,500	2,950
Use of Land and Buildings	222,818	168,743	187,760
Security	563	1,500	2,238
Employee Benefits - Salaries	33,373	30,000	30,162
	<u>291,936</u>	<u>244,785</u>	<u>252,215</u>

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

## 7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	985	868	985
Building Improvements	1,926	1,859	2,108
Furniture and Equipment	7,562	3,834	4,348
Information and Communication Technology	1,837	2,400	2,722
Leased Assets	11,995	10,226	11,598
Library Resources	829	813	922
	<u>25,134</u>	<u>20,000</u>	<u>22,683</u>

## 8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	164,370	122,729	80,499
Cash equivalents for Cash Flow Statement	<u>164,370</u>	<u>122,729</u>	<u>80,499</u>

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

Of the \$164,370 Cash and Cash Equivalents, \$2,236 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	460	212	1,270
Receivables from the Ministry of Education	-	-	7,103
Banking Staffing Underuse	-	-	5,246
Interest Receivable	-	84	92
Teacher Salaries Grant Receivable	41,536	21,646	35,342
	<u>41,996</u>	<u>21,942</u>	<u>49,053</u>
Receivables from Exchange Transactions	460	296	1,362
Receivables from Non-Exchange Transactions	41,536	21,646	47,691
	<u>41,996</u>	<u>21,942</u>	<u>49,053</u>

## 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery Account	617	1,999	930
Uniform Account	1,561	1,122	1,495
	<u>2,178</u>	<u>3,121</u>	<u>2,425</u>

## 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	-	19,376	19,958
Total Investments	<u>-</u>	<u>19,376</u>	<u>19,958</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Buildings	12,565	-	-	-	(985)	<b>11,580</b>
Building Improvements	50,945	1,295	-	-	(1,926)	<b>50,314</b>
Furniture and Equipment	28,503	44,973	(3,133)	-	(7,562)	<b>62,781</b>
Information and Communication Tech	3,196	-	(392)	-	(1,837)	<b>967</b>
Leased Assets	23,020	5,752	-	-	(11,995)	<b>16,777</b>
Library Resources	6,518	226	-	-	(829)	<b>5,915</b>
<b>Balance at 31 December 2019</b>	<u>124,747</u>	<u>52,246</u>	<u>(3,525)</u>	<u>-</u>	<u>(25,134)</u>	<u><b>148,334</b></u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Buildings	32,845	(21,265)	<b>11,580</b>
Building Improvements	64,017	(13,703)	<b>50,314</b>
Furniture and Equipment	207,310	(144,529)	<b>62,781</b>
Information and Communication	99,253	(98,286)	<b>967</b>
Leased Assets	38,378	(21,601)	<b>16,777</b>
Library Resources	55,749	(49,834)	<b>5,915</b>
<b>Balance at 31 December 2019</b>	<u>497,552</u>	<u>(349,218)</u>	<u><b>148,334</b></u>

## 12. Property, Plant and Equipment - continued

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	13,550	-	-	-	(985)	12,565
Building Improvements	33,126	24,611	(4,684)	-	(2,108)	50,945
Furniture and Equipment	29,380	3,472	-	-	(4,348)	28,503
Information and Communication Tech	5,346	572	-	-	(2,722)	3,196
Leased Assets	16,692	17,926	-	-	(11,598)	23,020
Library Resources	7,314	126	-	-	(922)	6,518
<b>Balance at 31 December 2018</b>	<b>105,408</b>	<b>46,707</b>	<b>(4,684)</b>	<b>-</b>	<b>(22,683)</b>	<b>124,747</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	32,845	(20,280)	12,565
Building Improvements	62,723	(11,778)	50,945
Furniture and Equipment	188,724	(160,221)	28,503
Information and Communication	133,786	(130,590)	3,196
Leased Assets	72,445	(49,425)	23,020
Library Resources	55,523	(49,005)	6,518
<b>Balance at 31 December 2018</b>	<b>546,046</b>	<b>(421,299)</b>	<b>124,747</b>

## 13. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating Creditors	3,649	5,432	6,563
Accruals	4,917	4,635	4,058
Banking Staffing Overuse	-	10,559	-
Employee Entitlements - Salaries	41,536	21,646	35,342
Employee Entitlements - Leave Accrual	1,799	1,637	1,460
	<b>51,901</b>	<b>43,909</b>	<b>47,423</b>
Payables for Exchange Transactions	51,901	33,350	47,423
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	10,559	-
	<b>51,901</b>	<b>43,909</b>	<b>47,423</b>

The carrying value of payables approximates their fair value.

## 14. Revenue Received in Advance

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Student Fees Revenue Received in Advance	-	128	4,200
Grants Received In Advance	5,000	-	-
	<b>5,000</b>	<b>128</b>	<b>4,200</b>

## 15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	28,600	71,582	68,642
Increase to the Provision During the Year	11,692	11,692	4,582
Adjustment to the Provision	(5,220)	-	-
Use of the Provision During the Year	(2,780)	-	(44,624)
Provision at the End of the Year	32,292	83,274	28,600
Cyclical Maintenance - Current	7,200	42,642	7,200
Cyclical Maintenance - Term	25,092	40,632	21,400
	32,292	83,274	28,600

## 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	12,508	-	13,118
Later than One Year and no Later than Five Years	6,600	-	14,602
	19,108	-	27,720

## 17. Funds Held (Owed) 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 \$
Refurbishment to Block D	<i>in progress</i>	-	30,971	28,735	-	2,236
New Doors & Windows	<i>completed</i>	-	12,510	12,510	-	-
Totals		-	43,481	41,245	-	2,236

### Represented by:

Funds Held on Behalf of the Ministry of Education	2,236
Funds Due from the Ministry of Education	-
	2,236

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Basketball Court	<i>completed</i>	16,200	1,800	18,000	-	-
Blocks D & E - Floor Coverings	<i>completed</i>	14,145	806	14,951	-	-
Master Key/Security System	<i>completed</i>	-	6,115	6,115	-	-
Special Needs Property Modification	<i>completed</i>	-	10,114	10,114	-	-
Totals		30,345	18,835	49,180	-	-

## 18. 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.

## 19. 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	2,595	3,420
Full-time equivalent members	0.09	0.09
<i>Leadership Team</i>		
Remuneration	114,981	192,546
Full-time equivalent members	1.00	1.96
Total key management personnel remuneration	117,576	195,966
Total full-time equivalent personnel	1.09	2.05

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:		
Principal A		
Salary and Other Payments	-	0 - 10
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-
Principal B		
Salary and Other Payments	110 - 120	100 - 110
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	-	-
	0.00	0.00

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

## 20. 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	-	-

## 21. 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) The school has entered into an agreement with Doug Bradley Painters, to waterblast and repaint any areas of breakdown, at a cost of \$3,095.00 (GST Incl), per annum for the next two years.

(b) \$35,617 contract for the refurbishment of D Block to be completed in 2020, which will be fully funded by the Ministry of Education. \$30,971 has been received of which \$28,735 has been spent on the project to date.

(Capital commitments at 31 December 2018: \$3,095.)

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2019 Actual \$	2018 Actual \$
No later than One Year	20	20
Later than One Year and No Later than Five Years	-	20
Later than Five Years	-	-
	<u>20</u>	<u>40</u>

## 23. 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.

## 24. 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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	164,370	122,729	80,499
Receivables	41,996	21,942	49,053
Investments - Term Deposits	-	19,376	19,958
Total Financial assets measured at amortised cost	206,366	164,047	149,510

### Financial liabilities measured at amortised cost

Payables	51,901	43,909	47,423
Finance Leases	17,343	-	23,398
Total Financial Liabilities Measured at Amortised Cost	69,244	43,909	70,821

## 25. 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, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 26. Comparatives

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

## 27. 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 8 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 9 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



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07/02/2020

### **Kiwisport Spending**

In the 2019 financial year the school was funded \$1642.44 based on a roll of 121 students for its Kiwisport entitlement.

The money was used to enable large teams to attend local Bush sporting events over the year.

We also used the money to purchase some more spare uniforms to ensure those students whose family were unable to buy the required uniform could access all sporting codes we offer, along with mouthguards and shinpads.

The money was also used to pay for the hireage of a swimming pool, to train our school swimming team.

A handwritten signature in blue ink that reads "Melinda Cowe".

Melinda Cowe  
Principal

# EKETAHUNA SCHOOL



## Analysis of Variance 2019

## STRATEGIC PLAN

Goals	<b>ONE:</b> We will raise achievement in literacy and numeracy  We will explore and develop our understanding of effective planning, teaching and assessment.  We will be a place where explicit teaching and learning happens	<b>TWO:</b> We will have a positive, collaborative, inclusive & culturally responsive school culture  We will create an environment that is collaborative, positive, and celebrates diversity whilst supporting & encouraging all to achieve beyond their own expectations.  We will be a place that everyone wants to be at	<b>THREE:</b> We will create experts in digital literacy  We will explore digital literacy and develop our understanding of what key factors make it successful.  We will be digitally <b>literate</b> and confident using <b>digital</b> content and tools in learning
Success	<ul style="list-style-type: none"> <li>Students feel more positive about reading, writing and maths</li> <li>More students are achieving at or above their expected curriculum level</li> <li>Teachers teach and assess focused skill based lessons set on meeting educational needs</li> <li>Teacher moderation is more accurate</li> </ul>	<ul style="list-style-type: none"> <li>Students and staff are positive, respected and valued by all</li> <li>Every culture is valued, teachers embrace and celebrate cultural diversity through deliberate teaching; in partnership with the wider school community</li> <li>Teachers honestly talk about their teaching, observe each others practise, plan, organise, teach and evaluate their teaching together</li> <li>Students are resilient, risk takers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use technology to stimulate interest, provide relevance, supports creativity, and create collaborative learning experiences for all students.</li> <li>Students can access learning in ways that work more effectively for them</li> <li>Teachers &amp; students use technology to provide multiple ways to create, learn, teach and demonstrate understanding</li> </ul>
Measure	<ul style="list-style-type: none"> <li>Student data (differentiated) both academic and key competencies</li> <li>Student voice</li> <li>Observations &amp; Teacher Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour records</li> <li>Student voice survey</li> <li>Community consultation</li> <li>Self assessment</li> <li>Staff survey</li> </ul>	<ul style="list-style-type: none"> <li>Student voice</li> <li>Observations</li> <li>Staff survey</li> <li>Staff &amp; Community consultation</li> <li>Curriculum assessment</li> </ul>
Initiative 2020	<ul style="list-style-type: none"> <li>Strengthening our planning, teaching and assessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen and embed established frameworks</li> </ul>	<ul style="list-style-type: none"> <li>Develop our use of ipads as a tool to enhance teaching and learning.</li> </ul>
Initiative 2021	<ul style="list-style-type: none"> <li>Consolidate our planning, teaching and assessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>Review frameworks and ensure consistency</li> <li>Develop and embed a localised curriculum focused on our bi-cultural history.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the use of planned and implemented lessons using ipads and technology.</li> </ul>

# ANNUAL PLAN FOR 2019

## End of Year 2018 Data

### READING:

- Total students At to Above the curriculum level for their chronological age = **70%**
- Broken into the following year levels:

READING 2018	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At & Above	50%	64%	70%	73%	66%	75%	73%	100%

### WRITING:

- Total students At to Above the curriculum level for their chronological age = **69%**
- Broken into the following year levels:

WRITING 2018	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At & Above	50%	81%	40%	73%	61%	69%	73%	100%

### MATHS:

- Total students At to Above the curriculum level for their chronological age = **73%**
- Broken into the following year levels:

MATHS 2018	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At & Above	55%	73%	50%	73%	75%	73%	73%	100%

## 2019 Strategic Goals:

- 1: To increase the number of students who are at the curriculum level for their chronological age in **Reading, Writing** and **Maths**.
- 2: Ensure accelerated progress for targeted children.

## 2019 Targets:

READING	WRITING	MATHS
<p>1. To improve reading progress for those working 'below' the expected curriculum level for their age. Focus group are specific students in:</p> <ul style="list-style-type: none"> <li>• Year 2, Year 3 and Year 6</li> </ul> <p>2. To improve and consolidate progress of <u>boys</u> working 'at' or 'just below' the expected curriculum level for their age.</p>	<p>1. To improve writing progress for those working 'below' the expected curriculum level for their age. Focus group are specific students in:</p> <ul style="list-style-type: none"> <li>• Year 2, Year 4 &amp; Year 6</li> </ul> <p>2. To improve and consolidate progress of <u>boys</u> working 'at' or 'just below' the expected curriculum level for their age.</p>	<p>1. To improve maths progress for those working 'below' the expected curriculum level for their age. Focus group are specific students in:</p> <ul style="list-style-type: none"> <li>• Year 2, and Year 4</li> </ul> <p>2. To improve and consolidate progress of <u>boys</u> working 'at' or 'just below' the expected curriculum level for their age.</p>

# EKETAHUNA 2019 ANNUAL PLAN ANALYSIS

## READING

### Baseline Data 2018:

- Total students At to Above the curriculum level for their chronological age **79 / 112 = 70%**

READING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Above	2	6	1	6	5	9	3	6	38 / 112 = 34%
At	7	1	6	5	3	3	8	8	41 / 112 = 36%
Below	7	4	2	6	4	4	2	0	27 / 112 = 25%
Well Below	2	0	1	0	1	0	2	0	6 / 112 = 5%

### 2019 Data End of Year - Term 4:

- Total students At to Above the curriculum level for their chronological age **89 / 126 = 72%**

READING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	2019 TOTAL
Above	1	4	6	3	8	3	6	4	35 / 126 = 28%
At	7	6	7	5	6	8	7	7	54 / 126 = 44%
Below	5	7	1	3	6	3	3	3	30 / 126 = 23%
Well Below	0	2	0	1	2	2	0	0	7 / 126 = 5%

READING	Boys	Girls	Maori	2019 Total:
Above	14	21	13	<ul style="list-style-type: none"> <li>Total <b>BOYS</b> achieving At to Above 40 / 68 = 58% compared to 30 / 55 = 54% in 2018</li> <li>Total <b>GIRLS</b> achieving At to Above 46 / 58 = 80% compared to 47 / 57 = 80% in 2018</li> <li>Total <b>MAORI</b> achieving At to Above 39 / 53 = 73% compared to 30 / 41 = 73% in 2018</li> </ul>
At	26	25	26	
Below	21	11	12	
Well Below	7	1	2	

### Reading Analysis:

#### 2019:

- Consolidated progress made last year with 72% students 'At/Above'
- Girls have remained at 80%
- We have 73% Maori students achieving 'At/Above' their year level
- Maori achievement is 5% higher than all 'Other Ethnicity' students

- Boys achievement has increased from 54% to 58% 'At/Above' but is still a concern
- Including an increase of 14 new students we have still seen a slight increase in the total 'At/Above' of 2%
- Year 1 who are below 4/5 are 'just below' and should continue to make progress
- Year 2 (Year 1, 2018) continues to be a concern with only 52% 'At/Above'. This cohort has a large number of students with identified learning & health needs who are supported
- Gap between girls and boys achievement has decreased by slightly (2%), but is still a concern
- Number of students below in the junior school, where historically foundation skill teaching has been lacking
- Interesting to note - the high number of new students who are male compared to female
- Interesting to note - Increase in class size which may have impacted on teaching and learning in terms of one to one/guided/ability group teaching
- Interesting to note number of students new to school in 2019 who are achieving below

## Reading Targets

### 2019 Targets for Priority Learners

1. To improve reading progress for those working 'below' the expected curriculum level for their age. Focus group are specific students in:

- Year 2, Year 3, and Year 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
5 Priority Students	5 Support 9 Priority Students	6 Priority Students	5 Priority Students	5 Support	1 Support 3 Priority Students	3 Support 1 Priority Students	4 Support

### 2019 End of Year Target Outcomes:

Priority Learners who have accelerated and consolidated their learning to now be considered be 'AT': **15/28**

**53% of highlighted priority learners best fit is 'AT'**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1/5 students	5/9 students (NB: 2 'support' are now AT)	4/5 students (NB: 1 has left)	3/5 students		1/3 students	1/1 students	

2. To improve and consolidate progress of boys working 'at' or 'just below' the expected curriculum level for their age

Specific Boys now consolidated 'AT' **1/1**

Year 3
1/1 student

# WRITING

## Baseline Data 2018:

- Total students At to Above the curriculum level for their chronological age **77 / 112 = 69%**

WRITING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Above	0	3	0	1	2	4	2	6	18 / 112 = 17%
At	9	6	4	10	6	7	9	8	59 / 112 = 52%
Below	7	2	5	4	4	4	2	0	28 / 112 = 25%
Well Below	2	0	1	0	2	0	2	0	7 / 112 = 6%

## 2019 Data End of Year - Term 4:

- Total students At to Above the curriculum level for their chronological age **85 / 126 = 68%**

WRITING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	2019 TOTAL
Above	0	4	3	4	1	4	3	3	22 / 126 = 18%
At	7	6	10	7	9	7	9	8	63 / 126 = 50%
Below	6	7	1	0	9	5	4	3	35 / 126 = 27%
Well Below	0	2	0	1	3	0	0	0	6 / 126 = 5%

WRITING	Boys	Girls	Maori	Other Ethnicity	2019 Total:
Above	9	13	13	22	<ul style="list-style-type: none"> <li>Total <b>BOYS</b> achieving At/Above = 40 / 68 = 58%</li> <li>Total <b>GIRLS</b> achieving At/Above = 46 / 58 = 80%</li> <li>Total <b>MAORI</b> achieving At/Above = 38 / 52 = 73%</li> <li>Total <b>Non-MAORI</b> achieving At/ Above = 51 / 74 = 68%</li> </ul>
At	28	35	25	29	
Below	26	9	12	18	
Well Below	5	1	2	5	

## Writing Analysis

### 2019:

- Consolidated progress made last year with 68% students 'At/Above'. A drop of only 1% and includes 14 new students
- Girls have remained at 82% achieving 'At/Above'
- Boys achievement has dropped from 56% to 54% 'At/Above' and is still a concern
- The gap between boys and girls has increased by 2% which is a concern
- We have 64% Maori students achieving 'At/Above' their year level

- Maori achievement is 7% lower than all 'Other Ethnicity' students
- Maori student numbers have increased by 11 in 2019
- Of the 48% Year 1 who are 'Below', 4 out of 6 are 'just below' and should continue to make good progress 2020
- Year 2 (Year 1, 2018) continues to be a concern with only 52% 'At/Above'. This cohort has a large number of students with identified learning & health needs who are supported
- Year 5 has had an increase of students from 15 to 22, with many new students below their expected level
- Number of students below in the junior school, where historically foundation skill teaching has been lacking
- Interesting to note - the high number of new students who are male compared to female
- Interesting to note - Increase in class size which may have impacted on teaching and learning in terms of one to one/guided/ability group teaching
- Interesting to note more intense assessment has identified more gaps school wide
- Interesting to note number of students new to school in 2019 who are achieving below

## Writing Targets

### 2019 Targets for Priority Learners

1. To improve writing progress for those working 'below' the expected curriculum level for their age. Focus group are specific students in:

- Year 2, Year 4 & Year 6

Below' and 'Well Below':

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
5 Priority Students	5 Support 5 Priority Students	4 Priority Students	1 Support 8 Priority Students	5 Support	3 Support 3 Priority Students	3 Support 2 Priority Students	3 Support 1 Priority Students

### 2019 End of Year Target Outcomes:

Priority Learners who have accelerated and consolidated their learning to now be considered be 'AT': **17/28** + 2 'Support' students who are now AT  
**60% of highlighted priority learners are now AT**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1 / 5 students	0 / 5 students (NB: 2 'support' are now AT)	4 / 4 students	7 / 8 students		3 / 3 students	1 / 1 student	1 / 1 student

2. To improve and consolidate progress of boys working 'at' or 'just below' the expected curriculum level for their age

Specific Boys now consolidated 'AT' **4/4**

Year 2	Year 3	Year 4
2/2	1/1	1/1

# MATHS

## Baseline Data 2018:

- Total students At to Above the curriculum level for their chronological age **82 / 112 = 73%**

MATHS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Above	0	1	2	4	6	4	2	6	25 / 112 = 23%
At	10	7	3	7	6	7	9	8	57 / 112 = 50%
Below	6	3	4	4	2	3	2	0	24 / 112 = 22%
Well Below	2	0	1	0	1	1	2	0	6 / 112 = 5%

## 2019 Data End of Year - Term 4:

- Total students At to Above the curriculum level for their chronological age **92 / 126 = 72%**

MATHS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Above	2	3	3	1	5	4	3	3	24 / 126 = 19%
At	10	8	7	7	10	9	10	7	68 / 126 = 53%
Below	1	6	4	2	6	4	3	4	30 / 126 = 23%
Well Below	0	1	0	2	1	0	0	0	4 / 126 = 3%

MATHS	Boys	Girls	Maori	Other Ethnicity	Total:
Above	13	10	13	22	<ul style="list-style-type: none"> <li>Total <b>BOYS</b> achieving At/Above = 40 / 68 = 58%</li> <li>Total <b>GIRLS</b> achieving At/Above = 46 / 58 = 80%</li> <li>Total <b>MAORI</b> achieving At/Above = 38 / 52 = 73%</li> <li>Total <b>Non-MAORI</b> achieving At/ Above = 51 / 74 = 68%</li> </ul>
At	36	33	25	29	
Below	18	13	12	18	
Well Below	2	2	2	5	

## Maths Analysis

2019:

- Consolidated progress made last year with 72% students 'At/Above'. A drop of only 1% and includes 14 new students
- We have 72% boys achieving 'At/Above' which is an increase of 12%
- However girls have dropped 6%, going from 80% to 74% achieving 'At/Above' which is a concern
- This has had an impact on the disparity between the two with a decrease from 20% in 2018 to 2% in 2019

- We have 72% Maori students achieving 'At/Above' their year level which is a 4% increase
- Maori achievement is only 1% lower than all 'Other Ethnicity' students
- Year 1 students show strength in maths compared to literacy
- Year 2 (Year 1, 2018) continues to be a concern (as in Reading & Writing). This cohort has a large number of students with identified learning & health needs who are supported across the curriculum
- Interesting to note this year has seen ability grouping for maths expected and a review of class resources which resulted in equipment purchases
- Problem solving focus has seen an increase in engagement of students
- Interesting to note better assessment and new strategies to address identified gaps having impact
- Interesting to note Number of students new to school in 2019 who are achieving below

## Maths Targets

### 2019 Targets for Priority Learners

1. To improve maths progress for those working 'below' the expected curriculum level for their age. Focus group are specific students in:

- Year 2, and Year 4

Below' and 'Well Below':

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
5 Target	4 Support 6 Target	4 Target	1 Support 6 Target	5 Support	2 Support 1 Target	5 Support	4 Support

### 2019 End of Year Target Outcomes:

Priority Learners who have accelerated and consolidated their learning to now be considered be 'AT': **14/21**

**66% of highlighted priority learners are now AT**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
4 / 5 students	2 / 6 students (NB: 2 'supportt' are now AT)	3 / 4 students (NB: 1 has left)	4 / 6 students		1 / 1 student		

2. To improve and consolidate progress of boys working 'at' or 'just below' the expected curriculum level for their age

Specific Boys now consolidated 'AT' **4/4**

Year 3	Year 4	Year 5
1/1	1/1	2/2

## EVALUATION OF GOAL 1

### Strategic Goal 1:

We will provide quality teaching and learning opportunities that meet the needs of all students in line with the needs of the 'National Education Guidelines - ultimately raising achievement in Literacy

### Annual Goal:

- Focus 1:  
To increase the number of students who are at the curriculum level for their chronological age in reading and writing
- Focus 2:  
Ensure accelerated progress for targeted children.

Proposed Actions: "What did we plan to do?"	Progress: "What did we actually get done?"	Analysis of Variance: "What is still to be done?"
Review the Eketahuna School Curriculum and Assessment Plan	<p>23.5 We have started the review of maths, the long term plan over 2 years and progress expected across levels. This is being led by Jo Gibson. She had done an audit of what is currently happening in school. The junior / senior teams are now meeting to look at our Maths matrix and draft ideas around delivery.</p> <p>We have also attended Local Curriculum Design workshops to support this process.</p> <p>12.9 Our TOD focused on principles and values which are vital for our local curriculum. All decisions made about curriculum need to be guided by these.</p> <p>8.11 We have completed the school wide assessment schedule and guidelines for summative/formative assessment at each level. We have also created a 'Cummulative Student Portfolio' that will replace the old file system, and build a picture of student capability and progress during their time at school. We have also upskilled teachers in the administering of Running Records Workig with Rita Palmer we have looked at conventions of use, diagnostic tool and also management of administration.</p> <p>30.11 We have draft Literacy and Digital Curriculum documents</p>	<p><u>School Curriculum:</u> This is a long term goal and one that we want to get right. It will take time to create this, with full community and student collaboration. We need to ensure our curriculum includes Principals, Values, and Key Competencies (capabilities) in a way that our entire school community understands. It also needs to reflect the communities priorities and our learners identified strengths, learning needs and interests. We will continue to focus on creating our local curriculum to support our vision in 2020, as we create our 'big ideas' that will become our topics of study - what makes us unique? We will also look more closely at specific delivery statements as part of our review.</p> <p><u>Assessment Plan:</u> A draft 'Eketahuna Assessment Plan' has been created and we will trial it 2020. The cumulative student portfolio will also be trialled in 2020. We review it EoY 2020.</p>
Develop School Graduate Profile	<p>12.9 On the TOD we spent time discussing values and principles in guided activities led by Ben Layborn. Each suggestion was then added to our student 'profile'.</p> <p>5.12 Survey sent to parents re school principles and values</p>	<p>This will be a focus in 2020.</p> <p>We will look to have the '4 R's' (values) alive at school! Respect, Reflect, Responsible &amp; Resilience will be known across the community. We all know what each looks like in regard to learning and behaviour.</p>
Develop Effective Teacher Profile	<p>23.5 Staff have analysed student voice around 'learning' (see results)</p> <p>A good first step to beginning the process of establishing what good</p>	<p>This will be a focus in 2020.</p>

	<p>learning looks like.</p> <p>12.9 On the TOD we spent time discussing values and principles in guided activities led by Ben Layborn. These were linked to our teacher profile.'</p>	
Gather student voice on teaching and learning at Eketahuna School	<p>25.3 We have gathered student voice on 'What is Learning' and are in the process of analysing responses. Initial findings seem to point to students correlating good learning to good behaviour.</p> <p>8.11 We are gathering student voice on school values and principles</p>	We will continue to work on this in 2020 as it links to the ongoing work around values and principals
Develop a school wide understanding of what 'accelerated progress' is	<p>8.11 We are currently working a shared understanding of what this is and what it looks like in our setting. Rita Palmer has guided research and discussion - we now agree:</p> <p><i>"Accelerated learning is the approach that the Ministry of Education believes will have one of the greatest effects on lifting student achievement for priority learners. Progress is considered to be accelerated when the student's achievement has moved from well below to below, at or above a national standard, or from below to at or above. This means <b><u>the student has made more than one year's progress over a year</u></b>. Progress is also considered to be accelerated when the student's progress is noticeably faster than might otherwise have been expected, from their own past learning, when using norm-referenced tools that assess the breadth of reading, writing and mathematics.</i></p> <p><i>Further, accelerated learning is an intervention that is in addition to effective classroom teaching in reading, writing and math"</i></p>	Action completed
Develop a school wide understanding of what 'below', 'at' and 'above' each curriculum level looks like for students in reading, writing and math	<p>25.3 We had a session with Rita Palmer focused on achievement expectations at each curriculum level for reading, writing and maths. We are looking at the learning progressions and PaCT tool to establish our understanding of what below', 'at' and 'above' will look like for our learners.</p> <p>29.7 We are working with Rita Palmer this week. Teachers at each year level will be released to finalise writing indicators. We will also complete the same for reading.</p> <p>8.11 Indicators for reading and writing have been developed. We will use the writing indicators in our upcoming moderation session with Rita Palmer. This will be a major step towards effective teacher OTJ's.</p> <p>We have started working on indicators to support judgement in maths</p>	Action completed for reading and writing. We will complete the process for maths in 2020.
Create visual resource of reading, writing and maths achievement examples for staff, students & community	<p>25.3 Teachers were released to work alongside Rita Palmer around achievement in writing this term as a follow up activity to a previous staff workshop. Teachers are looking to create a 'criteria' or statements of what should be evident in work by students achieving 'at' an expected level.</p> <p>29.7 We are working with Rita Palmer this week. Teachers at each year level will be released to finalise writing &amp; reading indicators along with corresponding visual examples.</p> <p>30.11 We spent time moderating writing across the school and have also collected sample from Level 1 - 4 which will become a visual support for teachers. We will also use selected samples as visuals for students to use as guides and 'next steps'.</p>	Action completed for Writing. We will follow the process in 2020 for Reading and Maths which are already underway.
Develop internal school support for teachers through observations, feedback and feed forward with	<p>25.3 Have had discussions with teachers around suggested types of observation - keeping in mind this is about 'improvement' not 'proving'.</p> <p>Ongoing classroom checklist will be done by me - I am in rooms daily. A</p>	<p>Action completed.</p> <p>We will continue this effective teacher</p>

peers (mentor buddy system)	<p>formal observation will happen early in Term 2 following a 'pre ob' conversation identifying teacher practise to be focus - should link to inquiry.</p> <p>26.6 Observations of teaching are complete. A variety of methods used - note taking &amp; video. The pre observed conversations clarified focus - also highlighted some need further work on LI and SC. Meetings to give feedback gave actions/next steps which are being monitored. Will need to be clear criteria/expectations around peer obs next term. Continue theme of 'improve'</p> <p>31.7 Teachers will complete workshop, with Rita Palmer, on Pre Observation Conversations and how to give feedback in preparation of upcoming peer work.</p> <p>12.9 Teachers have completed the process of Pre Observation Conversations in pairs. They have videoed their practise and then met to analyse the recording and come up with 'work ons'. Teacher feedback has been positive in terms of improving practise - very transparent the teacher skill and next steps.</p>	development through peer & self observation, teacher reflection and the use of pre observation conversations and follow ups.
<p>Participate in CoL "Assessment for Learning" to upskill:</p> <ul style="list-style-type: none"> <li>• Purpose of assessment</li> <li>• Use of formative assessment</li> <li>• Moderation process</li> <li>• Student self assessment</li> <li>• Student Agency - identifying next steps</li> <li>• Hauora - well being assessment</li> <li>• Authentic context - key competency assessment</li> </ul>	<p>25.3 All teaching staff attended the first CoL meeting at Ballance School. The purpose was to gather voice on knowledge of assessment.</p> <p>23.5 We in the process of reviewing current formative assessment practise at Eketahuna. From this we will identify needs amongst staff and begin to plan next steps in terms of expert support, resources etc</p> <p>26.6 All teaching staff attended the second CoL meeting at Kumeroa School. The purpose was to build on knowledge of formative assessment.</p> <p>12. 9 We hosted the third CoL meeting which was facilitated well by Renee Oakly (Within School Teacher) Teaching staff moderated writing samples and discussed/role played giving critical feedback.</p>	Action completed
Review and develop process of reporting to parents which is consistent, informative, shows clear next steps in plain language and involves regular meetings which initiate a true partnership.	<p>25.3 Staff have collaboratively created a report template for the upcoming parent meetings. The main focus are the Key Competencies. Parents will be surveyed at the meetings to gain voice on proposed reporting cycle and gather suggestions.</p> <p>23.5 Report Survey has shown community feel two meetings favoured. We are in the process of creating the mid term report which will be discussed at the end of term meetings. We will look to send out an updated Key Competencies / progress indicators report end of Term 3.</p> <p>26.6 Teacher Parent Meetings over two nights where new mid year report was discussed and work samples used to explain teacher thinking around how children were tracking and judgements made.</p> <p>12.9 We have our reports going out at the end of the term, in a format similar to Term 1. We hope whanau will see progress and begin to understand we are reporting on the 'whole child - whole curriculum'</p> <p>8.11 We have created a report template for Term 4 End of Year report. Teachers were again part of the process and feedback from parents has been taken on board. For example, our last report for the year will include a student reflection. All reports sent out over the year will be compiled into a profile that will be bound and sent home.</p> <p>30.11 We will send out a survey monkey to families in the new year.</p>	<p>Action completed.</p> <p>Online survey to parents &amp; caregivers in Term 1, 2020 to gather feedback.</p>
Parent upskilling to support their children at school with information	16.10 We have created a section in our weekly school newsletter with informative online sites students/families can access to practise and consolidate learning.	We will look at this again in 2020 as we move to focus on Community Engagement. We plan to have an information evening around

evenings, workshops, and website links to learning		'playbased learning' in Term 1.  We are also looking to create a link on our school webpage that will offer parents/students sites to practise and consolidate skills.
Teachers & leaders to work with Rita Palmer embedding effective teaching strategies for reading and writing	8.11 Rita has been working in classrooms modelling the use of a 'mentor text' for reading and writing.  Ongoing work this year has seen teachers work alongside Rita to explore the Reading & Writing Standards and their indicators	Action completed

## EVALUATION OF GOAL 2

### Strategic Goal 2:

We will have a positive, collaborative, inclusive and culturally responsive school culture that develops active learners

### Annual Goal:

- To successfully embed frameworks which enhance the hauora of our staff, students and community

Proposed Actions: "What did we plan to do?"	Progress: "What did we actually get done?"	Analysis of Variance: "Why? So where to next?"
Manage and support our special needs students through an effective SENCO system	25.3 The SENCO system is working well and our new SENCO has put huge effort into establishing relationships with outside agencies. We have SENCO team meetings twice a term and feed into a RTLB/Learning Support liaison meeting the following weeks. The meetings are monitored through a shared google doc where all information is regularly updated. We have created a 'Students of Concern' register where all students with learning challenges are recorded and supports monitored. 12.9 We have been approached by MoE LearningSupport to share our model of SENCO with other schools in the region as we are working so well to remove barriers to learning and get our students support	Action Completed
Explore how we adapt curriculum and class programs to ensure all students experience success (SENCO)	25.3 Our SENCO attended professional development for SENCO where 'UDL' - Universal Design for Learning - flexible learning to include all students to make sense of inclusion and diversity was presented. Also links to sites that support this. We will continue to explore. 26.6 Our SENCO has attended 'Mana Potential' professional development and an "In Class Support" workshop which will be beneficial when writing referrals.  On going SENCO Team school meetings and SENCO Liaison meetings, that	Action completed

	<p>have been consolidated, this year ensure all students with special needs and/or learning challenges are supported.</p> <p>We have established the Kitchen Class (old dental clinic) which allows some real life context learning for our special needs students.</p> <p>All class programmes are differentiated, and all Teacher Aides have clear plans to refer to each week to ensure correct supports in place.</p> <p>We have allocated 9 ipads to individual students with learning challenges</p>	
Introduce 'Tataiako: Cultural Competencies for Teachers of Maori Learners' to class teachers	12.9 Our TOD with Ben Layborn has started this process(See comment in BOT Report)	<p>We will continue with this action in 2020 as part of our development around cultural responsiveness. We have a second session with Ben Layborn on Thursday 30th January at our Teacher Only Day prior to school returning.</p> <p>We will also look to link Tataiako key competencies through our curriculum delivery statements.</p>
<p>Create Te Hauora : Maara Kai to promote:</p> <ul style="list-style-type: none"> <li>• self-sufficiency (rangatiratanga)</li> <li>• wellbeing, good nutrition and healthy activity (oranga)</li> <li>• the sharing of gardening knowledge,including customary techniques (kaitiakitanga and mātauranga); and,</li> <li>• Involve community cooperation (whanaungatanga)</li> </ul>	8.11 This project will be started this week with the 'Eke Eco System' Week. (Our version of NZ Conservation Week)We have a year 5 - 7 group looking at types of gardens, costs, a proposed site, resources, equipment, management (especially over school holidays) and if we grow enough. . . how to give back to our community.	This action did not get the attention required to see gains made. It will be a major focus in 2020 with links to community engagement, Tataiako and cultural responsiveness.
Design curriculum document that supports the use of the resource "He Kakahu Reo" as a teaching and learning tool		Although we had facilitators who were in school weekly to support teaching of te reo and tikanga we have not yet moved to being teacher lead. We recognise and celebrate Matariki, Te Wiki o te Reo Maori. Students can do their mihi, participate with skill in kapa haka and lead our powhiri. However we still need to see it cemented into daily programmes.

		A focus for 2020. We now have a lead teacher in this area, who will liaise with the resource creator to support learners and teachers alike. We also now have a fluent te reo speaker on staff to support other staff in their learning.
Create Tuakana Teina System and review House Teams	<p>25.3 Our school student leaders have organised a House Team competition for the last 4 weeks of Term 1. This has also seen two house team meetings called. We will look to plan for more next term and build on this great start.</p> <p>This was continued into Term 2 and Term 3. We also have school wide week events ( ie Book Week, Conservation Week, Maori Language Week) where we ensure activities work across all levels together</p>	<p>Action completed.</p> <p>We feel this can be further developed but not as a specific charter goal. It will become part of our weekly activities.</p>
Review our Principles (Values?) and our Expectations	<p>12.9 Our TOD with Ben Layborn has started this process(See comment in BOT Report)</p> <p>8.11 We have surveyed parents via our school newsletter, and at the recent Spring Show. We are surveying our students this week.</p>	Action completed.
Create a school wide language around our Principles (Values?) and our Expectations (English & Te Reo) with supporting school wide visuals	12.9 Our TOD with Ben Layborn has started this process	<p>This has not yet been developed due to the time taken to review the school principles and values.</p> <p>We now have the principles and values to move forward with and are currently looking at ways to integrate them into our school culture.</p> <p>We will start this in Term 1 as students return to school - we will have them brainstorm each value in terms of how each looks in learning and behaviour.</p> <p>We will also look to link our behaviour management system to the 4 R's.</p>
Create school visuals, art, installations that reflect our learners		This will be a goal in 2020 - see above.
'Circle Time' Professional development via RTLB - school wide	<p>23.5 We have secured funding from RTLB to initiate Circle Time PD for staff. There will be six sessions in classes, lead, co taught and then observed by RTLB.</p> <p>28.7 The junior school have completed their 6 sessions and the senior school have two left. Staff have found the process helpful and class relationships/problem solving improved. We are reviewing equipment needed to support ongoing sessions in classes.</p>	Action completed

## EVALUATION OF GOAL 3

### Strategic Goal 2:

We will develop experts in digital literacy

### Annual Goal:

- To develop the use of digital technology in our school

Proposed Actions: "What did we plan to do?"	Progress: "What did we actually get done?"	Analysis of Variance: "What is still to be done?"
Explore the Digital Curriculum and create school guidelines for delivery	26.6 We are in the process of organising sessions with Ben Layborn to unpack the Technology Curriculum - and focus on new strands 'Computational Thinking' and 'Designing and Developing Digital Outcomes' 8.11 This is well under way with draft progressions and resource planning books we have agreed to use at each level. We will be creating a curriculum statement and guidelines over the next few weeks. 30.11 Draft curriculum statement presented to staff and will be a workshop at our January TOD 2020	Action completed
Create digital technology progressions that link to Google Drive	25.3 We have been working on progressions, researching what other schools are doing. A draft has been presented to staff. We plan to do a workshop around the initial plan 30.11 Draft progressions have had Google Suite added and been presented to staff. They will be a workshop at our January TOD 2020	Action completed
Provide professional development on specific tools/apps for in class teaching and independent learning	23.5 Our Teacher Aides have attended Tararua Bush PD on apps and ipad use.	We have not got to this for teachers in 2019 but will make it part of our PD plan for 2020
Review use of ipads in school - What is working? What next?		We have had discussions informally around this, which has highlighted the need to look at the moving the use of ipads from an 'entertainment' to 'tool'.  We will review in 2020.
Review our IT infrastructure and develop an e-learning replacement plan.	23.5 We have reviewed and updated the ipad management across school <u>ipad structure across school</u> - All recorded on excel - Free Meraki <u>How will we monitor any ongoing performance issues?</u> - 'Ask 3 before me' - If still an issue then email Denise with details, and the ipad serial number, and she will forward to help desk and a 'ticket' will be logged	Action completed

	<p><u>How will we handle the selection, purchasing and deployment of iPad apps?</u></p> <ul style="list-style-type: none"> <li>- email Denise who forward to help desk BUT you will need to have the Apps full name, details, a link if possible, teachers name and classroom.</li> </ul> <p><u>What restrictions will we enforce? Will we have one common student profile or vary them by class and group?</u></p> <ul style="list-style-type: none"> <li>- one group in the school for all student ipads - restrictions have been laid across them and we're able to change according to what free Meraki.</li> </ul> <p><u>How will we manage the steady flow of system and app updates?</u></p> <ul style="list-style-type: none"> <li>- Updates on Meraki not automatic, and could take overnight for some for a variety of reasons. Just teachers need to monitor and if an issue log it with Denise</li> </ul> <p><u>How will we deal with instances of damage and theft?</u></p> <ul style="list-style-type: none"> <li>- Ensure they are out of sight at the end of a day. Locked in specific cupboard. If damage or theft alert Denise or Melinda</li> </ul>	
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