

NGATIMOTI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



Ngatimoti School
"Together We Excel"

Ministry Number:	3212
Principal:	Alison Turner
School Address:	4 Greenhill Road, Motueka 7196
School Postal Address:	4 Greenhill Road, Motueka 7196
School Phone:	03 526 8842
School Email:	office@ngatimoti.school.nz
Accountant / Service Provider:	Accounting For Schools Limited

NGATIMOTI SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements
	Other Information
21	Members of the Board of Trustees
22	Kiwisport
23	Analysis of Variance

NGATIMOTI 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.

SOPHIE JACKSON

Full Name of Board Chairperson

S Jackson

Signature of Board Chairperson

29-05-2020

Date:

ALISON TURNER

Full Name of Principal

AJ Turner

Signature of Principal

29-05-2020

Date:

NGATIMOTI 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	900,482	891,971	929,737
Locally Raised Funds	3	62,535	47,828	51,478
Interest income		10,672	5,150	15,723
		973,689	944,949	996,937
Expenses				
Locally Raised Funds	3	8,591	5,728	16,909
Learning Resources	4	521,591	553,752	560,286
Administration	5	60,617	75,879	49,785
Finance		756	52	-
Property	6	304,695	469,597	298,135
Depreciation	7	32,834	-	36,760
Loss on Disposal of Property, Plant and Equipment		14,803	-	-
		943,887	1,105,008	981,875
Net Surplus / (Deficit) for the year		29,802	(160,059)	35,063
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		29,802	(160,059)	35,063

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

NGATIMOTI SCHOOL

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

Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	654,282	654,282	614,678
Total comprehensive revenue and expense for the year	29,802	(160,059)	35,063
Capital Contributions from the Ministry of Education	-	-	4,541
Prior Period Adjustment	-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
Equity at 31 December	684,084	494,223	654,282
Retained Earnings	684,084	494,223	654,282
Reserves	-	-	-
Equity at 31 December	684,084	494,223	654,282

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.

NGATIMOTI SCHOOL
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	277,402	80,945	12,763
Accounts Receivable	9	33,542	32,500	32,849
GST Receivable		-	250	262
Prepayments		2,028	1,500	1,255
Investments	10	250,000	250,000	377,068
Funds held for Capital Works Projects	17	-	-	72,201
		562,972	365,195	496,398
Current Liabilities				
GST Payable		10,957	-	-
Accounts Payable	12	172,746	45,500	69,526
Provision for Cyclical Maintenance	13	8,321	-	-
Painting Contract Liability - Current Portion	14	7,521	-	5,396
Finance Lease Liability - Current Portion	15	4,691	5,000	7,562
Funds owing for Capital Works Projects	18	42,280	-	-
		246,516	50,500	82,484
Working Capital Surplus/(Deficit)		316,456	314,695	413,914
Non-current Assets				
Property, Plant and Equipment	11	232,997	215,000	213,992
WIP - Hall Upgrade BOT Funded		145,128	-	56,980
		378,125	215,000	270,972
Non-current Liabilities				
Provision for Cyclical Maintenance	13	3,062	32,472	25,571
Painting Contract Liability	14	6,528	-	1,502
Finance Lease Liability	15	907	3,000	3,531
		10,497	35,472	30,604
Net Assets		684,084	494,223	654,282
Equity		684,084	494,223	654,282

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

NGATIMOTI 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		203,738	184,961	203,640
Locally Raised Funds		62,035	47,828	47,154
Goods and Services Tax (net)		11,219	12	1,728
Payments to Employees		(72,812)	(80,005)	(86,527)
Payments to Suppliers		(127,497)	(334,364)	(130,637)
Cyclical Maintenance Payments in the year		(484)	(721)	5,404
Interest Paid		(756)	(52)	-
Interest Received		11,649	5,293	15,723
Net cash from Operating Activities		87,093	(177,068)	76,485
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(66,867)	(33,107)	(36,715)
Sale of Investments		127,068	127,068	122,932
WIP - Hall Upgrade BOT Funded		(88,148)	-	-
Net cash from Investing Activities		(27,946)	93,961	86,217
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,541
Finance Lease Payments		(5,271)	29,005	(6,945)
Painting contract payments		(7,037)	(6,898)	(5,891)
Funds Held for Capital Works Projects		217,800	129,182	(600)
Net cash from Financing Activities		205,493	151,289	(8,895)
Net increase/(decrease) in cash and cash equivalents		264,639	68,182	153,807
Cash and cash equivalents at the beginning of the year	8	12,763	12,763	108,955
Cash and cash equivalents at the end of the year	8	277,402	80,945	12,763

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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Ngatimoti 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 25.

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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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 11.

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

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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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 \$1,000 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:

Building Improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

l) Intangible Assets (cont.)

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. Its 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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

p) 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.

q) 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).

r) Financial Assets and Liabilities

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

Investments that are shares are categorised as "fair value through profit or loss" for accounting purposes in accordance with financial reporting standards.

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

s) 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.

t) Budget Figures

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

u) 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.

NGATIMOTI SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2019

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	180,570	172,471	179,905
Teachers' Salaries Grants	448,772	460,000	482,733
Use of Land and Buildings Grants	248,962	248,000	243,364
Resource Teachers Learning and Behaviour Grants	15,358	2,000	8,583
Other Government Grants	6,819	9,500	15,151
	900,482	891,971	929,737

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	2,617	1,000	881
Activities	5,245	2,840	5,515
Trading	4,001	3,188	1,924
Fundraising	50,672	40,800	43,157
	62,535	47,828	51,478
Expenses			
Activities	3,675	200	5,464
Trading	1,176	1,648	648
Fundraising (Costs of Raising Funds)	3,740	3,880	10,797
	8,591	5,728	16,909
Surplus/ (Deficit) for the year Locally raised funds	53,944	42,100	34,568

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	56,806	61,385	56,176
Information and Communication Technology	551	4,000	-
Library Resources	922	2,870	987
Employee Benefits - Salaries	457,292	473,167	494,497
Staff Development	6,020	12,330	8,625
	521,591	553,752	560,286

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	2,383	3,222	4,285
Board of Trustees Fees	3,040	3,090	2,690
Board of Trustees Expenses	7,113	8,652	6,308
Communication	2,871	4,295	3,960
Consumables	1,240	4,730	1,228
Other	6,256	15,890	1,406
Employee Benefits - Salaries	37,714	36,000	29,908
	60,617	75,879	49,785

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	1,289	11,500	2,263
Cyclical Maintenance Provision	484	7,622	6,735
Heat, Light and Water	6,515	8,515	7,169
Repairs and Maintenance	12,527	163,060	13,748
Use of Land and Buildings	248,962	248,000	243,364
Employee Benefits - Salaries	34,916	30,900	24,855
	304,695	469,597	298,135

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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	-	-	-
Building Improvements - Crown	5,253	-	4,898
Furniture and Equipment	11,481	-	12,904
Information and Communication Technology	8,317	-	10,413
Motor Vehicles	-	-	-
Textbooks	-	-	-
Leased Assets	7,240	-	7,418
Library Resources	543	-	1,127
	32,834	-	36,760

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	61,917	30,945	6,026
Bank Call Account	215,485	50,000	6,736
Cash and cash equivalents for Cash Flow Statement	277,402	80,945	12,763

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

Of the \$277,402 Cash and Cash Equivalents, \$145,598 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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	500	-	-
Receivables from the Ministry of Education	-	-	-
Interest Receivable	166	1,000	1,143
Teacher Salaries Grant Receivable	32,876	31,500	31,706
	33,542	32,500	32,849
Receivables from Exchange Transactions	666	1,000	1,143
Receivables from Non-Exchange Transactions	32,876	31,500	31,706
	33,542	32,500	32,849

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	250,000	250,000	377,068
Total Investments	250,000	250,000	377,068

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land and Building Improvements	-	22,381	-	-	-	22,381
Building Improvements	112,799	41,598	(14,803)	-	(5,253)	134,340
Furniture and Equipment	64,987	-	-	-	(11,481)	53,506
Information and Communication Technology	17,954	-	-	-	(8,317)	9,636
Leased Assets	11,561	1,478	-	-	(7,240)	5,799
Library Resources	6,691	1,187	-	-	(543)	7,335
Balance at 31 December 2019	213,992	66,644	(14,803)	-	(32,834)	232,997

The net carrying value of equipment held under a finance lease is \$5,799 (2018: \$11,561)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land and Building Improvements	-	-	22,381
Building Improvements	175,220	(40,880)	134,340
Furniture and Equipment	199,359	(145,853)	53,506
Information and Communication Technology	82,690	(73,054)	9,636
Leased Assets	31,874	(26,075)	5,799
Library Resources	55,222	(47,887)	7,335
Balance at 31 December 2019	544,365	(333,749)	232,997

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	117,697	-	-	-	(4,898)	112,799
Furniture and Equipment	76,934	957	-	-	(12,904)	64,987
Information and Communication Technology	24,612	3,755	-	-	(10,413)	17,954
Leased Assets	18,671	308	-	-	(7,418)	11,561
Library Resources	6,388	1,430	-	-	(1,127)	6,691
Balance at 31 December 2018	244,302	6,450	-	-	(36,760)	213,992

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	181,187	(68,388)	112,799
Furniture and Equipment	201,228	(136,241)	64,987
Information and Communication Technology	82,690	(64,736)	17,954
Leased Assets	32,098	(20,537)	11,561
Library Resources	54,036	(47,344)	6,692
Balance at 31 December 2018	551,238	(337,246)	213,992

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	128,209	10,000	34,587
Accruals	2,383	3,000	3,285
Banking Staffing Overuse	4,457	-	(990)
Employee Entitlements - Salaries	32,876	31,500	31,706
Employee Entitlements - Leave Accrual	4,821	1,000	938
	172,746	45,500	69,526
Payables for Exchange Transactions	172,746	45,500	69,526
Payables for Non-exchange Transactions	-	-	-
	172,746	45,500	69,526

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	25,571	25,571	20,187
Increase/ (decrease) to the Provision During the Year	-	7,622	5,735
Adjustment to the Provision	(14,188)	-	-
Use of the Provision During the Year	-	-	(658)
Provision at the End of the Year	11,383	33,193	26,244
Cyclical Maintenance - Current	8,321	-	-
Cyclical Maintenance - Term	3,062	32,472	25,571
	11,383	32,472	25,571

14. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	7,521	-	5,396
Non Current Liability	6,528	-	1,502
	14,049	-	6,898

In 2019 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a four year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The agreement has an annual commitment of \$7,521. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money. The painting contract was incorporated into Cyclical Maintenance in 2019.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	4,691	-	7,587
Later than One Year and no Later than Five Years	907	-	3,531
Later than Five Years	-	-	-
Totals	5,598	-	11,118

16. Funds 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 Contributions	Closing Balances \$
MoE New Classroom	<i>completed</i>	(72,201)	36,624	(4,423)	40,000	-
Modernise Rooms	<i>in progress</i>	-	267,717	(225,437)	-	42,280
Totals		(72,201)	304,341	(229,860)	40,000	42,280

Represented by:

Funds Held on Behalf of the Ministry of Education	42,280
Funds Due from the Ministry of Education	-
Totals	42,280

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
MoE New Classroom	<i>in progress</i>	(71,601)	20,595	(21,195)	(72,201)
Totals		(71,601)	20,595	(21,195)	(72,201)

17. 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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

18. 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 \$
Board Members		
Remuneration	3,040	2,690
Full-time equivalent members	0.25	0.30
Leadership Team		
Remuneration	215,752	142,062
Full-time equivalent members	2	1
Total key management personnel remuneration	218,792	144,752
Total full-time equivalent personnel	2.25	1.30

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	120 - 130	130-140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

There were no other employees with remuneration greater than \$100,000 (2018: nil).

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

19. 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	-	-

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

20. 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.

21. Commitments

(a) Capital Commitments

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

(a) A contract for Modernisation of Rooms 3 & 4 to be completed in 2020, which will be fully funded by the Ministry of Education. \$267,717 has been received of which \$122,118 has been spent on the project to date.

(Capital commitments at 31 December 2018: \$388,755)

22. 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.

NGATIMOTI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

23. 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	277,402	80,945	12,763
Receivables	33,542	32,500	32,849
Investments - Term Deposits	250,000	250,000	377,068
Total Financial assets measured at amortised cost	560,944	363,445	422,680
Financial liabilities measured at amortised cost			
Payables	172,746	45,500	69,526
Finance Leases	5,598	8,000	11,093
Painting Contract Liability	14,049	-	6,898
Total Financial Liabilities Measured at Amortised Cost	192,393	53,500	87,517

24. 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. Subsequently all schools and kura reopened on the 18th of May 2020.

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.

25. 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.

26. Comparative Figures

Some 2018 comparative figures have been reclassified to ensure disclosure is consistent with the current year.

NGATIMOTI SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Sophie Jackson	Chair person	Elected June 2019		June 2022
Alison Turner	Principal	Principal		
Donald Prouting	Parent Rep	Elected		June 2022
Andrew McFarland	Parent Rep	Elected		June 2022
Andrea Goodman	Parent Rep	Elected		June 2022
Heather Reid	Staff Rep	Elected		June 2022
Andrea Goodman	Chair person	Elected		May 2019
Jennifer Bealson	Parent Rep	Elected		May 2019
Mike Whitaker	Parent Rep	Elected		May 2019
Marios Gavalas	Parent Rep	Elected		May 2019
Lauren Miles	Staff Rep	Elected		May 2019

NGATIMOTI SCHOOL

Kiwisport Funding

For the year ended 31 December 2019

Kiwisport is a Government funding Initiative to support participation in organised sport.

In 2019 the School received total Kiwisport funding of \$1,248 (2018: \$1,269).

The funding was spent on swimming lessons and registration fees for various sports.

2019 - 2023

2019 Charter - analysis of variance



Ngatimoti School "Together We Excel"

Ngatimoti School is located in the beautiful Motueka Valley, 20 minutes south of Motueka. It is a peaceful rural environment on a 1.7 hectare site near the Motueka River, facing Mt Arthur and Kahurangi National Park. Since 2010, Ngatimoti is proud to be a Green-Gold enviro-school, with an active group of student leaders, edible gardens, an adopted stream and a "Memory Lane".

The buildings are an administration office, staffroom, Principal's office, four classroom spaces, a library, a multi-purpose room, a resource room, and a hall. Outside there are spacious grassed and hardcourt areas and a swimming pool. In November 2010, a multi-purpose building was built (known as the Indigo Room). The fifth classroom was built in 2012. Late in 2013 the administration area was redesigned to include a sick room and new entrance way. In 2017 the modernisation of Rooms 1 and 2 (with Room 2 serving as our library) was completed. In 2019, the Hall has been upgraded with earthquake strengthening, new carpet and wall coverings, a new deck and veranda. In 2020, an upgrade of Room 3 and 4 should be completed.

Ngatimoti School is a state co-educational full primary school with children from Year 1 to Year 8. The school's decile rating was raised to 5 in 2015. The current roll, as at 1 March 2019, stands at 85 students. We have a diverse community of New Zealanders, of which approximately 7% identify as Maori and 3% as Pasifika. Many parents of our students were born and educated overseas, including countries such as England, Scotland, Germany, France, South Africa, Canada and Mexico.

Introduction - Strategic Intentions

Mission Statement

We will achieve our vision by providing a learning environment where students have the opportunity to develop academically, creatively and physically with a dynamic balance

between the needs of the individual child, the development of a social conscience and the interaction with the wider community.

Vision

Our vision is for all students to become RIVER students; confident and able to navigate in a changing world.

Values

Respectful – of ourselves, others, diversity, human rights, rules, property, the environment

positive – in outlook, confidence, perseverance, relationships

innoVative – creative, curious, inquiring, receptive, flexible

excellEnt – achieve to the best of our ability in all aspects of life

Responsible – accountable for our learning and actions, caring, proactive and responsive

Principles

High expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, future focus: as per the NZ curriculum

Strong student voice, environmental thinking (personal, local and connected) and turangawaewae (belonging and connectedness): our specific Ngatimoti principles

Māori dimensions

Ngatimoti School acknowledges New Zealand's cultural diversity and the Treaty of Waitangi.

In recognizing the unique position of the Māori, Ngatimoti School will take all reasonable steps to provide some instruction in tikanga Māori (Māori culture) and te reo Māori (Māori Language).

Acknowledging cultures and providing experiences in Te Reo Māori and Tikanga Māori is being achieved by:

- A bi-annual visit to Te Awhina Marae as a part of our school-wide programme.
- The inclusion of Māori protocol and practices at school and having bilingual signs throughout the school.
- Monitoring, analysing and reporting data of Māori students, with respect to privacy issues.
- Consulting with parents/caregivers of Māori students through student progress conferences, surveys and face to face meetings to report on the achievement of Māori students and to discuss programmes and targets for student achievement.
- Using the Resource Teacher of Māori to provide guidance for the Principal and teachers.
- Having a school wide Te Reo programme.
- Being aware of the importance of students developing their cultural identity whilst ensuring inclusion and individual needs are catered for. This includes encouraging Māori students to have success as Māori (Ka Hikitia).
- Including "Identity" as a strategic goal, with sub goals of "Learning about and through Māori culture – To develop awareness, an appreciation and some understanding of Māori culture." and "Developing Knowledge of NZ – When students explore and compare communities, they develop an understanding of N.Z. and gain a sense of pride in their place. (Turangawaewae)"

- Developing relationships between home and school for shared understanding, acceptance and utilising strengths.

Cultural Diversity

We acknowledge the many cultures that make up our school. Developing relationships between home and school is important for shared understanding, acceptance and utilising strengths.

A number of our students have another language spoken at home, and whilst these students are not strictly ESOL students (English as a Second Language), this can impact on their learning at school.

We monitor, analyse and report data of Māori, Pasifika and Asian students in key areas, with respect to privacy issues.

To further develop cultural understanding, we provide opportunity for learning an international language in Years 7 and 8.

Baseline Data or School Context

Students' Learning

Our BOT and community believe strongly in educating the whole child, and promote opportunities for a wide range of learning, with particular emphasis placed on learning to learn, using our RIVER values. Approximately 88% of our students are achieving at the expected curriculum level in reading, writing and maths.

Student Engagement

At the end of 2018, data shows a 91% attendance rate. Students have a strong voice at Ngatimoti School, with a variety of opportunities available to express it. The Student Council, Enviro leaders, class leaders, regular student surveys and our school wide buddy system all provide opportunities for student voice, as well as teachers establishing effective relationships with students and their families.

School Organisation and Structures

Effective teaching and learning: At Ngatimoti School, effective teachers will use multi-level classes to their advantage, personalise learning, be flexible when needed, cater for the

special needs of students, be inclusive and have integrity. Teachers will ensure all students have an opportunity to have their ideas heard. In 2017 we became a foundation member of the Motueka Kāhui Ako and in 2018 we began Relationship Based learning Professional development with the Kāhui Ako.

Desirable approaches: (remembering that one size fits no one!) Knowing the learner and having an holistic approach, working as a team using collaborative teaching practices, using review information to impact on student achievement, use of e-learning, teaching as inquiry, accommodating change, personalising learning ensuring parents/caregivers/students have a voice and utilising flexible learning spaces.

Review of Charter and Consultation

Every 3-5 years, the BOT reviews the strategic plan by consulting with the community initially at the school Infomingle, then with a follow up questionnaire. As well, the Māori community is consulted annually by way of a face-to-face meeting and all parents are consulted regularly through our school newsletter, where we often ask for feedback.

Strategic Section **Strategic Goals**

Student learning

- Improve outcomes for all students
- Accelerate progress of students performing below expectations

Goal 1: WELL BEING

We want our learners to be healthy and active contributors.

Goal 2: IDENTITY

We want our learners to understand where they fit in the world.

Goal 3: CREATIVITY

We want our learners to understand there are many ways to achieve.

Goal 4: LITERACY

To inspire students to be capable literacy learners, evidenced by progress and achievement in relation to the National Standards.

Goal 5: NUMERACY

To build capable mathematical learners, evidenced by progress and achievement in relation to the National Standards.

Core Strategies for Achieving Goals

- Student consultation/ student voice
- Mixed learning opportunities e.g. groupings of students, buddy learning opportunities
- Maximise learning using local opportunities, people and our environment
- Self-learning, self-management, leadership and empowerment
- Environmental thinking
- Belonging and connectedness

In 2017 we became be an integral part of a Community of Learning, the Motueka Kāhui Ako. In 2018 we started Kāhui Ako PLD with Cognition on Relationship Based Learning.

School finance and property

Goals

Operate within annual grants

Continually upgrade and beautify environment

Strategies

Upgrade classrooms as per 10 year plan; Rooms 3 & 4 in 2019

Increase play opportunities for junior students.

Health and safety

Goals

Regularly review and minimise risks to staff and students

Strategies

Ensure school, staff and students are increasingly prepared for an emergency (Civil Defence).

Develop systems to ensure greater workplace safety.

Personnel

Goals

Ensure staff management procedures are fair and robust

Strategies

Manage risks around class sizes by discussing regularly problems and solutions.

Develop tuakana-teina relationships between staff and colleagues, including participation in Professional Learning Groups.

Ensure staff transition procedures are robust.

Community Engagement

Goals

Regularly discuss in consultation with the board of trustees

Strategies

Build ways to involve parents of priority students in learning

Ensure a positive image of our school is portrayed in our community

Motueka Kāhui Ako

2019 will see our Kāhui Ako continue the major focus on the collaborative professional development initiative launched in 2018. To meet our vision, we will further explore and develop the Relationship Based Learning Profile based on the mahi of Professor Emeritus Russell Bishop. We will improve capability across our systems, our leadership and our teaching through Impact Coaching and GPILSEO professional development. Other areas for development across the Kāhui Ako will include growing our relationships with Boards of Trustees, iwi and whanau, and developing transitions between ECE, primary and secondary schools.

IMPROVEMENT PLAN: Learning for all

1. Improve learning for all students
2. Accelerate progress of students performing below expectations

Strategic Goal: WELL BEING

Annual Goal: We want our learners to be healthy and active contributors.

Annual Targets: We will know this when we see our learners

1. Think in a considered way about their actions and decisions
2. Be prepared to try new things, problem solve and take calculated risks
3. Show kindness towards others.

Baseline data: Students being happy was the number one idea that arose from a Parent Survey in 2018.

2019 Key Improvement Strategies:

When	What	Who	Indicators of Success/Progress
All year	Actively provide learning and activities that cater for all students and provide opportunities to try something new, problem solve and take calculated risks.	Principal and Teachers	T1: Waka T2: Drama T3: Art week T4: EOTC Student surveys Learning progress Parent comments Attendance at Relationship Based Learning PLD
<p>1. <i>A of V: Lots of opportunities this year. Waka ama a success for all (except one junior who could not bring himself to get in). Lots of positive parent feedback re the Māori dimension. Drama with Damara a resounding success with a surprising uptake by students we didn't expect to participate well. (100% participation) Art week done in classes rather than vertical groups. EOTC activities all positive, including visits to Bark Bay, walks to White Rock, outdoor cooking, building shelters and activities at Flora Hut. A focus on thinking in a considered way about actions and decisions has been incorporated in planning. Will have a 2020 target around having an awareness of self and others to manage emotions and use individual coping strategies.</i></p>			

All year	Kāhui Ako Relationship based learning	All teachers, led by WST	Through Impact Coaching, teachers will make shifts in their practice
<i>A of V: All class teachers were coached by our accredited impact coach at least twice during the year. Coaching conversations valued by teachers. Will continue to build on this in 2020.</i>			
Term 1 THINKING focus Care for and connect with others	Fun, Feelings and Friendships survey	All students	Analysis by class teachers twice in Term 1. Results shared and discussed with staff. Principal meetings scheduled with each individual.
<i>A of V: Only two students of interest arose from this data. The two relevant class teachers followed these up. One student became an IOP student for the 2019 year. From staff discussion, perhaps we are asking too many questions and will refine this survey for 2020.</i>			
	Infomingle – opportunity for parents to share their thoughts about their child	All parents invited	Attendance rate above 90%
<i>A of V: Attendance of only approx. 75% of families. Many established school families not present. Will re-design the invitation and clarify the purpose in 2020.</i>			
	Introduce Learning Stream books	Principal initiated All students	Students think about their learning evidence and are able to set goals Parents comments at end of term
<i>A of V: Teachers used Learning Stream books in a variety of ways. Through review, decided to continue them in 2020 but factor in staff sharing so we can all see how they can be used. More difficult at junior end of the school as very teacher dominated.</i>			
	A group of focus students identified – 'catch them being kind'	14 students	Principal meetings once per fortnight with the focus students – record acts of kindness Teacher Wednesday morning meetings
<i>A of V: This was not done as a formal group process. Of the original 14 identified students, 6 have continued to show aspects of need when it comes to managing themselves and showing care for others. These issues are being addressed individually, through circle times and through parent meetings. Teachers will begin the PB4L programme in 2020 which will help to clarify expectations.</i>			
	Professional Learning – restorative practices	MOE teachers/t eachers aides	Attendance at PLD
<i>A of V: All teachers and one teacher aide participated in this PLD. From this, we developed our WARM booklet to guide us through restorative chats.</i>			
	Life Education – focus on mental health and decision making	All students	Participation in lessons
<i>A of V: 100% participation. Students seem to 'say the right things' but will they use these strategies outside of the lessons? High level of engagement from students. 8 parents took up the offer to visit the truck. Will offer a parent slot again next year.</i>			

	All Right Sparklers resource	All students – led by TIC Health	Participation in activities
<i>A of V: Two teachers enjoyed activities from this resource, and said they were well received by their students.</i>			
	Drama based on actions and reactions	Damara All students	Participation in lessons Survey
<i>A of V: Very worthwhile for all classes but reasonably expensive at \$1000. Will consider applying to Creatives for funding for 2021.</i>			
	Year 8 leadership camp at Marahau	10 Year 8 students	Entry and exit survey/conversation
<i>A of V: Varying levels of response. Some students thought there was too much waka ama in the programme. All seemed to enjoy mixing with Mahana and St Peter students and considered they treated others with kindness. Generally decided they all became over-tired. Whenua iti staff were great but had little experience with students this age. Probably will not offer this in 2020.</i>			
Term 3 AWARE focus Care for the environment	School cultural day	TIC Social Sciences and Student Council	Participation Survey
<i>A of V: Not done. Too much happening. Science Fair took precedence. Will reschedule for 2020</i>			
	Student Led Conferences	Principal and teachers	Attendance by parents/whanau
<i>A of V: Well supported this year, with 90% turnout of parents and lots of positive feedback.</i>			
	Enviro Groups	Enviro leaders	Attitude survey
<i>A of V: Some excellent leadership with student leaders taking responsibility for teaching a group lesson. Disappointing engagement from 4 Senior students, possibly not wanting to connect with junior buddies.</i>			
	Pet Day	Student Council	Kindness and consideration of own and others' pets
<i>A of V: Another very successful day. Many dogs, lambs and parents! Student Council did well to manage the day, by showing kindness and thinking about their actions and decisions.</i>			
Term 4 Participating and Contributing Confident	Festival	Everyone	Consideration to visitors shown
<i>A of V: Huge success! Raised approx. \$48,000 profit. Excellent family support to help on the day. Students were healthy and active participants.</i>			
	Book week	TIC Library	Participation
<i>A of V: A fun few days of book sharing and dressing up. No new books purchased for the library during this week as with renovations happening, we have no space! The younger students participated well in the dress up day, as did a number of Senior students. This showed that about 70% of students were prepared to try new things, problem solve and take a calculated risk by joining in with the fun.</i>			
	The great outdoors – class trips	Class teachers	Surveys re actions and decisions, and taking risks
1. <i>A of V: Excellent end of year trips. Years 1 and 2 went with Years 5 and 6 to Flora Hut. Teachers, students and parents all very happy on return. Years 3 and 4 walk to white Rock was a big challenge, but appreciated by many. Years 7 and 8 had another trip to Bark Bay which was more successful this</i>			

time due to improved clarity of tasks. All students had opportunities to try new things, problem solve and take calculated risks, and did so successfully.

Strategic Goal: IDENTITY

Annual Goal: We want our learners to understand where they fit in the world.

Annual Targets: We will know this when we see our learners

1. Value the environment and show a responsibility for our natural environment
2. Practising tikanga Māori

Baseline data: Continuing to emphasis a connection with the environment was highlighted in a Parent Survey in 2018.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
Term 1	Mana Whaitake at Kaiteri	Mrs Milnes	Participation

		6 Enviro Leaders	Attitudes
<i>A of V: A great way to value the environment and show a responsibility for our natural environment. Opportunity also for developing tikanga Māori. Will participate again if the opportunity arises.</i>			
	Project Janszoon	Mrs Milnes 4 ATYA students	Participation Attitudes
<i>A of V: A hugely successful start to being in this group. The 4 ambassadors chosen all showed areas of growth. All other students had the opportunity to visit Bark Bay and to value the environment and show a responsibility for our natural environment. Some opportunities also for developing tikanga Māori through powhiri and working with local iwi.</i>			
	RiverSafe	Mr Hepburn Year 7 and 8	Appreciation of our river discussion
<i>A of V: One student was reckless and asked to sit and watch at one stage. All others listened, learned and participated. Great opportunity to enjoy the natural environment whilst learning practical skills. Cost of \$860 in total.</i>			
	Waka ama	Principal Whole school	Participation Parent comments
<i>A of V: Cost of \$1500. High level of participation from students and parents. An excellent opportunity for developing tikanga Māori, with te reo embedded, tikanga and stories.</i>			
	Te reo Māori lessons	Class teachers River Seligman All students	Improved confidence and understanding Use of te reo
<i>A of V: A lot of knowledge developed for students and teachers. All now more confident to begin with their mihi. These 6 sessions cost \$1000 which staff believe to be of good value.</i>			
	Visit to Te Awhina marae	Principal Whole school	Participation Confidence
<i>A of V: Cost of \$300 and well supported by RTMaori (Tania Corbett). A very good opportunity to experience our local marae and practise tikanga in a gentle manner.</i>			
Term 2	Enviro Time – vertical groups	Enviro leaders	Survey
<i>A of V: Survey produced mixed feelings. The majority of students enjoyed the vertical group experience, however a group of Senior boys questioned the value. The leaders enjoyed being the teachers of their groups.</i>			
	Project Janszoon trip to Bark Bay	Mrs Milnes Whole school	Participation Evidence of problem solving
<i>A of V: A hugely successful start to being in this group. All students had the opportunity to visit Bark Bay to value the environment and show a responsibility for our natural environment. Some opportunities also for developing tikanga Māori through discussion of the pou etc.</i>			
	Clay work - art	Class teachers	Participation
<i>A of V: All students had an opportunity to work with clay. The juniors even integrated this learning in to making a footprint on their moon, for the astronomy unit. Others made masks or containers.</i>			
Term 3	Motueka history	Mrs Roberts Class teachers	Class discussion
<i>A of V: Class visits most worthwhile. Parents very supportive of this learning, with some students bringing artefacts from home.</i>			
	School cultural day	Principal Student Council	Participation
<i>Not done – reschedule to 2020</i>			
	Enviro groups – in depth	Enviro leaders	Participation

<i>A of V: Good opportunities to develop responsibility for the natural environment, with all groups having some link to Bark Bay activities this term.</i>			
Term 4	Art - landscapes	Class teachers	Production of an artwork
<i>A of V: excellent opportunity for students to look carefully at out-r natural landscapes. Juniors also used this as an opportunity to begin to learn about perspectives.</i>			
	EOTC eg canoe trip Room 5, White Rock Indigo Room	Class teachers	Participation Contribution
<i>A of V: All classes had opportunities which included valuing the environment and showing a responsibility for our natural environment. Sea kayaking and rock climbing for Seniors, Flora Hut for Years 5/6 and 1 and 2. Whenua Iti for Yr3/4</i>			
	Junior sports day	Student Council	Contribution
<i>A of V: Another successful day with all students able to participate. Many Dovedale parents commenting favourably on the leadership from our Senior students.</i>			

Strategic Goal: CREATIVITY

Annual Goal: We want our learners to understand there are many ways to achieve.

Annual Targets: We will know this when we see our learners are

1. Able to connect and respond on a personal level
2. Have the courage and conviction to offer opinions

Baseline data: Learning and succeeding in a variety of ways was highlighted in a Parent Survey in 2018.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
Term 1	Waka experience	Principal All students	Participation Parent and student comments Students seeing different perspectives
<i>A of V: For the large majority of students, this was their first experience in a waka. Only one student could not muster the courage to have a turn. 5 others were hesitant but enjoyed their experience. Learning to communicate feelings on a personal level became important for them.</i>			
	Science – predict and ask questions	All students	Teacher observations Students seeing different perspectives
<i>A of V: Students enjoy science and these activities have often shown them that experiments don't always go as planned. How they respond to this is the important part.</i>			

Term 2	Life Education	All students	Participation Contributions
<i>A of V: 200% participation. Students seem to 'say the right things' but will they use these strategies outside of the lessons? High level of engagement from students. 8 parents took up the offer to visit the truck. Will offer a parent slot again next year.</i>			
	Science Fair	TIC Science All students	Participation Contributions
<i>A of V: Scope for creativity in learning and presentation. Senior students excelled at this, and at the ways to present and entice viewers to their Science Fair project.</i>			
Term 3	Motueka history	Mrs Roberts All students	Participation Contributions Students seeing different perspectives
<i>A of V: Class visits most worthwhile. Parents very supportive of this learning, with some students bringing artefacts from home.</i>			
	Cultural day	Student Council	Participation Contributions Students seeing different perspectives
<i>A of V: Not undertaken due to lack of time and other priorities.</i>			
Term 4	Book Week	Student Council TIC library	Participation
<i>A of V: A fun few days of book sharing and dressing up. A great opportunity for students to connect and respond on a personal level. No new books purchased for the library during this week as with renovations happening, we have no space! The younger students participated well in the dress up day, as did a number of Senior students. This showed that about 70% of students were prepared to try new things, problem solve and take a calculated risk by joining in with the fun.</i>			
	Financial Literacy	Class teachers All students	Participation
<i>A of V: All classes focused on this prior to, and following Festival, giving it an authentic context. Having courage to contribute ideas very positive.</i>			

Strategic Goal: LITERACY

Annual Goal: We want our learners to be inspired readers and writers.

Annual Targets: We will know this when we see our learners are

- Reading, writing, speaking and listening to gain and use knowledge, understand and expand their horizons

Baseline data: Literacy skills are fundamental to all areas of learning. Approx. 90% of our students have been achieving at the expected curriculum level in reading and 85% have been achieving at the expected curriculum level in writing. Teachers are aware that these skills need to be used and visible across all learning areas.

2019 Key Improvement Strategies:

When	What	Who	Indicators of success/progress
All year	Integrated learning evident across all learning areas. i.e. reading skills taught within science etc	All teachers	Planning Evaluations Student engagement Reading and writing results
<ul style="list-style-type: none"> • <i>A of V: Evident in teachers' planning with horizons being broadened as evidenced by Science Fair, books chosen to read and enviro learning.</i> 			
All year	Focus students - reading	Five Year 2/3 boys	Improved parent liaison Progress to within expected curriculum level
<ul style="list-style-type: none"> • <i>A of V: 3 of the 5 boys showed significant progress, to be at expected level by year's end. Improved parent support for 4 of the 5.</i> 			
All year	Focus students - writing	Ten Year 4/5/6 students Five Year 7/8 students	Improved parent liaison Progress to within expected curriculum level
<p><i>A of V: All showed some progress. Of the ten Year 4-6 students, all ten will continue as focus students in 2020. 7 of the 10 showed strong dyslexic tendencies. Of the five Year 7/8 students, one girl showed progress to the</i></p>			

<i>expected level, 2 girls showed good progress but not enough to be working within level 4, and the 2 boys made limited progress.</i>			
Term 1 Thinking	Use assessment thoughtfully	Principal Class teachers	Find needs and what for precisely? Test the effectiveness of new strategies
<i>A of V: Teachers have used assessment thoughtfully, with some assessment eg surveys, done as class discussions.</i>			
	Use some mixed/social groupings	Class teachers	Students matched by interests and needs rather than abilities
<i>A of V: This has created some management issues for teachers, but we will persevere with the idea if learning is positively impacted. ALL continued to operate in the Senior Room.</i>			
	Happiness theme	All students	Ability to discuss happiness of self and others
<ul style="list-style-type: none"> <i>A of V: Students seem to enjoy talking about their own happiness, and some are able to take this further to consider others at school. Majority of students understand happiness and expanded their horizons by considering others' happiness.</i> 			
	Class programmes set up	All teachers with student input	Orderly classrooms with students engaged and able to talk about their learning
<ul style="list-style-type: none"> <i>A of V: all classes have established routines with students, by speaking and listening to gain and use knowledge, and understand why groups of people need structures and organisation.</i> 			
	Employ a Part Time teacher to assist with initial needs	Part Time teacher	Class teacher develops a good rapport with PT teacher Seamless intervention Students happy and engaged
<i>A of V: Good rapport developed between teachers, with students needs well catered for. Junior students happy and well engaged with learning.</i>			
Term 2 Communication	First Encounters theme	All students	Reading and discussing from various perspectives
<i>A of V: Only Years 5 - 8 ended up focusing on this.</i>			
	A.L.L. programme	Mr Hepburn 5 Year 7 students	Writing skills within expected curriculum level
<i>A of V: All 5 girls enjoyed the extra learning opportunities, with 3 now writing within the expected level.</i>			
	Library Quiz	4 Year 5/6 students	Willingness to participate Inter-school competition
<i>A of V: Many students keen to participate. Successful at competition, coming in at 4th place.</i>			
Term 3	'My culture' theme	All students	Participation
<i>A of V: Not done</i>			
	A.L.L. programme	6 Year 5 students Mrs Milnes	Writing skills with improved punctuation, within expected curriculum level
<i>A of V: Not done as Year 7 and 8 group continued instead</i>			
Term 4	Book week	TIC Library	Participation

A of V: Reading to gain and use knowledge, understand and expand their horizons very successful for the all, with lots of great sharing of books.

	Use of digital technologies	Principal	Survey students and teachers
--	-----------------------------	-----------	------------------------------

A of V: Survey not done with students. Teachers survey shows teachers are dabbling but that we need a school-wide direction.

Achieving in **READING** – working within the expected curriculum level at year's end

	All Students		Māori		Pacific		Males		Females	
	No.	% of all	No.	% of Māori	No.	% of Pacific	No.	% of males	No.	% of females
Above	24 26%		1 12.5%		1		9 19%		15 32%	
At	57 60%		6 75%		1		31 66%		26 55%	
Below	13 14%		1 %	12.5	1		7 15%		6 13%	
TOTAL no.	94		8		3		47		47	

86% of our students are reading within or above the expected level, with only slightly more girls (87%) than boys (85%) achieving. Of note is that 32% of our girls are reading above the expected level, compared with only 19% of boys or 12.5% of Māori students.

When 'drilling down' in to this data, it is the Year 1 to 4 students who are struggling the most in achieving within their curriculum level for reading. This could be because a number of our students are not starting school until closer to 6, and this can affect the data.

Currently 14 out of 45 (31%) Year 1 – 4 students are in this group. Within time however, this disparity is reduced.

In 2018, 88% of our students were achieving within the expected curriculum level for reading. Prior to this, data reported was around National Standards. With the change to data being around curriculum levels, we cannot compare data earlier than 2018.

2020 goals:

Increase the number of boys who are reading *above* the expected curriculum level.

Continue to target readers who are not yet achieving within their expected curriculum level.

End of Year Monitoring of 2019 Focus Students: READING

Baseline info:

12 students were below the expected curriculum level at the end of 2018. 4 of these were girls and 8 were boys. With new enrolments, and changing expectations as students progress to the next class level, a further 4 students, (2 girls and 2 boys) were added to this group in March 2019. The focus group became 6 girls and 10 boys.

In July 2019, two boys were discontinued from the focus group. They were all students who had been focus students for the previous 2 years however they have progressed to now be working within the expected curriculum level. (One Year 3, one Year 6).

Data (students working below curriculum expectation) as at November 2019

Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8	
Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.
Māori		Māori		Māori		Māori		Māori		Māori	1	Māori	
Pacific	1	Pacific		Pacific		Pacific		Pacific		Pacific		Pacific	
NZE	2	NZE		NZE		NZE	2	NZE	1	NZE	2	NZE	
BOYS: 1 GIRLS: 2						GIRLS: 2		BOYS: 1		BOYS: 2			

Analysis

1. A boy will be added to the group as a focus student in 2020. Two girls to be added to 2020 group as Year 2 focus students.
2. There is no difference in numbers of girls or boys working below curriculum expectation. (50%). They are predominately in Year 2, and then Years 5-7. In 2020, the three Year 7/8 focus students presenting at the moment are boys.
3. There is a difference in progress between Māori/Pacific students and non-Māori. Because of small numbers, I have grouped Māori and Pacific students together. 2/10 (20%) of Māori or Pacific students in our school are not yet working at the expected curriculum level. This compares with 88/94 (6%) of NZE not yet working at their expected curriculum level.

Analysis of Variance

	START OF YEAR					END OF YEAR					SHIFT	
	Well Below	Below	At	Above		Well below	Below	At	Above		Number Below to At	Proportion B to At
Year 1												
Year 2		1b 3g				1b 2g	1g			1	25%	
Year 3		3b					3b			1	100%	
Year 4												
Year 5		2g				2g						
Year 6		1b				1b						
Year 7		2b 1g				2b	1g			1	33%	
Year 8		1b					1b			1	100%	
TOTAL		14				8	7			4 of the 14	29%	

What was in place for these students?

1. We have endeavoured to build a culture of care and empathy, along with effective teaching strategies throughout the day for all students.
2. Professional Development: Both junior teachers have attended Dyslexia courses, and are using strategies from these.
3. The BOT funded an extra part-time teacher in Term One, in the class with most Year 2 students.
4. The BOT are funding a Teacher Aide 12 hours each week, specifically working in Room 3. This is the class with most Year 2 students.

5. A Teacher Aide assists the teacher 20 hours per week in the Indigo Room.
6. Three boys in Year 2 have been working on Oral Language with support from MOE.
7. A volunteer helps in the Junior Room four mornings each week, listening to individuals reading and generally assisting the teacher.
8. A programme based on some Reading Recovery ideals has been in place for one student.

Outcomes to date:

1. Our school library is being used regularly and some visits to Motueka Library have been reinstated.
2. Of the three Year 3 students, all have made progress this year.
3. Of the seven Year 5 – 8 students, two have made good progress and are working at the expected curriculum level.
4. One girl will likely continue to struggle with her reading, however our goal for next year is to keep building her self-belief and ensure she continues wanting to learn.
5. Rooms 1 and 3 teachers experiment with a shared literacy session 4 times a week has been successful in that the teachers are supporting each other with reading strategies, and that students have more opportunities for adult support.
6. RTL support around dyslexia has been slow. The parents are understanding of this.
7. MOE support for oral language resulted in two of the junior students making enough gains within the programme to be discontinued.
8. Buddy reading has been valuable time, with most students enjoying this time to build reading mileage, share with others and enjoy a wide range of reading material. The use of the library for this has been most worthwhile.

Further Plans for 2020

1. Continue to explore ways to understand the needs of dyslexic students.
2. Seek RTLit support for one girl.

Achieving in **WRITING** - working within the expected curriculum level at year's end

	All Students		Māori		Pacific		Males		Females	
	No.	% of all	No.	% of Māori	No.	% of Pacific	No.	% of males	No.	% of females
Above	8	9%					3	6%	5	11%
At	69	73%	7	87.5%	2		35	74%	34	72%
Below	17	18%	1	12.5%	1		9	19%	8	17%

TOTAL no.	94	8	3	47	47
-----------	----	---	---	----	----

82% of our students are writing within or above the expected level, with only slightly more girls (83%) than boys (80%) achieving. Interestingly, our boys' and girls' writing data is similar. Nationally boys' data is significantly lower than girls'. Again, when 'drilling down' in to this data, it is the Year 1 to 4 students who are struggling the most in achieving within their curriculum level for writing. In 2018, 80% of our students were achieving within the expected curriculum level for reading. 78% of boys were achieving, so our boys' achievement has improved slightly this year.

2020 writing goals: Increase the number of students who are writing *above* the expected curriculum level. (We have a large group of students 'in the middle' and we are sure at least 5 of these students could be accelerated to writing above the expected curriculum level. Continue to support students who are not yet writing at the expected level. Further increase the focus on alphabet knowledge and shared writing in the junior class.

End of Monitoring of 2019 **Focus Students: WRITING**

Baseline info:

27 students were below the expected curriculum level at the end of 2018. 13 of these were girls and 14 were boys. With new enrolments, and changing expectations as students progress to the next class level, a further 7 students (4 boys Max, Benji, Maxwell, Manaia and 3 girls Pasqual, Leah, Ruby) were added to this group in March 2019. The focus group became 16 girls and 18 boys.

As at July 2019, three boys and two girls were discontinued from the focus group. (Chase, Chris and Sultan. Eloise and Kiwa) They were all students who had been focus students for the previous 2 years however they have progressed to now be working within the expected curriculum level. (One Year 3, four Year 6).

Current Data (students working below curriculum expectation) as at November 2019

Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8	
Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.	Ethnicity	No.
Māori		Māori		Māori		Māori		Māori		Māori	1	Māori	
Pacific	1	Pacific		Pacific	1	Pacific		Pacific		Pacific		Pacific	
NZE	5	NZE	2	NZE	2	NZE	4	NZE	2	NZE	2	NZE	1
BOYS: 3 GIRLS: 3		BOYS: 1 GIRLS: 1		BOYS: 2 GIRLS: 1		BOYS: 1 GIRLS: 3		BOYS: 1 GIRLS: 1		BOYS: 2 GIRLS: 1		BOYS: 1	

Analysis

- There are no significant differences in numbers of girls or boys working below curriculum expectation. (11 boys, 10 girls)
- There is a small difference in progress between Māori/Pacific students and non-Māori. Because of small numbers, I have grouped Māori and Pacific students together. 3/10 (30%)

of Māori or Pacific students in our school are not working at the expected curriculum level. This compares with 18/94 (19%) of NZE not working at their expected curriculum level.

Analysis of Variance

	START OF YEAR					END OF YEAR					SHIFT	
	Well Below	Below	At	Above		Well below	Below	At	Above		Number Below to At	Proportion B to At
Year 1												
Year 2		4b 4g				3b 3g	1b 1g			2	25%	
Year 3		4b 1g				1b 1g <small>(1 boy moved school)</small>	2b			2	50%	
Year 4		2b 2g				2b 1g	1g			1	25%	
Year 5		1b 3g				1b 3g						
Year 6		1b 1g				1b 1g						
Year 7		2b 4g				2b 1g	3g			3	50%	
Year 8		1b				1b						
TOTAL		30				21	8			8 of the 30	27%	

What was in place for these students?

9. We have endeavoured to build a culture of care and empathy, along with effective teaching strategies throughout the day for all students.
10. Professional Development: Both junior teachers have attended Dyslexia courses, and are using strategies from these. They shared their learning at a staff meeting.
11. All teachers have started to use our Focus Student writing sheet. This gives a synopsis of data and is shared with the Principal.
12. Through Kāhui Ako PD, all teachers are using success criteria with classes, to ensure students understand what they need to do to be successful writers.
13. The BOT funded an extra part-time teacher in Term One, in the class with most Year 2 students.
14. The BOT are funding a Teacher Aide, specifically working in Room 3. This is the class with most Year 2 students.
15. Three boys in Year 2 have been working on Oral Language with support from MOE.
16. The A.L.L. programme (Accelerated Learning in Literacy) is for a group of Year 7 students. This is running for Terms 2 and 3.
17. In Term 2, the RTLit taught a group of 4 boys from Year 4-6, twice a week on a specific aspect of writing.
18. The Year 7 and 8 class teacher attended a writing course.
19. Our writing rubrics are continuing to be used.
20. One Teacher Aide has run a focus group of spelling for Term 2.

21. Teachers of Rooms 1 and 3 experimented with a shared literacy session 4 times a week. This allowed more opportunity for teachers to share expertise and for students to work with a wider variety of other students.
22. RTLB in-depth support for student, teacher and parents of one student, around dyslexia.
23. Opportunities for focus students are prioritised. Often students who struggle at writing need to know they are successful in other areas. As well, opportunities can help develop vocab and give ideas to write about. E.g. 2 boys attended a Whenua Iti course during the holidays.

Outcomes to date:

1. Greater risk taking and increased confidence seen in many students, particularly younger students.
2. It seems that the majority of girls enjoy writing more than boys.
3. Progress is slow for a number of students although there is evidence of some progress for all students. The ten focus students in Year 4, 5 and 6 generally have positive attitudes to writing but are showing the least amount of progress. In this group there are 4 students who are clearly dyslexic, and one who has special needs.
4. The A.L.L. group have been working on paragraph structure and all are showing progress.

Further Plans for 2020

1. We have applied for A.L.L. again for 2020, and plan to run this programme in the junior part of the school.
2. New students who arrived in the second half of this year will become part of the focus group in 2020.

GPILSEO tool	Implementation	Indicators of success
<p>Goal: Raise the literacy levels of <u>ten</u> Year 4 to 6 students who are currently working below the expected curriculum level in writing</p>	<p>Selection and analysis of assessments</p> <p>Reflection on Impact Coaching</p> <p>Use of success criteria</p> <p>Share analysis with students and parents. (Learning Stream books)</p> <p>Set a clear and simple goal for each focus student. This goal might last a few weeks or a month.</p>	<p>Parent meetings</p> <p>Student voice data, follow up FFF survey</p> <p>Impact Coaching conversations</p>
<p>Pedagogy: Agentic teaching and mana-enhancing relationships</p>	<p>Expect and encourage teachers to be responsive to students' interests and needs on a day-to-day basis</p> <p>Ensure opportunities are given for choice</p> <p>Precision teaching (1 student)</p>	<p>Increased confidence and motivation</p>
<p>Institution: Consistency of systems</p>	<p>Use of Focus Student WRITING sheet</p> <p>Discuss the needs of these students at Student Centred meetings</p>	

	Consider use of dictation tools Use of rubric Use of success criteria Use of models and exemplars Highlighter marking	
Leadership: Employment and delegation of teachers, teacher aides, resource teachers	Introduce Learning Stream books Keep assessment schedule current Principal Impact Coach Literacy leaders	
Spread: Use all areas of the curriculum to teach literacy	Literacy as a basis for inquiry learning Use of literacy buddy – self/peer check	
Evidence	Planned showcases of learning and/or opportunities to share writing Quality feed back and feed forward to students Feedback from students	
Ownership	Use of Ngatimoti Writing rubrics – ensure students know and understand these Classroom teacher	

Strategic Goal: **NUMERACY**

Annual Goal: We want our learners to be competent and confident mathematical learners

Annual Targets: We will know this when we see our learners are

- able to use and apply maths facts and knowledge.
- Confidently speaking using mathematical thinking.

Baseline data: Numeracy skills are fundamental to all areas of learning. Approx. 85% of our students have been achieving at the expected curriculum level in maths.

2019 Key Improvement Strategies:

<u>When</u>	<u>What</u>	<u>Who</u>	<u>Indicators of success/progress</u>
All year	Develop systems of support that sustain	TIC Maths	Effective pedagogy and practices

	student acceleration and ensure intervention coherence at a school-wide level		Educationally powerful connections Leadership Teacher inquiry
<i>A of V: 3 teachers attended DMIC PLD (Years 1-6), with a range of teachers from Nelson and Tasman. Staff meetings to share and follow up good practice. Teacher Inquiry around RBL profile which supported DMIC maths well.</i>			
All year	Design for success, identify students' strengths and needs	All class teachers	Orderly classrooms with students engaged and able to talk about their learning Learning Streams books
<i>A of V: Great use of assessment data, analysis and follow up learning. Learning Stream books beginning to be used.</i>			
All year	Focus students – maths 6 boys and 10 girls are focus students	TIC Maths	Improved parent liaison Progress in basic facts For 9 identified students to show progress in place value understanding
<i>A of V: 4 of the 18 students are now achieving within the expected level (a 22% shift). 5 of the student's parents have had increased communication regarding maths achievement. 7 of the 9 student identified to progress in place value understanding have done so.</i>			
Term 2	PLD during staff meetings – school based	TIC maths	Teachers aware of NZMaths site Teachers trying new approaches
<i>A of V: PLD mostly around DMIC, rather than NZMaths site.</i>			
Term 3	Use of PaCT	TIC maths All teachers	Teachers confident to use PaCT
<i>A of V: PaCT was discussed however teachers did not see a need for its use.</i>			

Achieving in **MATHS** - working within the expected curriculum level at year's end

	All Students		Māori		Pacific		Males		Females	
	No.	% of all	No.	% of Māori	No.	% of Pacific	No.	% of males	No.	% of females
Above	13	14%					8	17%	5	11%
At	66	70%	7	87.5%	3		32	68%	34	72%
Below	15	16%	1	12.55%			7	15%	8	17%
TOTAL no. of students	94									

84% of our students are achieving in maths within or above the expected level, with only slightly more boys (85%) than girls (83%) achieving. Of note is that no Māori or Pacific students are currently achieving above their expected curriculum level.

When 'drilling down' in to this data, it is a mix of students across the school who are not yet meeting the expected curriculum level in maths.

In 2018, 88% of our students were achieving within the expected curriculum level for reading. Prior to this, data reported was around National Standards. With the change to data around curriculum levels, we cannot compare data prior to 2018.

2020 goals:

Monitor a target group of four Year 7 in 2020 students who are struggling to achieve at the expected curriculum level in Maths.

Overall, **enablers** to academic success this year have included the collaborative approaches to effective teaching we have taken. This includes the impact coaching conversations and the use of co-construction methodologies. Teacher aides supporting teachers have allowed teachers more time to teach, and working with other professionals has allowed teachers to reflect and consider effective practices through a variety of viewpoints.

- In 2020 we will continue to build on work with the Kāhui Ako on effective teaching practices using the RBL profile. This includes gathering and taking in to account student voice.
- We will continue to have high expectations for all, and to have focus students and target groups.
- We will also continue to develop students' strengths in all areas, and find opportunities to celebrate students with a growth mindset who excell in all areas of our curriculum. This is particularly important for the 9 identified students in 2020 (one of the aforementioned is currently a Year 8), who are globally not meeting the curriculum level for reading, writing or maths.
- School trips have supported our curriculum well, giving opportunities for students to shine in different settings, opportunities to further develop relationships and for parents to be involved.

We hope to streamline some practices in 2020, with the sharing of teaching in Rooms 3 and 5.

End of Year 2019 Focus Students: MATHS

Baseline info:

16 students were below the expected curriculum level at the end of 2018. 10 of these were girls and 6 were boys. With new enrolments, and changing expectations as students progress to the next class level, a further 3 students, (1 girl and 2 boys) were added to this group in March 2019. The focus group became 11 girls and 8 boys.

Data (original group of focus students working below curriculum expectation) as at November 2019

Year 3		Year 4		Year 5		Year 6		Year 7		Year 8	
Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number
Māori		Māori		Māori		Māori		Māori	1	Māori	
Pacific		Pacific		Pacific		Pacific		Pacific		Pacific	
NZE	1	NZE	1	NZE	3	NZE	3	NZE	4	NZE	1
GIRLS: 1		GIRLS: 1		GIRLS: 3		BOYS: 1 GIRLS: 2		BOYS: 2 GIRLS: 3		BOYS: 1	

Changes since mid year

- A Year 1 student coming on to our radar, is not achieving at the expected level.
- One boy moved away, so is not included in data.
- 4 students are now achieving at the expected curriculum level for maths.
- One boy has not progressed as expected and is still working towards the expected level. He was not in the original 2019 focus group, but will be for 2020.

Analysis

- At the end of 2019, there is a difference in numbers of girls or boys in the focus group working below curriculum expectation. (4 boys, 10 girls). They are spread across all levels.
- There is little difference in progress between Māori/Pacific students and non-Māori. 1/10 (10%) of the Māori or Pacific students in our school are not working at the expected curriculum level. This compares with 14/94 (14%) of NZE who are not working at their expected curriculum level.

	START OF YEAR			END OF YEAR			SHIFT	
	Below	At	Above	Below	At	Above	Number Below to At	Proportion Below to At
Year 1								
Year 2	1 b				1b		1	100%
Year 3	1 b 2 g			1 g 1g	1g		1	50% (one had left school)
Year 4	1 g			1g				
Year 5	3 g 1 b			3g	1b		1	25%
Year 6	1 b 2 g			1b 2g				
Year 7	2 b 3 g			2b 3g				
Year 8	2 b			1b	1b		1	50%
TOTAL	19			14	4		4 of the 18	22%

What was in place for these students?

- We have endeavoured to build a culture of care and empathy, along with effective teaching strategies throughout the day for all students.
- Professional Development: Three teachers are attending a series of classes on Developing Mathematical Communities. (DMIC)
- The BOT funded an extra part-time teacher in Term One, in the class with most Year 2 students.
- The BOT are funding a Teacher Aide 12 hours each week, specifically working in Room 3. This is the class with most Year 2 students.

28. A Teacher Aide assists the teacher 20 hours per week in the Indigo Room.

Outcomes to date:

1. Four students showed accelerated progress, i.e. have moved a curriculum level.
2. There is evidence of progress for all students, although this is not enough progress to move a curriculum level. Evidence is in Basic Facts tests, IKAN, PAT tests, as well as class work, problem solving, attitude and participation.

Further Plans for 2020

1. Continue to find PLD for teachers, although not necessarily DMIC.
2. Team teaching in Rooms 5 and 3 should allow teachers to teach to their strengths.

**INDEPENDENT AUDIT REPORT TO THE READERS OF
NGATIMOTI SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Ngatimoti School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 20 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:
 - financial position as at 31 December 2019; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 29 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 24 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of 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.

