

TOKOROA NORTH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	2038
Principal:	Judith Mclean
School Address:	29 Paraonui Road, Tokoroa
School Postal Address:	29 Paraonui Road, Tokoroa, 3420
School Phone:	07 886 9169
School Email:	finance@tokoroanorth.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires Expired
Latisha Kelly	Chairperson	Elected	Teacher	Jun 2023
Judith McLean	Principal	ex Officio		
Hamish Allan	Parent Rep	Elected	Paper Machine Spare Operator	Jun 2023
Steve Preston	Parent Rep	Elected	Machine Operator	Jun 2023
Steve Martin	Parent Rep	Elected	Environmental Process Manguer	Jun 2023
Nesta Baigent	Staff Rep	Elected	Teacher	Jun 2023
Theresa MacKinnon	Other	Elected	Accountant/Student Teacher	Jun 2023

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

TOKOROA NORTH 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 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Tokoroa North 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.

Lataha Kella

Full Name of Board Chairperson

Judith McLean

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

25-6-20

Date:

24. 6. 20

Date:

Tokoroa North School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,446,823	3,165,550	3,353,757
Locally Raised Funds	3	97,746	82,250	102,863
Interest income		13,896	11,000	14,503
		<u>3,558,465</u>	<u>3,258,800</u>	<u>3,471,123</u>
Expenses				
Locally Raised Funds	3	58,229	36,240	47,526
Learning Resources	4	2,545,841	2,416,960	2,598,128
Administration	5	195,265	206,960	193,465
Finance		1,814	2,200	1,480
Property	6	650,639	638,740	641,371
Depreciation	7	94,083	80,000	96,649
Loss on Disposal of Property, Plant and Equipment		5,898	-	6,869
		<u>3,551,769</u>	<u>3,381,100</u>	<u>3,585,488</u>
Net Surplus / (Deficit) for the year		6,696	(122,300)	(114,365)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>6,696</u>	<u>(122,300)</u>	<u>(114,365)</u>

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

Tokoroa North School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>623,842</u>	<u>738,207</u>	<u>738,207</u>
Total comprehensive revenue and expense for the year		6,696	(122,300)	(114,365)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	<u>630,538</u>	<u>615,907</u>	<u>623,842</u>
Retained Earnings		630,538	615,907	623,842
Equity at 31 December		<u>630,538</u>	<u>615,907</u>	<u>623,842</u>

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.

Tokoroa North School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	123,106	584,744	48,294
Accounts Receivable	9	160,280	126,170	137,516
GST Receivable		25,989	-	-
Prepayments		7,442	2,355	2,592
Inventories	10	856	2,938	918
Investments	11	408,885	313,163	339,247
Funds owed for Capital Works Projects	18	-	-	10,080
		<u>726,558</u>	<u>1,029,370</u>	<u>538,647</u>
Current Liabilities				
GST Payable		-	24,916	707
Accounts Payable	13	238,848	191,508	182,779
Revenue Received in Advance	14	4,552	3,385	4,633
Provision for Cyclical Maintenance	15	-	-	-
Painting Contract Liability - Current Portion	16	-	18,710	18,710
Finance Lease Liability - Current Portion	17	21,005	10,578	22,160
Funds held for Capital Works Projects	18	90,288	-	-
		<u>354,693</u>	<u>249,097</u>	<u>228,989</u>
Working Capital Surplus/(Deficit)		<u>371,865</u>	<u>780,273</u>	<u>309,658</u>
Non-current Assets				
Property, Plant and Equipment	12	376,878	377,258	419,572
		<u>376,878</u>	<u>377,258</u>	<u>419,572</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	101,008	516,590	82,300
Painting Contract Liability	16	-	16,345	2,634
Finance Lease Liability	17	17,197	8,689	20,454
		<u>118,205</u>	<u>541,624</u>	<u>105,388</u>
Net Assets		<u>630,538</u>	<u>615,907</u>	<u>623,842</u>
Equity		<u>630,538</u>	<u>615,907</u>	<u>623,842</u>

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

Tokoroa North 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		921,345	872,050	938,303
Locally Raised Funds		100,510	52,060	95,728
Goods and Services Tax (net)		(26,696)	-	(24,209)
Payments to Employees		(555,072)	(611,575)	(668,604)
Payments to Suppliers		(370,645)	89,365	(382,773)
Interest Paid		(1,814)	(2,200)	(1,480)
Interest Received		9,196	11,000	9,645
Net cash from Operating Activities		76,824	410,700	(33,390)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(1,869)
Purchase of PPE (and Intangibles)		(36,856)	(13,000)	(14,936)
Purchase of Investments		(69,638)	-	(26,084)
Net cash from Investing Activities		(106,494)	(13,000)	(42,889)
Cash flows from Financing Activities				
Finance Lease Payments		(17,594)	-	(38,680)
Painting contract payments		(21,344)	-	(13,711)
Funds Held for Capital Works Projects		143,420	-	(10,080)
Net cash from Financing Activities		104,482	-	(62,471)
Net increase/(decrease) in cash and cash equivalents		74,812	397,700	(138,750)
Cash and cash equivalents at the beginning of the year	8	48,294	187,044	187,044
Cash and cash equivalents at the end of the year	8	123,106	584,744	48,294

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.

Tokoroa North School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	25 years
Building Improvements	25 years
Furniture and Equipment	5-10 years
Information and Communication	4-5 years
Textbooks	20 years
Leased Assets	3-5 years
Library Resources	12.5% dv

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. 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.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	743,552	718,971	750,542
Teachers' Salaries Grants	2,058,384	1,850,000	1,977,203
Use of Land and Buildings Grants	455,046	435,000	438,250
Resource Teachers Learning and Behaviour Grants	1,270	-	-
Other MoE Grants	187,980	161,579	135,288
Other Government Grants	591	-	52,474
	3,446,823	3,165,550	3,353,757

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	16,215	11,210	10,677
Bequests & Grants	14,228	7,000	-
Activities	36,924	21,240	24,094
Trading	17,124	26,150	23,994
Fundraising	5,283	7,750	36,298
School House	7,972	8,900	7,800
	97,746	82,250	102,863
Expenses			
Activities	36,132	7,040	13,277
Trading	14,942	20,950	17,931
Fundraising (Costs of Raising Funds)	1,396	2,250	13,826
School House	5,759	6,000	2,492
	58,229	36,240	47,526
Surplus for the year Locally raised funds	39,517	46,010	55,337

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	22,267	19,970	62,455
Library Resources	1,866	1,300	10,129
Employee Benefits - Salaries	2,437,730	2,271,335	2,451,943
Staff Development	18,631	28,825	23,903
Consumables	65,347	95,530	48,425
Staff Development - Overseas Travel and Course Costs			1,273
	2,545,841	2,416,960	2,598,128

Overseas travel for the year ended 31 December 2019 was Nil. In June 2018, the Principal, Judith McLean, joined a study tour to Melbourne that was subsidised by the Waikato Principals' Association. The focus was "Building Instructional Capacity of Leadership" and resulted in ideas and learning gained from the trip being transferred back to Tokoroa North School.

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,483	4,620	4,483
Board of Trustees Fees	4,255	3,000	2,870
Board of Trustees Expenses	2,256	2,000	93
Communication	3,635	3,600	3,377
Consumables	3,644	6,055	20,021
Other	20,149	19,360	2,432
Employee Benefits - Salaries	135,687	144,740	148,897
Insurance	5,544	6,800	5,664
Service Providers, Contractors and Consultancy	15,612	16,785	5,628
	<u>195,265</u>	<u>206,960</u>	<u>193,465</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	12,245	11,000	11,266
Consultancy and Contract Services	46,401	53,000	52,572
Cyclical Maintenance Expense	18,708	18,000	18,710
Grounds	6,247	5,420	5,056
Heat, Light and Water	33,165	30,940	30,638
Rates	12,299	12,100	11,087
Repairs and Maintenance	13,468	20,780	21,177
Use of Land and Buildings	455,046	435,000	438,250
Security	7,767	7,000	6,979
Employee Benefits - Salaries	45,293	45,500	45,636
	<u>650,639</u>	<u>638,740</u>	<u>641,371</u>

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	2,130	1,763	2,130
Building Improvements	5,481	4,537	5,481
Furniture and Equipment	13,270	12,634	15,264
Information and Communication Technology	33,112	31,248	37,751
Motor Vehicles	842	-	-
Textbooks	9,916	8,208	9,916
Leased Assets	27,847	20,658	24,957
Library Resources	1,485	952	1,150
	<u>94,083</u>	<u>80,000</u>	<u>96,649</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	303	-	210
Bank Current Account	29,687	584,744	404
Bank Call Account	93,116	-	47,680
Cash equivalents for Cash Flow Statement	<u>123,106</u>	<u>584,744</u>	<u>48,294</u>

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

Of the \$123,106 Cash and Cash Equivalents, \$109,168 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	-	6,782	7,810
Interest Receivable	9,562	657	4,862
Teacher Salaries Grant Receivable	150,718	118,731	124,844
	<u>160,280</u>	<u>126,170</u>	<u>137,516</u>
Receivables from Exchange Transactions	9,562	7,439	12,672
Receivables from Non-Exchange Transactions	150,718	118,731	124,844
	<u>160,280</u>	<u>126,170</u>	<u>137,516</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	856	2,938	873
Lunches	-	-	45
	<u>856</u>	<u>2,938</u>	<u>918</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset Short-term Bank Deposits	408,885	313,163	339,247
Total Investments	<u>408,885</u>	<u>313,163</u>	<u>339,247</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	27,230	-	-	-	(2,130)	25,100
Building Improvements	73,012	-	-	-	(5,481)	67,531
Furniture and Equipment	55,332	9,445	-	-	(13,270)	51,507
Information and Communication Technology	109,883	17,609	(1,807)	-	(33,112)	92,573
Motor Vehicles	-	7,083	-	-	(842)	6,241
Textbooks	62,881	-	-	-	(9,916)	52,965
Leased Assets	48,109	20,431	(4,090)	-	(27,847)	36,602
Library Resources	43,124	2,719	-	-	(1,485)	44,359
Balance at 31 December 2019	419,571	57,287	(5,897)	-	(94,083)	376,878

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	53,250	(28,150)	25,100
Building Improvements	139,712	(72,181)	67,531
Furniture and Equipment	354,787	(303,280)	51,507
Information and Communication Technology	292,720	(200,147)	92,573
Motor Vehicles	7,083	(842)	6,241
Textbooks	198,323	(145,358)	52,965
Leased Assets	92,708	(56,106)	36,602
Library Resources	153,345	(108,986)	44,359
Balance at 31 December 2019	1,291,928	(915,050)	376,878

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	29,361	-	-	-	(2,130)	27,230
Building Improvements	78,493	-	-	-	(5,481)	73,012
Furniture and Equipment	69,981	615	-	-	(15,264)	55,332
Information and Communication Technology	124,637	23,127	(130)	-	(37,751)	109,884
Textbooks	70,444	8,159	(5,807)	-	(9,916)	62,881
Leased Assets	26,241	47,756	(932)	-	(24,957)	48,109
Library Resources	45,101	-	(826)	-	(1,150)	43,124
Balance at 31 December 2018	444,258	79,657	(7,695)	-	(96,649)	419,572

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	53,250	(26,020)	27,230
Building Improvements	139,712	(66,700)	73,012
Furniture and Equipment	378,975	(323,643)	55,332
Information and Communication Technology	296,536	(186,652)	109,884
Textbooks	198,323	(135,442)	62,881
Leased Assets	94,875	(46,766)	48,109
Library Resources	150,626	(107,502)	43,124
Balance at 31 December 2018	1,312,297	(892,725)	419,572

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	65,746	62,762	43,807
Accruals	3,008	5,044	-
Employee Entitlements - Salaries	150,718	118,731	124,844
Employee Entitlements - Leave Accrual	19,376	4,971	14,128
	<u>238,848</u>	<u>191,508</u>	<u>182,779</u>
Payables for Exchange Transactions	238,848	191,508	182,779
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>238,848</u>	<u>191,508</u>	<u>182,779</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Received in Advance	3,553	3,385	3,633
Parent Support Fund	999	-	1,000
	<u>4,552</u>	<u>3,385</u>	<u>4,633</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	82,300	498,590	63,590
Increase to the Provision During the Year	18,708	18,000	18,710
Provision at the End of the Year	<u>101,008</u>	<u>516,590</u>	<u>82,300</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	101,008	516,590	82,300
	<u>101,008</u>	<u>516,590</u>	<u>82,300</u>

16. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	-	18,710	18,710
Non Current Liability	-	16,345	2,634
	<u>-</u>	<u>35,055</u>	<u>21,344</u>

In 2013 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a 8 year period. The programme provides for Painting of the Ministry owned buildings in , with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,185. 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.

17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	21,005	10,578	22,160
Later than One Year and no Later than Five Years	17,197	8,689	20,454
	<u>38,202</u>	<u>19,267</u>	<u>42,614</u>

18. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Boilers Replacement	<i>in progress</i>	(10,080)	-	8,800	-	(18,880)
Internal Upgrade BLK	<i>in progress</i>	-	427,995	318,827	-	109,168
Totals		<u>(10,080)</u>	<u>427,995</u>	<u>327,627</u>	<u>-</u>	<u>90,288</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	109,168
Funds Due from the Ministry of Education	(18,880)
	<u>90,288</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Boilers Replacement	<i>in progress</i>	-	-	10,080	-	(10,080)
Totals		<u>-</u>	<u>-</u>	<u>10,080</u>	<u>-</u>	<u>(10,080)</u>

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,255	2,870
Full-time equivalent members	0.23	0.05
<i>Leadership Team</i>		
Remuneration	440,449	422,119
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	444,704	424,989
Total full-time equivalent personnel	4.23	4.05

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1.00	-
	1.00	0.00

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

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

\$489,347 contract for the Internal Upgrade BLK which will be fully funded by the Ministry of Education. \$427,995 has been received of which \$318,827 has been spent on the project to date.

(2018: \$10,800 was paid for the boiler replacement and a project management fee for capital works of \$1,680. The project is fully funded by the Ministry of Education).

(b) Operating Commitments

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

24. Managing Capital

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

25. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	123,106	584,744	48,294
Receivables	160,280	126,170	137,516
Investments - Term Deposits	408,885	313,163	339,247
Total Financial assets measured at amortised cost	692,271	1,024,077	525,057

Financial liabilities measured at amortised cost

Payables	238,848	191,508	182,779
Borrowings - Loans	-	-	-
Finance Leases	38,202	19,267	42,614
Painting Contract Liability	-	35,055	21,344
Total Financial Liabilities Measured at Amortised Cost	277,050	245,830	246,737

26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. 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.

27. Comparatives

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

28. Adoption of PBE IFRS 9 Financial Instruments

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

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

- Note 11 Investments:

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

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

Note 29 Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TOKOROA NORTH SCHOOL'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Tokoroa North School (the School). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe New Zealand Audit Partnership, 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 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

© 2019 Findex (Aust) Pty Ltd

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees are responsible for the other information. The other information obtained at the date of our report is the Tokoroa North School Charter 2020, and Kiwisport Report, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



Richard Currie
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hamilton, New Zealand



Tokoroa North School

Together we learn for life - Ako ngatahi ki te ora

Charter 2020



CONTENTS

The School and its Community	P 3
Guiding Principles	P4
I. Shared Beliefs	
Strategic Section	P5 to P8
I. Strategic objectives	
a) Curriculum delivery	
b) Curriculum content	
c) Personnel	
d) Finance	
e) Property / Health & safety	
f) Community relationships	
g) Maori and other cultures	
h) Strategic planning and self-review	
i) Special needs programmes- Summary of organisation and objectives 2018	
j) National Administration Guidelines- Organisation of documentation	
Planning and Results Section	P9
I. Curriculum review cycle 2020 to 2022 (NAG 1)	P9
II. Policy self-review plan 2020	(All NAGs) P9
III. Analysis of Variance: 2019 National Curriculum Standards goals Reading, Writing and Mathematics	P10-20
IV. Analysis of Variance: 2019 Annual Development Plan	P21-22
V. 2020 National Curriculum Review 2019 Data/2020 Goal Setting	P23-32
VI. 2020 Annual Development Plan	P33-34

TOKOROA NORTH SCHOOL CHARTER



Together we learn for life - Ako ngatahi ki te ora

The School and its Community

Tokoroa North School considers the community to comprise: Children, staff, trustees, parents and caregivers. It considers the Maori community to be made up of those with a direct association with the school through the attendance of their children.

Tokoroa North School is a state contributing primary school. It was established in 1967 and its current and recent roll numbers range between 400 and 480.

The school has a Learning Support Centre for children with intellectual impairment. This centre supports children who are verified through the Ongoing Resourcing Scheme.

There is a broad ethnic mix. Maori constitute 48% of the school population, European 39%, Pacific Island children 6% and Asian 7%.

The occupation groups of caregivers range from professional to semi and unskilled.

A number of pupils enter the school with English as their second language.



Tokoroa North School Shared Values and Beliefs

Together we learn for life - Ako ngātahi ki te ora

We believe in...

<i>Manaakitanga</i> Caring and respect	<i>Pono</i> Integrity	<i>Ka haere ngātahi te mana me te mahi</i> Making positive choices for behaviour and learning	<i>Te kounga o te ako</i> Quality learning	<i>Whanaungatanga</i> Our community and whanau
---	--------------------------	--	---	---

LEADERSHIP and TEACHING: We value ...

<i>Te kounga o te mahi</i> Quality work	<i>Te kounga o te whakaako me te ako</i> Quality teaching and learning
<i>Whakapono</i> Trust	<i>Tautokotanga</i> Building self esteem within a warm and inclusive environment
<i>Mahi ngātahi</i> Shared decision making and non-coercion	<i>He marau whānui</i> A balanced curriculum
<i>Whakaaro auaha, whakaaro whānui</i> Innovation and diversity	<i>He akomanga haumaru, he akomanga mahana</i> A high quality learning environment
<i>Pūkenga whakatupu</i> Personal development	<i>Hauora</i> Health and wellbeing
<i>Te rerenga pai o te kōrero</i> Open communication	

Strategic Section

I. Strategic Objectives

School Objectives for 2020 to 2022 based on the school belief system.

a. Curriculum Delivery

- Comprehensive high quality classroom programmes based on the school curriculum delivery plan and school beliefs.
- Comprehensive high quality special needs programmes targeted to address identified learning needs including children with special abilities. (see page 7).
- Comprehensive achievement screening processes based on National N. Z. Curriculum levels to identify children needing special needs and achievement improvement areas.
- Regular measuring of student achievement levels against National N.Z. Curriculum.
- Attractive classroom environments to reflect children's work.
- Specific learning outcomes to be shared with the children.
- Pupils to be taught goal-setting and self-evaluation skills.
- ICT skills to be integrated into learning programmes.

b. Curriculum Content

- The programme will be based on the N.Z. Curriculum Document and Te Whariki.
- Priority will be given to literacy and numeracy at all levels.
- Values education will be specifically taught using the school shared values beliefs which complement the key competencies and values in the NZ Curriculum Document.

c. Personnel

- Operate a collaborative non-coercive management system based on the school beliefs.
- Through the Bean system, promote high levels of staff performance through self-reflection, staff development and peer support.

d. Finance

- Allocate funds and monitor expenditure to reflect strategic priorities and support the schools beliefs.
- Education Services will provide external expertise and support.
- Comply with legislative reporting requirements and deadlines.

e. Property/Health and Safety

- Follow the asset management and 10 year property programmes to enhance and extend school facilities and provide an attractive stimulating environment.
- Implement the school Health and Safety plan.

f. Community Relationships

- Consult with parents and staff to increase shared ownership of the school. Share student achievement information with the community through the charter.
- School Docs will manage school's policies and procedures

g. Maori and other cultures

- Develop policies and practices that reflect N.Z.'s diversity and the unique position of Maori culture. The school offers teaching in basic Maori Language (level 6) as per the NZ curriculum. For those parents who wish to have their children taught at a higher level of Te Reo (levels 1 to 5) the school is able to direct parents to local options including, bilingual and total immersion teaching.
- Our Maori students will enjoy educational success as Maori.

h. Strategic Planning and Self Review

- Plan and carry out regular self-review of all school operations.
- Use student achievement data and NZ curriculum standards to inform strategic planning.
- Submit an updated and approved Charter to the M.O.E. by the requested date.

i.

Special Needs Programmes: Summary of Organisation and Objectives 2020

The following key programmes give support to learners with special needs and support student achievement

Remedial Reading Support

Component: 1.2 FTTE across 3 team leaders
Source: SEG/TFEA/ORS funded staffing
Identified by: Check point reviews. Teacher assessment.

Objectives:

1. To provide ongoing support for very low progress children at Y2 –Y6 level in a supportive environment.
2. To provide support to children requiring short and long term reading support.
3. To give these children the skills needed to function independently in the classroom.

Results reviewed: Annually

Literacy Intervention

Component: .4 FTTE
Source: Staffing
Identified by: Teacher assessment

Objectives:

1. To provide a targeted specialised remedial literacy programme to accelerate learning.

Results reviewed: Annually

APSEL Coordinator

Component: 1 FTTE
Source: SEG/TFEA funded staffing, Staffing
Identified by: Teacher, parent referral. School discipline procedures.

Objectives:

1. To provide a broad based support programme to children whose learning is at risk from social and emotional factors.

Language and Learning Intervention

Component: 12 hours paraprofessional per week
Source: Staffing, TFEA
Identified by: Teacher assessment, Speech Therapist

Objectives:

1. To provide a one to one individualized programme set up by the speech therapist.

Results reviewed: Annually

Maths Support Programme

Component: 12 hours paraprofessional per week
Source: SEG/TFEA
Identified by: Check point reviews. Teacher assessment. Pearson testing.

Objectives:

1. To provide intense basic numeracy support to identified children in Year 3-Year 6

Results reviewed: Annually

Perceptual Motor Programme

Component: 15 hours paraprofessional per week
Source: SEG/TFEA
Identified by: PMP screening programme.

Objectives:

1. To provide meaningful activities and experiences in areas that relate to cognitive development prior to the onset of formal learning. These include eye/hand/foot coordination, auditory and visual memory processing, locomotion, balance and fitness.

Paraprofessional Support Team Phonics Programme

Component: 40 hours paraprofessional per week.
Source: SEG/TFEA

Objective:

1. To provide support with phonics programme in the Junior team.

Oral Language

Component: 25 hours paraprofessional per week
Source: SEG/TFEA/TARF
Identified by: ROL, Blank's Questioning

Objective:

1. To lift oral language competence in both speaking and listening.

Results reviewed: Annually

Lunch Club

Component: .2 FTTE, 6 hours paraprofessional support per week
Source: SEG/TFEA/TARF, Staffing
Identified by: School behaviour management procedures.

Objectives:

1. To provide intensive social and emotional skill development for children with high needs particularly identified in the playground.
2. To give children the skills and attitudes necessary to manage their own good behaviour.
3. To provide an opportunity for the recognition of quality playground behaviour and attitudes.

Children with Special Abilities

Component: .4 FTTE
Source: Staffing/TFEA
Identified by: Check point reviews. Teacher assessment.

Objective:

1. To identify the learning needs of able students.
2. To meet the learning needs of able students through literacy, numeracy, thinking and leadership.
3. To assist teachers in the development of individualised programmes for the learning needs of able students in arts, science and technology.

Results reviewed: Annually

ORS

- Objective:
1. Intensive support for ORS verified students in an inclusive needs based setting. All teacher specialist programmes are available to ORS verified children where IEP identifies need.

Ako ngatahi ki te ora

ESOL

Component: 15-20 hours paraprofessional per week
Source: SEG / MOE ESOL funding

Objective:

1. Language/reading support to ESOL children and new immigrants.

Results reviewed: Annually

Paraprofessional Support Team Moderate Needs Children

Component: 17.5 hours paraprofessional per week.
Source: SEG/TFEA
Identified by: At Risk Committee. Outside agencies...early intervention.

Objective:

1. To provide curriculum support to children with identified moderate needs generally just below the ORS identification threshold.

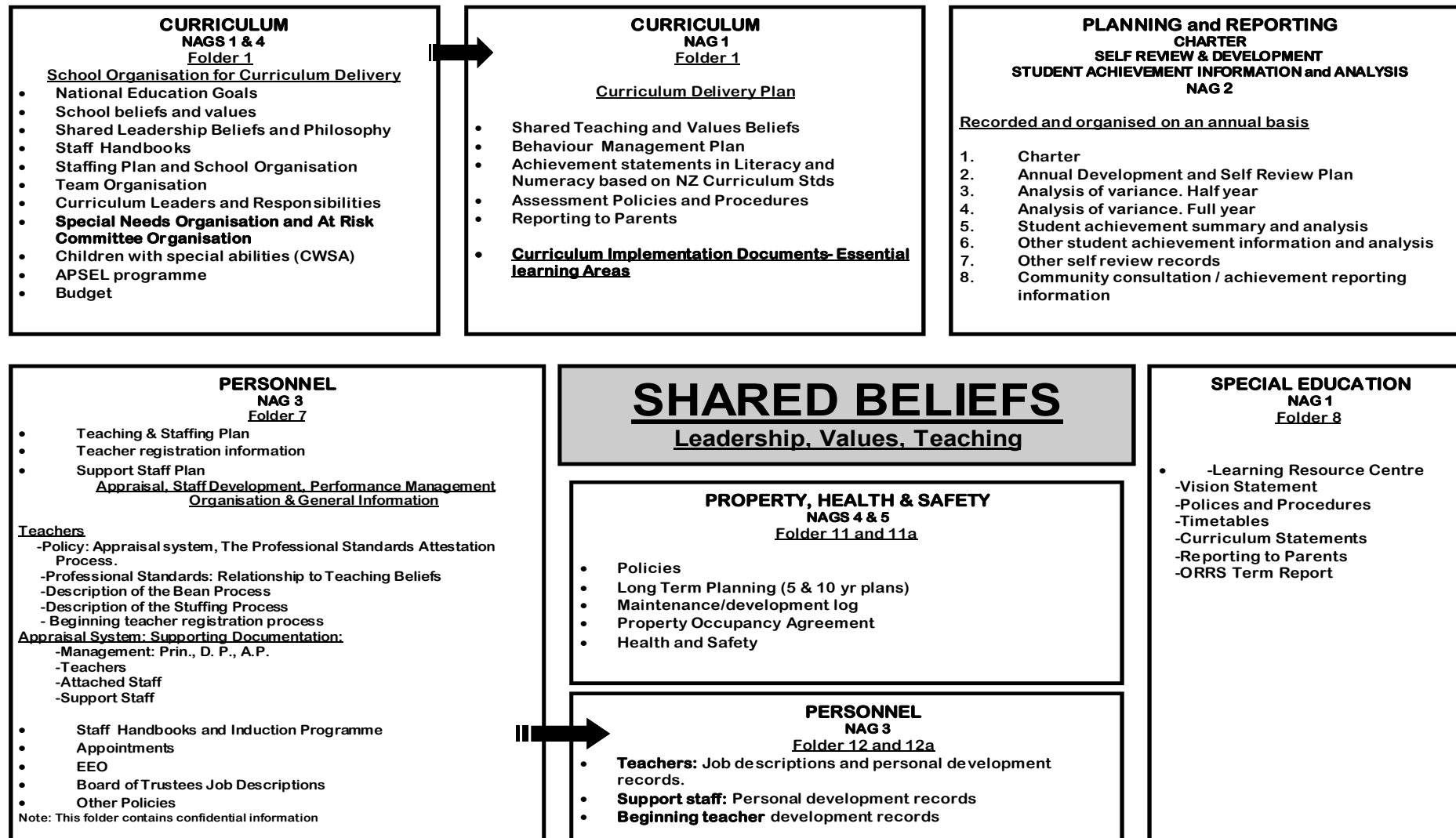
Social Interaction Extension Class

Component: 7.5 hours paraprofessional per week.
Source: SEG/TFEA/TARF

Objective:

1. To develop a sense of wellbeing and belonging to identified students, increase understanding of themselves and the environment and develop skills to participate confidently in classroom activities.

j. **National Administration Guidelines- Organisation of Documentation**
The following key documents inform and give effect to the School Charter



Planning and Results Section

I. Curriculum Review Cycle 2020 to 2022 (NAG 1)

	2020	2021	2022
Area Stage 1 (Introducing)	Ongoing review and development of curriculum delivery documentation / plans, The Arts.	Ongoing review and development of curriculum delivery documentation / plans, Mathematics.	Ongoing review and development of curriculum delivery documentation / plans, Health and Physical Education.
Stage 2 (Implementing)	Digital Technology Maori/Te Reo	The Arts	Mathematics
Stage 3 (Reinforcing)	Oral Language	Digital Technology Maori/Te Reo	The Arts
Responsibility	1. All teaching staff. 2. Curriculum area leaders.	1. All teaching staff. 2. Curriculum area leaders.	1. All teaching staff. 2. Curriculum area leaders.

II. National Administration Guidelines Policy Self Review Plan 2020

Refer to detailed Policy Review Plan in policy statements documentation as per School Docs guidelines.

iii.

TEAM 1 , YEARS 5 and 6 : NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2019 year 5 = 2018 year 4

Year 5&6 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019:</p> <p>All Y5 – Running records</p> <ul style="list-style-type: none"> 81% at or above <p>Boys</p> <ul style="list-style-type: none"> 86% at or above <p>Girls</p> <ul style="list-style-type: none"> 83% at or above <p>Maori</p> <ul style="list-style-type: none"> 82% at or above <p>All Y5 – Probe 2</p> <ul style="list-style-type: none"> 100% at or above (2 chn) <p>All Y6 – Probe 2</p> <ul style="list-style-type: none"> 85% at or above <p>Girls</p> <ul style="list-style-type: none"> 89% at or above <p>Boys</p> <ul style="list-style-type: none"> 81% at or above <p>Maori</p> <ul style="list-style-type: none"> 85% at or above <p>November 2019:</p> <p>All Year 5: 85% at or above 66/78</p> <p>Year 5 boys: 82% at or above 36/44</p> <p>Year 5 girls 89% at or above 30/34</p> <p>Year 5 Maori: 88% at or above 29/33</p> <p><i>Other strengths identified:</i></p> <p>Year 5 Pasifika: 100% at or above 8/8</p> <p>Year 5 Other (Asian/MELA): 100% at or above 8/8</p> <p>All year 6: 85% at or above 58/68</p> <p>Year 6 boys: 82% at or above 28/34</p> <p>Year 6 girls: 88% at or above 30/34</p> <p>Year 6 Māori: 83% at or above 24/29</p> <p><i>Other strengths identified:</i></p> <p>Year 6 NZ European: 80% at or above 20/25</p> <p>Year 6 Pasifika: 100% at or above 10/10</p>	<p>2019: All Y6 - Running Records:</p> <ul style="list-style-type: none"> 3 below 4 well below <p>Boys –</p> <ul style="list-style-type: none"> 2 below 3 well below <p>Girls</p> <ul style="list-style-type: none"> 1 below 1 well below <p>Y6 Maori – Running Records:</p> <ul style="list-style-type: none"> 2 below 4 well below <p>November 2019:</p> <p><i>Other areas of improvement identified:</i></p> <p>Year 5 NZ European: 73% at or above 21/29</p>	<ul style="list-style-type: none"> Flexible grouping for needs – both classroom and withdrawal programmes Relevant material and resources chosen to cater for interest and level (Fluency boxes interest based too) PD with team to share planning, comprehension activities, suitable related activities Focus on inference with related activities (Keying Into Inference tasks) Encourage reading mileage – “Eyes on text” Read with, read to, read by; including teacher read chapter/picture books Emphasis placed on reading vocab and language “At risk” children listened to regularly (to teacher, teacher aide or buddy reading) Encourage low ability readers to support Team 3 Radical Readers programme – supports their own reading Peer reading within class ICT resources eg. Reading Eggs, Story Bird, Study Ladder, Literacy Shed, Storyline, Kiwi kids News Use of resources such as Sensational Reading activities to use as follow up tasks that are multi-levelled for easier post reading activities Using Art/origami reading tasks to follow instructions and ‘make’

Year 6 Other (Asian/MELA): 100% at or above 4/4		
<p>Key Reading Targets for 2019: Year 5: Of the 7 children achieving below – 3 will move to at (1 boy, 2 girls. 1 Maori, 1 NZ European, 1 Cook Island Maori)</p> <p>Year 6: Of the 9 achieving below – 8 will move to at (6 boys, 2 girls. 4 Maori, 2 NZ European, 1 Cook Island Maori, 1 Samoan)</p>		
<p>End of Year Analysis: Year 5: Of the 3 Year 5 chn targeted to move from below to at – all have moved to at (1 girl/CI, 1 boy/NZ European, 1 girl/Māori) Of the 4 Year 5 priority learners achieving below, 1 is now well below (1 boy/NZ European), 2 are still below (1 girl/Māori, 1 girl/NZ European) and 1 is now at (1 boy/Māori) Of the 8 Year 5 priority learners who were well below, 4 are still well below (3 boys/NZ European), 1 girl/Māori), 3 are now below (1 boy/NZ European, 1 boy/NZ Māori, 1 girl/Māori) and 1 is at (1boy/African)</p> <p>Year 6: Of the 8 Year 6 children targeted to move from below to at – 1 is still below (boy/NZ European), 5 are at (2boys/Māori, 2 girls/Māori, 1 boy CI) and 2 are above (1 boy/European, 1 boy/Samoan) The 1 Year 6 priority learner achieving below left. Of the 4 Year 6 priority learners who were well below, 1 has left (1boy/Māori), 2 are still well below (2 boys/Māori) and 1 is now below (1 girl/Māori)</p>		
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019: Y6 girls:</p> <ul style="list-style-type: none"> 83% at or above <p>November 2019: Year 6 girls: 77% at or above</p> <p>Other areas of strength identified: Year 6 other (Asian/MELA): 75% at or above</p> <p>All Year 5: 76% at or above 58/77 Year 5 girls: 82% at or above 28/34 Year 5 Māori: 78% at or above 25/32 Year 5 Pasifika: 87.5% at or above 7/8 Year 5 other (Asian/MELA): 87.5% at or above 7/8</p>	<p>2019: All Y5:</p> <ul style="list-style-type: none"> 26 below 8 well below <p>Y5 boys</p> <ul style="list-style-type: none"> 18 below 5 well below <p>Y5 Maori</p> <ul style="list-style-type: none"> 12 below <p>Y5 European</p> <ul style="list-style-type: none"> 9 below 4 well below <p>All Y6:</p> <ul style="list-style-type: none"> 13 below 5 well below <p>Y6 boys</p>	<ul style="list-style-type: none"> Opportunities to write freely – quick writes (Louise Dempsey/Sheena Cameron ideas) Model writing – use children's examples; oral discussion, scaffold, word dump to encourage independence (apply learning) Guided writing Success criteria discussed and visible – how to move from mediocre to outstanding (using post it notes and model books) Using sentence starters (from oral language starters). Responding to writing with a question to encourage responses Opportunities to share "best" word/paragraph/sentence Slow down to achieve quality not quantity – make it achievable to complete a piece of writing Focus on a few genres in depth

	<ul style="list-style-type: none">• 8 below• 5 well below Y6 European <ul style="list-style-type: none">• 6 below• 1 well below Y6 Maori <ul style="list-style-type: none">• 5 below• 3 well below <p>November 2019: Y5 boys: 70% at or above 30/43 Y5 NZ European: 66% at or above 19/29 All Year 6: 66% at or above 45/68 Year 6 boys: 56% at or above 19/34 Year 6 NZ European: 64% at or above 16/25 Year 6 Māori: 66% 19/29</p>	<ul style="list-style-type: none">• Opportunities to write from own experience – make writing purposeful• Writing should have an audience to have purpose• Link writing to other curriculum areas• Team PD – continue to share ideas, activities, resources, next steps• Moderate writing in team – using drafts (share a ‘spread’ of levels from within class)• Assisted technology to support eg dyslexic students• ICT Resources – using visual prompts – eg Pobble 365, GoPro.com• Freestyle writing (a variety of genre choices on the same topic)• Using short sharp activities such as 3,3,3 (plan, write, edit)., 6 sentence quick writes• Using Game of Awesome• Diary of a Wimpy Kid, Wreck This Journal tasks.• Mark regularly and only write a response to the message (ignore spelling, caps etc) in Daily Dash writing.• Using Literacy Shed often to motivate writing
<p>Key Writing Targets for 2019: Year 5: Of the 8 achieving well below – 2 will move to below and 1 will move to at (WB-B = 1 boy, 1 girl. 1 NZ European, 1 Maori. WB-At – 1 girl, 1 Indian)</p> <p>Of the 26 achieving below – 16 will move to at (10 boys, 6 girls. 8 Maori, 6 NZ European, 1 Cook Island Maori, 1 Middle Eastern)</p> <p>Year 6: Of the 5 achieving well below – 1 will move to below (1 boy. 1 Middle Eastern)</p> <p>Of the 13 achieving below – 6 will move to at (4 boys, 2 girls. 1 Maori, 3 NZ European, 2 Cook Island Maori)</p>	<p>End of Year Analysis: Of the 2 Y5 chn targeted to move from well below to below: 1 has left (boy/NZ European) and 1 is still well below (girl/Māori) The 1 child targeted to move from well below to at is now working above .(1 girl/Indian) Of the 4 chn identified as priority learners that are well below, 1 has left (1girl/Māori) and 3 are still well below (1 boy/Arican, 2 boys/NZ European)</p> <p>Of the 16 Year 5 chn targeted to move from below to at: 3 are now well below (2 girls/Māori, 1 girl/NZ European), 2 are still below (1 boy/Māori, 1 girl/NZ European) 11 are at (1 boy/ME, 2 boys/NZ European, 1 girl/Māori, 1 boy/CI, 1 boy/Māori, 1 boy/Māori, 1 boy/Māori, 1 boy/NZ European, 1 boy/Māori, 1 girl/NZ European) Of the 10 Year 5 chn identified as priority learners who are identified as below, 5 are now well below (2 boys/Māori, 2 boys/NZ European, 1 boy/CI) 2 are still below (1 boy/Māori, 1 girl/NZ European) 3 are now at (1 boy/Māori, 1 boy/CI, 1 girl/CI)</p> <p>The 1 child targeted to move from well below to below has left (1 boy/ME) Of the 4 Year 5 children identified as priority learners who are well below, 1 has left (1 boy/Māori), 2 are still well below (2 boys/Māori) and 1 is ORS (1 boy/NZ European)</p> <p>Of the 6 Year 6 chn targeted to move from below to at: 5 are still below (1 girl/Māori, 1 boy/CI, 1 boy/CI, 1 boy/NZ European, 1 boy/NZ European) 1 is now at (1 girl/NZ European)</p>	

Of the 7 Year 6 chn identified as priority learners who are below, 1 is now well below (1 boy/Māori), 6 are still below (1 boy/Māori, 2 girls/Māori, 2 boys/NZ European, 1 girl/NZ European)

Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019:</p> <p>Addition and subtraction:</p> <p>Y5 All: 86% at or above</p> <p>Y5 girls: 86% at or above</p> <p>Y5 boys: 85% at or above</p> <p>Y5 Maori: 83% at or above</p>	<p>2019:</p> <p>Multiplication and Division</p> <p>All Y5:</p> <ul style="list-style-type: none"> • 30 below • 3 well below <p>Y5 boys</p> <ul style="list-style-type: none"> • 15 below • 2 well below <p>Y5 girls</p> <ul style="list-style-type: none"> • 15 below • 1 well below <p>Y5 Maori</p> <ul style="list-style-type: none"> • 11 below • 2 well below <p>Y5 European</p> <ul style="list-style-type: none"> • 10 below • 1 well below <p>All Y6:</p> <ul style="list-style-type: none"> • 28 below • 8 well below <p>Y6 boys</p> <ul style="list-style-type: none"> • 16 below • 3 well below <p>Y6 girls</p> <ul style="list-style-type: none"> • 15 below • 5 well below <p>Y6 Maori</p> <ul style="list-style-type: none"> • 13 below • 3 well below <p>Addition and Subtraction</p>	<ul style="list-style-type: none"> • Focused daily teaching: knowledge and strategy, balance programme – maintenance of all strands – 4 days instruction and Fridays knowledge activities. • Ensure there is a 70% coverage of Number in your long term plans • Flexible grouping for need – ability, interest, gender • Sometimes mixed groupings – share expertise, learn from each other – whole class (Peel the onion) • Paired grouping – engaging all (Buddy Maths) • Use relevant maths activities and resources – link to other curriculum areas and real life • Sourcing rich mathematical tasks (STEM, Enrich, You cubed) • Team PD – continue to focus on strategies, stages, rich tasks, games, resources • Moderate according to needs of team. • Use Pearson for assessment and related follow-up activities • Use correct mathematical language • ICT – Use related websites eg E-Ako maths, Study ladder, Sumdog, Prodigy • Use of new Wilkie Way screening assessment to identify class and individual needs • Use of Tokoroa North Staff for PD, observations, expertise. • Use NZ Maths problem solving tasks. <p>Analyse your PAT results as areas of needs for your class</p>

	All Y6: <ul style="list-style-type: none"> • 28 below (14 boys, 14 girls) • 3 well below (2 ORRS) (2 boys, 1 girl) Y6 Maori 11 below	
Key Mathematics Targets for 2019: Add/subtraction: Year 5: Of the 8 achieving below – 3 will move to at. (1 boy, 2 girls. 1 Maori, 1 NZ European, 1 Indian) Year 6: Of the 28 achieving below – 18 will move to at. (9 boys, 9 girls. 7 NZ Europeans, 5 Maori, 4 Cook Island Maori, 1 Middle Eastern, 1 African)		End of Year Analysis: Of the 3 chn targeted to move from below to at: 3 are now at (1 girl/NZ European, 1 girl/Indian, 1 boy/Māori). Of the 5 Year 5 chn identified as priority learners that are below: all 5 are still below (1 girl/NZ European, 1 boy/NZ European, 1 boy/Māori, 2 girls/Māori) Of the 2 Year 5 chn identified as priority learners that are well below: both are still well below (2 boys/NZ European) Of the 18 Year 6 children identified to move from below to at: 4 are still below (1 girl/Māori, 1 boy/Māori, 1 boy/NZ European, 1 girl/NZ European, 13 are now at (2 boys/Māori, 2 boys/CI, 2 girls/CI, 3 girls/NZ European, 2 boys/NZ European, 1 girl/African, 1 boy/ME) and 1 is above (1 girl/Māori) Of the 3 Year 6 chn identified as priority learners that are well below: 1 has left (1 boy/ME, and 2 are ORS – 1 boy/NZ European, 1 girl/NZ European) Of the 10 Year 6 children identified as priority learners that are below: 1 has left (1 boy/ME, 5 are still below (2 boys/Māori, 2 girls/Māori, 1 boy/NZ European) and 4 are now at (2 girls/Māori, 1 boy/CI, 1 girl/NZ European)

Reading analysis:

There is little disparity in the achievement of Year 5 boys and Year 5 girls in reading with boys achieving 82% at or above and girls achieving 88% at or above.

Year 5 Māori and Pasifika children are achieving higher than Year 5 NZ Europeans with Māori achieving 88% at or above, Pasifika achieving 100% at or above and NZ Europeans achieving 73% at or above

TEAM 2, YEAR 3 and 4: NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2019 year 4 = 2018 year 3

Year 3 & 4 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
Year 4: 56/64 – (87%) At or Above NZCL in Reading 58/62 – 94% At or Above NZCL in Reading Maori: 26/30 – (87%) At or Above NZCL in Reading 29/31- 94% at or Above NZCL in Reading Girls: 25/29 – (86%) At or Above in Reading 28/30 – 93% girls At or Above NZCL in Reading Boys:31/35 – (88%) At or Above in Reading 30/32 94% At or Above NZCL in Reading	<ul style="list-style-type: none">To raise the achievement levels of all Year 3 students in ReadingYear 3: 29/69 (42%) Below or Well Below NZCL in Reading 56/68, 82% At or Above NZCL in Reading 11/68, 16% Below or Well below NZCL in ReadingYear 3 Maori: 18/33 (54%) Below or Well Below23/31, 74% At or Above NZCL in Reading 8/31, 26% Below or Well below NZCL in ReadingYear 3 Boys: 19/35 (54%) Below or Well Below in Reading 28/33, 85% At or Above in Reading 5/33 15% Below or Well Below NZCL in ReadingYear 3 Girls: 17/34 (50%) Below or Well below in reading 28/35 80% At or Above in NZCL in Reading 7/35, 20%At or Above NZCL in Reading	<ul style="list-style-type: none">Reading MileageHigh interest materialAutomaticity of Basic Sight WordsBuddy readingIdentification of low achieversShared book/Poems/SongsHearing good readers readGrouping for needsTeam Development lead by Literacy leaderDigital resources – Reading EggsRemedial small group instructionPD in Oral LanguageListening PostRainbow Readers
Key Reading Targets for 2019: Year 3: Of the 20 students Reading Well Below (8 boys, 12 girls, 10 Maori, 1 Cook Island Maori, 5 NZers, 1 British, 2 Asian, 1 Middle Eastern) 2 will have moved to At Of the 16 students Reading Below NZCL (11 boys, 5 girls, 7 Maori, 2 Asian, 4 NZers, 2 CIM, 1 Fijian), will have moved to At Year 4: Of the 5 students reading Well Below (3 boys, 2 girl, 2 Maori and 3 NZers) 1 will have moved to Below. Of the 3 students reading Below (1 boy, 2 girls, 2 Maori and 1NZer), 2 will have moved to At		End of Year Analysis: Year 3:Of the 20 students Reading Well Below NZCL (8 boys, 12 girls, 10 Maori, 1 Cook Island Maori, 5 NZers, 1 British, 2 Asian, 1 Middle Eastern) 10 (7 girls 3 boys, 3 Maori) have moved to At, 1 (Maori girl) has moved to Below. 1 (NZ boy)is selective mute and so has no Reading data and 1(Middle Eastern boy) has left. Year 4: Of the 16 students Reading Below NZCL (11 boys, 5 girls, 7 Maori, 2 Asian, 4 NZers, 2 CIM, 1 Fijian), 7 (5 boys, 2 girls, 4 Maori) are Reading Above, 7 (4 boys, 3 girls, 4 Maori) are Reading At and 2 boys have left. Of the 5 students Reading Well Below (3 boys, 2 girls, 2 Maori, 3 NZers) , 1 (NZ boy) has moved to At, 1(NZ girl) has moved to Below, 2 (1 NZ boy, 1 Maori girl) are Well Below, 1 Maori boy has left. Of the 3 students reading Below (1 boy, 2 girls, 2 Maori, 1 NZer), all are Reading At

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
Year 4: 51/64 – (80%) At or Above NZCL in Writing 39/62, 63% At or Above in Writing Maori: 26/33 – (79%) At or Above NZCL in Writing 19/31, 61% Maori At or Above NZCL Girls:25 /28– (89%) At or Above NZCL in Writing 23/31, 74% At or Above NZCL in Writing	<ul style="list-style-type: none">To raise the achievement levels of all Year 3 students in Writing.Year 3: 33/69 (48%) Below or Well below the NZCL in Writing 23/69, 33% Below or Well Below NZCL in Writing15/33 (45%) Maori below or Well Below the NZCL in Writing 16/31, 51% Maori Below or Well below NZCL in Writing15/35 (43%) Boys Below or Well below NZCL in Writing 12/34, 35% Boys Below or Well Below NZCL in WritingTo raise the achievement levels of all Year 4 students in Writing particularly boysYear 4 Boys: 10/33 – (30%) Below or Well Below NZCL in Writing 15/31, 48% Below or Well Below in Writing	<ul style="list-style-type: none">High interest topics – using video clipsQuick writes – Sheena CameronModelling & scaffoldingStep by step guidanceRealistic expectationsAccess to word cards & writing aidsWriting criteria establishedTeach selected genresModerating as a team and with other teamsTeam development led by Literacy leaderOral LanguageCelebrating good writingLanguage experiences – real life contextOnce upon a picture -How does it work – photo, label, explain how worksClass story(writing)
Key Writing Targets for 2019: Year 3: Of the 16 students Well Below (7 boys, 9 girls, 3 NZers, 10 Maori, 1 Middle Eastern, 2 Asian) 3 will have moved to Below. Of the 16 students Below in Writing (9 boys, 7 girls, 5 Maori, 8 NZ, 1 British, 1 Filipino, 1 Fijian) 5 will have moved to At Year 4: Of the 3 students Well Below (2 boys, 1 girl, 2 Maori, 1 NZ) 0 will have moved to Below. Of the 10 students Below (8 boys, 2 girls, 5 Maori, 1 Asian, 4 NZ) 1 will have moved to At		End of Year Analysis: Year 3 Of the 16 students Well Below (7 boys, 9 girls, 3 NZers, 10 Maori, 1 Middle Eastern, 2 Asian) 6 (5 girls, 1 boy, 4 Maori) have moved to Below, 2 (1 boy, 1 girl, 1 Maori) have moved to At, 1 (Middle Eastern boy has left). Of the 16 students Below in Writing (9 boys, 7 girls, 5 Maori, 8 NZ, 1 British, 1 Filipino, 1 Fijian) 9 (3 girls, 6 boys, 2 Maori) have moved to At, 2 (1 boy, 1 girl, both Maori have left). Year 4 : Of the 3 students Well Below (2 boys, 1 girl, 2 Maori), 1 (Maori boy) has left and the other 2 are Well Below Of the 10 students Below (8 boys, 2 girls, 5 Maori) 0 have moved to At

Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<ul style="list-style-type: none"> To raise the achievement levels of all Year 3 students in Mathematics. Year 3: 32/69 (46%) Below or Well Below NZCL in Maths 38/69, 55% At or Above 31/69, 45% Below or Well Below 16/33 (48%) Maori below or Well Below NZCL in Maths 17/31, 55% Maori below/Well below 14/31, 45% Maori At/ Above 18/34 (53%) Girls below or Well Below NZCL in Maths 18/35 51% girls At or Above To raise the achievement levels of all Year 4 students in Mathematics. Year 4: 26/64 (40%) achieving below or Well Below the NZCL 7/62, 11% Below/Well below Year 4 Girls: 13/31 (42%) Below or Well below NZCL 4/31 13% Below or Well below 14/33 (42%) Maori below or Well below NZCL 3/31, 10% Below/Well Below 	<ul style="list-style-type: none"> Use of hands on equipment Regular structured maths every day Counting, number knowledge Practise at crossing the decades Force to use the strategies of the next stage when ready Knowledge activities/games Reinforcing what children know with engaging activities Family of facts teaching & practise Repetition of strategy & knowledge Use of computer websites – E-Ako, Pearson, Maths Adventure, Study ladder Grouping for needs Team development lead by Numeracy leader Remedial small group instruction Basic facts Resources from Wilkie Way Newsletters (word problems) Raise expectations
Key Mathematics Targets for 2019: Year 3: Of the 6 students Well Below (4 boys, 2 girls 4 Maori, 2 NZ) 3 will have moved to Below Of the 26 students Below (10 boys, 16 girls, 12 Maori, 1 Cook Island Maori, 1 Samoan, 2 Asian, 8 NZ, 1 Middle Eastern, 1 British) 2 will have moved to At. Year 4: Of the 13 students Well Below((7 boys, 6 girls, 8 NZ, 5 Maori) 8 will have moved to Below Of the 13 children Below (6 boys, 7 girls, 8 Maori, 5 NZers) 5 will have moved to At.		End of Year Analysis: Year 3: Of the 6 students Well Below (4 boys, 2 girls 4 Maori, 2 NZ) 4 (3 boys, 1 girl, 2 Maori) have moved to Below. Of the 26 students Below (10 boys, 16 girls, 12 Maori, 1 Cook Island Maori, 1 Samoan, 2 Asian, 8 NZ, 1 Middle Eastern, 1 British) 6 (2 girls, 4 boys, 2 Maori) have moved to At, 3 have left. Year 4: Of the 13 students Well Below (7 boys, 6 girls, 8 NZ, 5 Maori) 5 (3 boys, 2 girls, 2 Maori) have moved to Below, 4 (2 boys, 2 girls, 2 Maori) have moved to At, 1 (Maori boy) has left. Of the 13 children Below (6 boys, 7 girls, 8 Maori, 5 NZers) 7 (4 girls, 3 boys, 5 Maori) have moved to At.

TEAM 3, YEARS 1 and 2 : NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING

Year & Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2018 Year 1 18% at or above <i>2019 Year 1 26/55 47% at and above</i></p> <ul style="list-style-type: none">• Maori 20%• <i>10/20 50% at and above, 10/20 50% below and well below</i>• Boys 17%• <i>10/24 42% at and above, 14/24 58% below and well below</i>• Girls 18%• <i>16/31 51% at and above, 15/31 49% below and well below</i> <p>2018 Year 2 42% at or above <i>2019 Year 2 50/82 61% at and above</i></p> <ul style="list-style-type: none">• Maori 39%• <i>20/38 61% at and above, 15/38 39% below and well below</i>• Boys 41%• <i>27/48 56% at and above, 21/48 43% below and well below</i>• Girls 43%• <i>23/34 67% at and above, 11/34 32% below and well below</i> <p>2019 Year 2: To raise levels of all children.</p>	<p>Guided reading magenta/red/yellow – read every day with the teacher</p> <p>Basic sight words development in multiple ways.</p> <p>Teacher Lead Phonics – <u>every day</u></p> <p>Oral language – planned and integrated through the curriculum</p> <ul style="list-style-type: none">- using the vocab book- Blank level of questioning <p>Link reading & writing (interlinked)</p> <p>Reading to (at least 3 books <u>as well as</u> the big book and poem)</p> <p>Variety of reading approaches – reading to, shared, guided and independent</p> <p>Modelling big book – plan if needed.</p> <p>Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times.</p> <p>Comprehension – oral Language</p> <p>Radical readers</p> <p>Reading egg – 20 mins at least 4 times a week</p> <p>Rainbow Readers (NE based)</p> <p>Use ipads to record and share back.</p> <p>Audio books, readers, Ready to Read books</p> <p>Feedback to the children</p> <p>Opportunities to read to the class</p>
<p>Key Reading Targets for 2019:</p> <p>Of the 16 students Below in Reading (8 are Maori, 1 is Cook Island and 7 are European) 15 of these students will move to At.</p> <p>Of the 42 students Well Below in Reading (20 are Maori, 1 is Cook Island, 2 is Indian, 1 is Chinese, 1 Filipino, 1 Asian and 16 are European) 7 of these students will move to At and 19 to Below.</p>		<p>End of Year Analysis:</p> <p>Below</p> <p><i>Of the 8 Maori students: 3 moved to Above and 5 moved to At.</i></p> <p><i>The 1 Cook Island student moved to Above.</i></p> <p><i>Of the 7 NZ European students: 1 left, 3 moved to Above and 2 to At.</i></p> <p><i>Three new students were added during the year 2 moved to At.</i></p> <p>Well Below</p> <p><i>Of the 20 Maori students: 5 left and 4 moved to At.</i></p> <p><i>Of the 5 Asian students: 2 moved to Above and 1 to At.</i></p> <p><i>The 1 Cook Island student remained WB.</i></p> <p><i>Of the 16 NZ European students: 1 moved to Above and 1 to At.</i></p>

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2018 Year 1 33% at or above <i>2019 Year 1 35/55 64% at and above</i></p> <ul style="list-style-type: none">• Maori 26%• <i>12/20 60% at and above, 8/20 40% below and well below</i>• Boys 32%• <i>14/24 58% at and above, 10/24 42% below and well below</i>• Girls 36%• <i>21/31 68% at and above, 10/31 32% below and well below</i> <p>2018 Year 2 54% at or above <i>2019 Year 2 60/82 73% at and above</i></p> <ul style="list-style-type: none">• Maori 55%• <i>28/38 74% at and above, 10/38 26% below and well below</i>• Boys 51%• <i>33/48 68% at and above, 15/38 31% below and well below</i>• Girls 57%• <i>27/34 80% at and above, 7/34 20% below and well below</i> <p>2019 Year 2: To raise writing levels of all children specifically boys and Maori.</p>	<p>Generating ideas – find, do view or listen to something, giving children the choice of what to write about and the materials they choose to write on and with.</p> <p>Target children well below and track Well below children to write <u>every day</u></p> <p>Link writing with reading especially at emergent level – interactive writing, phonics in the classroom</p> <p>Provide activities to help develop fine motor skills</p> <p>Set clear expectations – success criteria.</p> <p>Oral language</p> <p>Language Experience – once a week.</p> <p>Moderation</p> <p>Regular modelling by the teacher – make mistakes</p> <p>Give regular and meaningful feedback often</p> <p>Value their writing by celebrating it or sharing it – make it meaningful.</p> <p>Writing area, box, table</p>
<p>Key Writing Targets for 2018:</p> <p>Of the 47 students Well Below and Below in Writing (26 are Maori, 2 are Cook Island, 4 are Asian, and 15 are European) 21 of these students will move to At.</p>		<p>End of Year Analysis: Well Below/Below <i>Of the 26 Maori students: 3 left and 14 moved to At.</i> <i>Of the 2 Cook Island students: 1 moved to At.</i> <i>Of the 4 Asian students: 2 moved to At.</i> <i>Of the 15 NZ European along with 1 arriving during the year: 9 moved to At.</i> <i>26/47 – 55% moved to AT.</i></p>

Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2018 Year 1 87% at or above NS. <i>2019 Year 1 48/55 87% at and above</i></p> <ul style="list-style-type: none"> Maori 94% <i>16/20 80% at and above, 4/20 20% below and well below</i> Boys 88% <i>22/24 92% at and above, 2/24 8% below and well below</i> Girls 88% <i>26/31 83% at and above, 5/31 16% below and well below</i> 	<p>2018 Year 2 49% at or above <i>2019 Year 2 55/82 67% at and above</i></p> <ul style="list-style-type: none"> Maori 50% <i>25/38 66% at and above, 13/38 34% below and well below</i> Boys 60% <i>30/48 63% at and above, 18/48 37% below and well below</i> Girls 42% <i>25/34 72% at and above, 9/34 26% below and well below</i> <p>2019 Year 2: To raise maths levels to 90% At or Above of all children.</p>	<p>Stage 4 – what does this look like Better awareness of stages and the strategies children need to know to be ready for the next stage. Consolidating patterns to 5 and 10 with and without materials. Using digital technology Oral Language – maths terms, questions, responses, sharing. Integrated learning in a fun and meaningful way - big books, topics, integrated units Calendar maths – expose and challenge to take risks Problem of the day Hands on learning – using materials, risk taking, outside maths opportunities. Differentiated/tiered learning Maths available all day Open ended tasks to support all needs Observations of children's strategies – monitoring for next steps (anecdotal notes), feedback Number of the week Displays of maths can link with literacy. Set high expectations of all learners.</p>
<p>Key Mathematics Targets for 2018:</p> <p>Of the 9 students Well Below and Below in Maths (2 are Maori and 7 are European) 3 of these students will move to At.</p>	<p>End of Year Analysis: <i>Well Below/Below</i> <i>Of the 3 Maori students and 1 new student: 0 moved.</i> <i>Of the 7 NZ European students: 1 left and 5 moved to At.</i></p>	

IV

2019 Annual Development Plan: End of Year Review

N A G	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
N A G 1	Digital Curriculum	To develop and implement digital curriculum as part of our ICT/Technology curriculum	To support staff in Professional Development that ensures that all learners have the opportunity to become digitally capable individuals	Principal, ICT Leader, Team Leaders, teachers	All year	Professional Development has been provided through team meetings,, resource folders, shared drive, online information, courses and workshops. Teachers have started implementing Digital Technology Curriculum into their programmes.
N A G 1	Community engagement-Maori student achievement	To develop and implement the vision for the school wide Maori strategic plan and to expose teachers and students to ideas to implement the vision. The whanau support group will be an integral part of the development of the long term Maori achievement plan. To work with Tau Toko (Maori Achievement Collaborative to continuing supporting Maori achieving as Maori).	This is an on-going part of the Maori strategic plan. To support staff to strengthen knowledge of our Maori learners. Implement a school wide Maori language programme and culture	Maori curriculum leader, Team Leaders, Pilot Whanau group	All year	Our initial meeting to start our year at Te Whānau ā Noa set the scene for our schoolwide direction supported in attendance by our BOT. A vision and schoolwide strategic plan has been developed in collaboration with staff, driven by the pilot group. Many ideas from involvement with Maori Achievement Collaborative have been used to engage whānau and improve student achievement. Student achievement is higher than other ethnic groups in many year levels in reading, writing and mathematics. The introduction of student lead whanaungatanga assemblies has been very effective. Introducing kiwaha and waiata schoolwide has supported teacher confidence to apply into their classroom programmes. 3 classes have Te Reo Maori me ona Tikanga normalised in their classroom; 2 teachers have completed Level 4 Tikanga Marae course.
N A G 1	Targeted Literacy Programme	To implement a targeted specialised remedial literacy programme to accelerate learning.	To provide the best learning opportunities for students. A targeted group of students have been identified with very low levels of literacy.	DP, Specialist teacher	All year	Students involved in the programme at the beginning of the year made accelerated progress and could be discontinued after Terms 1 and 2. Students provided with 1-1 later have made accelerated progress in Oral language and Concepts about Print. Large numbers of priority learners have been discontinued as they have reached the expected NZ National Curriculum level.
N A G 1	ORS funded students	To continue our inclusive policy of involving our ORS funded students in school-wide activities. Assist mainstreamed teachers with ORS funded students with planned release to support these students.	ORS funded students who are mainstreamed require an intensive programme that caters for their needs alongside our Learning Support Centre.	Principal, SENCO, Team Leader of Learning Support Centre	All year	All ORS funded students spend at least 15 hours in mainstreamed classrooms each week with Teacher Aide support. All students are involved in school activities that are of interest to them.
M A G 5	Health and Well Being	Ensure that we are aware and support our staff's health and wellbeing.	We care for our staff welfare and recognise the demands of the profession.	Principal, Team Leaders, SENCO, teachers, support staff	All year	All staff had the opportunity to participate in the NZCER Wellbeing @ School survey. Results were collated which were very positive results. Health and wellbeing is an integral part of our ongoing support for all staff and is included in regular catch-up and reflection meetings with staff.
N A G 4 & 5	10YPP/5YPP Property Plan	To complete 5YPP plan as outlined in 10YPP planning.	The priorities that are categorised Health and Safety will be addressed initially (Priority 1) then Essential Infrastructure (Priority 2) for replacement and upgrade of buildings and structures – Rooms 17 -20	Principal, BOT	All year	The planned 5YPP project (Priority 1) has been completed. Priority 2 project is nearing completion.

N A G 4 & 5	<i>Capital Works Property Plan</i>	To support in planning and restructuring of the Room 1 bathroom. To work with MOE in fencing the perimeter of the school.	Newly enrolled ORS funded students and changing needs of pre-enrolled students, have created a need to upgrade a dated bathroom. New enrolments to the school with safety risks have required the need to fence the property.	Ministry, BOT, Principal	All year	The restructuring of the bathroom has been completed. The bathroom is now a modernised facility to cater for our ORS funded students. Fencing of the school property has not been completed. There have been delays affecting the completion date.
N A G 4	<i>Finance</i>	Work with Education Services to keep within budget.	Changes in personnel in 2019 will require changes for the financial administration of the school. Establish a working relationship with Education Services.	Principal, BOT	All year	Education Services have successfully supported the financial administration of our school. Changes in personnel have been supported by the team.

V TEAM 1 YEAR 5 and 6 : NATIONAL CURRICULUM REVIEW 2019 DATA / 2020 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2020 year 6 = 2019 year 5 data 2020 Year 5=2019 Year 4 data

Year & Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 5: All – 58/62 (94%) at or above Boys - 29/31 (94%) at or above Girls - 29/31 (94%) at or above Māori – 29/31 (94%) at or above NZ European – 22/24 (92%) at or above Pasifika – 2/2 (100%) above Other – 5/5 (100%) at or above</p> <p>Year 6: All - 66/78 (85%) at or above Boys – 36/44 (82%) at or above Girls – 30/34 (88%) at or above Māori – 29/33 (88%) at or above Pasifika – 8/8 (100%) at or above Other – 8/8 (100%) at or above</p>	<p>Year 6: NZ European – 21/29 (73%) at or above</p>	<ul style="list-style-type: none"> • Model, model, model • Explicit range of genres – remember poetry, fiction, non-fiction, song lyrics etc • Think about the 'child' and their experiences and interests • Read to and draw images built in their heads • Reading artist activities to support comprehension strategies • Oral language/language experiences to support comprehension and build prior knowledge • Follow up tasks that are multi-level such as Sensational Reading, Sheena Cameron activities • Ideas for reading mileage – buddies (in-class, notebooks), EPIC • Radical Reader buddy to improve self-efficacy • Peer reading – sight word checks • Model reading in the classroom – reading to and shared reading • Reading Eggs (those with Karen), EPIC, Kiwi Kids News • Conversation prompts (from Sheena course) • Modelling books for guided groups (to refer to for strategies/skills)
<p>Key Reading Targets for 2020: Year 5: No targets Year 6: Of the 5 students who are reading below, (3 girls, 2 boys, 2 NZ European, 3 Māori) 3 will move to at (2 girls, 1 boy, 2 NZ European, 1 Māori)</p> <p>Note: The data from 2019 includes 8 NZ Europeans identified as below, however, – 1 was reclassified as Year 5 in 2020 and has now left and 2 others have also left (3 boys, 3 NZ European)</p>	<p>End of Year Analysis:</p>	

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 5: Pasifika – 2/2 (100%) at</p> <p>Year 6: All – 58/77 (76%) at or above Girls – 28/34 (82%) at or above NZ European – 19/29 (76%) at or above Māori – 25/32 (78%) at or above Pasifika – 7/8 (87.5%) at or above Other – 7/8 (87.5%) at or above</p>	<p>Year 5: All – 39/62 (63%) at or above Boys – 16/31 (52%) at or above Girls – 23/31 (74%) at or above NZ European – 15/24 (63%) at or above Māori – 19/31 (61%) at or above Other – 3/5 (60%) at or above</p> <p>Year 6: Boys – 30/43 (70%) at or above</p>	<ul style="list-style-type: none"> • Teach the 'Skills Toolkit' explicitly • Handwriting practise daily for fine motor skills & speed • Teach spelling rules explicitly • Use of story mats • Lots of opportunities to write freely (Daily Dash, Dear Whaea Megan etc) • Use of modelling book to show best practice examples from students • Success criteria of different levels in front of book. Used as a reference for next step goals (sticky post its) • Sentence starters from The Writing Book to build a plot • Conferencing that discusses next steps and stars (peer and teacher and self) • Building on students experiences to get precise nouns • Teaching about audience when thinking about word choice • Linked to other curriculum areas (topic, units etc) • Moderation each term using drafts • ICT resources and prompts (Literacy Shed, Pobble 365 or GoPro.com) • Game of Awesome to build ideas • Mark regularly and only write in response to the message (not the surface features)

<p>Key Writing Targets for 2020:</p> <p>Year 5: Of the 2 students who are achieving well below, (1 girl, 1 boy, 2 NZ European) 1 will move to below (1 girl, 1 NZ European) Of the 18 students who are achieving below, (6 girls, 12 boys, 1 Korean, 1 Chinese, 10 Māori, 6 NZ European) 2 NZ European, 3 Māori) 8 will move to at (3 girls, 5 boys, 1 Korean, 1 Chinese, 3 Māori, 3 NZ European)</p> <p>Year 6: Of the 11 students who are achieving well below, (4 girls, 7 boys, 5 Māori, 1 African, 4 NZ European and 1 Cook Island Māori) 5 will move to below (2 girls, 3 boys, 3 Māori, 1 African and 1 NZ European) Of the 5 students who are achieving below, (2 girls, 3 boys, 2 Māori, 3 NZ European) all will move to at (2 girls, 3 boys, 2 Māori, 3 NZ European)</p> <p>Note: The data from 2019 includes 2 Year 5 students who have left (2 boys, 1 NZ European, 1 Māori) and 1 who was classified incorrectly (1 girl, 1 Māori) The data from 2019 includes 1 child who was reclassified at Y5 but has now left and 2 others who have also left (3 boys, 3 NZ European)</p>		<p>End of Year Analysis:</p>	
<p>Mathematics: NAG2A (b)(i) Areas of Strength</p>	<p>NAG2A (b)(i) Areas for Improvement</p>	<p>NAG2A (b)(iii) Planned Actions for Lifting Achievement</p>	
<p>Year 5: All - 55/62 (89%) at or above Boys – 28/31 (91%) at or above Girls – 27/31 (87%) at or above NZ European – 20/24 (88%) at or above Māori – 28/31 (91%) at or above Pasifika – 2/2 (100%) at or above Other – 5/5 (100%) at or above</p> <p>Year 6: Other 8/8 (100%) at or above</p>	<p>Year 6: All – 48/78 (62%) at or above Boys 29/44 (66%) at or above Girls 19/34 (56%) at or above NZ European 16/29 (55%) at or above Māori – 20/33 (61%) at or above Pasifika – 4/8 (50%) at or above</p>	<ul style="list-style-type: none"> • Focus daily teaching: Knowledge and strategy. • A balanced programme (long term) based on the needs and knowledge of class, using assessment to determine next steps and hot spot focus (PAT analysis) • Have clear goals for learners to work towards for basic facts and strategies • Build culture of problem solvers • Minimise timed assessments • Flexible grouping to allow for mixed ability, peer teaching, expertise sharing etc. • Jo Boaler rich tasks and mindset tasks • Relevant maths tasks, activities linked to current topics • Sourcing rich mathematical tasks (STEM, Enrich, Youcubed) • Using nzmaths site more purposefully and explicitly • Using correct mathematical language (maths walls, posters visible etc) • ICT related sites – Sumdog, Prodigy, Mangahigh 	

		•
<p>Key Mathematics Targets for 2020:</p> <p>Year 5: No acceleration expected for the 1 child achieving well below. Of the 3 students who are achieving below, (3 girls, 1 Māori, 2 NZ European) 1 will move to at (1 girl, 1NZ European)</p> <p>Year 6: Of the 2 students who are achieving well below, (2 boys, 2 NZ European) 1 will move to below (1 boy, 1 NZ European) Of the 24 students who are achieving below, (girls, boys, 12 Māori, 8 NZ European, 4 Cook Island Māori) 14 will move to at (girls, boys, 7 Māori, 3 NZ European and 4 Cook Island Māori)</p> <p>Year 6: Of the 4 new students achieving below, 2 will move to at (2 boys, 1 Māori, 1 Samoan)</p> <p>Note: The Yr 5 data from 2019 includes 2 Year 5 students who have left (2 boys, 1 NZ European, 1 Māori) and 1 who was classified incorrectly (1 girl, 1 Māori)</p> <p>The Yr 6 data from 2019 includes 1 child who was reclassified at Y5 but has now left and 2 others who have also left (3 boys, 3 NZ European)</p>		<p>End of Year Analysis:</p>

TEAM 2, YEAR 3 and 4 : NATIONAL CURRICULUM REVIEW 2019 DATA / 2020 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2020 year 4 = 2019 year 3

Year 3 & 4 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 4: 34/64, 53% Above, 20/64, 31% At, 54/64, 84% At or Above in Reading 26/30, 87% boys At or Above in Reading 21/27, 78% Maori At or Above in Reading</p> <p>Year 3: 46/68, 68% At or Above in Reading 22/32, 69% Maori At or Above in Reading</p>	<p>Year 4: 7/27, 26% Maori Below or Well Below in Reading</p> <p>Year 3: 19/68, 34% Below or Well Below in Reading 10/32, 31% Maori Below or Well below in Reading</p>	<ul style="list-style-type: none"> • DAT • Shared book with Learning Intentions related to specific skills • Shared poems with specific focus • Reciprocal Reading • Buddy Reading • Modelling Books • Shared Books extending comprehension strategies • Guided Reading – small group, skills based • Reading Mileage • High interest material • Automaticity of Basic Sight Words • Identification of low achievers • Hearing good readers read • Team Development lead by Literacy leader • Digital resources • Remedial small group instruction • Grouping for specific interest • Readers Theatre
<p>Key Reading Targets for 2020:</p> <p>Year 4: Of the 2 students (1 Maori, 1 NZ European/Pakeha, both girls) reading Below the expected NZCL, 0 will have moved to At. Of the 11 students (1 NZ European/Pakeha, 9 Maori, 1 Asian, 2 boys, 8 girls) Reading Well Below the expected NZCL, 1 will have moved to Below.</p> <p>Year 3: Of the 10 students (4 Maori, 5 NZ European/Pakeha, 1 Asian, 9 boys, 1 girl) reading Below the expected NZCL, 5 will have moved to At. Of the 21 students (11 NZ European/Pakeha, 8 Maori, 2 Asian, 12 boys, 9) Reading Well below the expected NZCL, 3 will have moved to Below.</p>		<p>End of Year Analysis:</p>
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 4: 12/65, 18% Above, 33/65 51% At, 45/64, 70% At or Above in Writing 22/31, 71% boys At or Above in Writing</p> <p>Year 3: 9/68, 13% Above in Writing 46/68, 68% At in Writing</p>	<p>Year 4: 20/65, 31% Below in Writing 13/27, 48% Maori Below in Writing 12/34, 35% girls below in Writing</p> <p>Year 3: 14/68, 21% Below in Writing</p>	<ul style="list-style-type: none"> • DAT • Modelling books • Daily writing • High interest topics – using video clips • Scaffolding

25/32, 78% Maori At or Above in Writing 34/42, 81% Boys At or Above in Writing		<ul style="list-style-type: none"> • Step by step guidance • Raise expectations • Access to word cards & writing aids • Writing criteria established • Teach selected genres • Moderating as a team and with other teams • Team development led by Literacy leader • Oral Language • Celebrating good writing • Language Experiences – real life context
Key Writing Targets for 2020: Year 4: Of the 14 students (10 Maori, 4 NZ European/Pakeha, 6 boys, 8 girls) Writing Below the expected NZCL in Writing, 5 will have moved to At. Of the 7 students (5 Maori, 1 NZ European/Pakeha, 1 Asian, 2 boys, 5 girls) Writing Well Below the expected NZCL, 1 will have moved to Below. Year 3: Of the 4 students (2 Maori, 2 NZ European/Pakeha, 3 boys, 1 girl) Writing Below the expected NZCL 1 will have moved to At. Of the 14 students (4 Maori, 8 NZ European/Pakeha, 2 Asian, 8 boys, 6 girls) Writing Well Below the expected NZCL in Writing, 1 will have moved to Below		End of Year Analysis:
Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
Year 4: 37/65, 57% At or Above, 4/65, 6%, Above, 33/65, 51% At in Mathematics Year 3: 39/68, 57%, At, 12/68, 18% Above, 51/68, 74% At or Above in Mathematics 8/32, 25% Maori At or Above in Mathematics	Year 4: 29/65, 45% Below or Well Below in Maths 16/27, 59% Maori Below or Well Below in Maths Year 3: 17/68, 25% Below or Well Below in Mathematics 8/32, 25% Maori Below or Well Below in Mathematics	<ul style="list-style-type: none"> • DAT • Use of equipment • Moving students to next stage as soon as they show evidence that they are ready • Basic Facts to automaticity • Regular structured maths every day • Counting, number knowledge • Practise at crossing the decades • Force to use the strategies of the next stage when ready • Knowledge activities/games • Reinforcing what children know with engaging activities • Family of facts • Use of computer websites – E-Ako, Pearson, • Grouping for needs • Team development lead by Numeracy leader • Withdrawal for small group instruction • Resources from Wilkie Way Newsletters (word problems) • Raise expectations

Key Mathematics Targets for 2020:**Year 4:**

Of the 21 students (11 Maori, 6 NZ European/Pakeha, 2 Pacifica, 2 Asian, 7 boys, 14 girls), Below the expected NZCL, 7 will have moved to At.

Of the 7 students Well Below (7 Maori, 1 boy, 6 girls) the expected NZCL, 0 will have moved to Below.

Year 3:

Of the 11 students (4 Maori, 5 NZ European/Pakeha, 2 Asian, 7 boys, 4 girls) Below the expected NZCL, 2 will have moved to At.

Of the 9 students (4 Maori, 4 NZ European/Pakeha, 1 Asian, 7 boys, 2 girls)

Well Below the expected NZCL, will have moved to Below

End of Year Analysis:

TEAM 3, YEARS 1 and 2 : NATIONAL CURRICULUM REVIEW 2019 DATA / 2020 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2020 year 2 = 2019 year 1

Year & Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2019 Year 1 26/55 47% at or above</p> <ul style="list-style-type: none"> Maori 10/20 50% Boys 8/24 42% Girls 16/31 51% <p>2019 Year 2 50/82 61% at or above</p> <ul style="list-style-type: none"> Maori 23/38 61% Boys 27/48 56% Girls 23/34 67% 	<ul style="list-style-type: none"> Guided reading magenta/red/yellow – read every day with the teacher Basic sight words development in multiple ways. Teacher Lead Phonics – <u>every day</u> Oral language – planned and integrated through the curriculum Using the vocab book Blank level of questioning Link reading & writing (interlinked) Reading to (at least 3 books <u>as well as</u> the big book and poem) Variety of reading approaches – reading to, shared, guided and independent Modelling big book – plan if needed. Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times. Comprehension – oral Language Radical readers Reading egg – 20 mins at least 4 times a week Rainbow Readers (NE based) Use ipads to record and share back. Audio books, readers, Ready to Read books Feedback to the children Opportunities to read to the class Celebrating all success Cut up stories Explicit teaching of foundation skills
<p>Key Reading Targets for 2020: 24 children Well Below in Reading (8 are Maori, 1 is Pacifica, 12 are NZ European, 2 are Asian and 1 is South African) 5 children Below in Reading (2 are Maori, 1 is Pacifica and 2 are NZ European)</p>		<p>End of Year Analysis:</p>
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019 Year 2 60/82 73% at or above</p> <ul style="list-style-type: none"> Maori 28/38 74% Girls 27/34 80% 	<p>2019 Year 1 35/55 64% at or above</p> <ul style="list-style-type: none"> Maori 12/20 60% Boys 14/24 58% 	<ul style="list-style-type: none"> Generating ideas – find, do view or listen to something, giving children the choice of what to write about and the materials they choose to write on and with.

	<ul style="list-style-type: none"> Girls 21/31 68% 2019 Year 2 <ul style="list-style-type: none"> Boys 33/48 69% 	<ul style="list-style-type: none"> Target children well below and track Well below children to write <u>every day</u> Link writing with reading especially at emergent level – interactive writing, phonics in the classroom Cut up stories Provide activities to help develop fine and gross motor skills Developing core strength Set clear expectations – success criteria. Oral language Language Experience – once a week. Moderation Regular modelling by the teacher – make mistakes Give regular and meaningful feedback often Value their writing by celebrating it or sharing it – make it meaningful. Writing area, box, table Opportunities to write independently all day every day
Key Writing Targets for 2020: 20 children Below in Writing (8 are Maori, 2 are Pacifica, 8 are NZ European, 1 is Chinese and 1 is Filipino)		End of Year Analysis:
Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
2019 Year 1 48/55 87% at or above <ul style="list-style-type: none"> Maori 16/20 80% Boys 22/24 92% Girls 26/31 84% 2019 Year 2 <ul style="list-style-type: none"> Girls 25/34 73% 	2019 Year 2 55/82 67% at or above <ul style="list-style-type: none"> Maori 25/38 66% Boys 30/48 62% 	<ul style="list-style-type: none"> Better awareness of the stages and the strategies children need to know to be ready for the next stage Moving children from stage 2/3 to stage 4 - teachers need strong knowledge Deliberate acts of teaching Consolidating patterns to 5 and 10 without materials Using digital technology Oral language, maths terms, questions, responses, sharing, blanks questioning

		<ul style="list-style-type: none"> ● Integrated learning in a fun and meaningful way- big books, topics, integrated units ● Calendar maths - expose and challenge to take risks ● Problem of the day/week ● Hands on learning- using materials, play based, outside maths, risk taking ● Differentiated/ tiered learning ● Maths available all day ● Open ended questions to support all learners ● Observations of children's strategies- monitoring for next steps (anecdotal notes) feedback ● Number of the week ● Displays of maths - can link to other curriculum areas ● Set high expectations ● Competitive for the children who enjoy competition ● ALiM training ● Children need strong knowledge
Key Mathematics Targets for 2020: 7 children WB/Below in Maths (4 are Maori, 1 is Pacifica and 2 are NZ European)		End of Year Analysis:

VI

2020 Annual Development Plan

N A G	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
N A G 1	The Arts	To develop and implement the curriculum delivery documentation and plans in "The Arts".	To support staff to develop skills in all areas of "The Arts", focusing on music.	The Arts curriculum leader, Team Leaders	All year	
N A G 1	Digital Curriculum	To further develop and implement digital curriculum as part of our ICT/Technology curriculum. To develop digital fluency with the support of PLD expertise.	To support staff in Professional Development that ensures that all learners have the opportunity to become digitally capable individuals	Principal, ICT Leader, Team Leaders, teachers	All year	
N A G 1	Community engagement-Maori student achievement	To implement the school wide Māori programme. To build the cultural kete within our school with whanau, staff and students. To develop staff competence and confidence in Te Reo me ona Tikanga. To work with Tau Toko (Māori Achievement Collaborative to continuing supporting Māori achieving as Māori)	To have in place a Te Reo Māori programme based on the curriculum levels in Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki. To create alongside the school wide Te Reo programme, the cultural kete is a framework for collaboratively capturing what Te Ao Māori, te reo me ōna tikanga, (Māori language and linked customs and protocols and meanings) should look like in our school. To support staff to strengthen their knowledge and confidence in Te Reo Māori. To continue to learn about how schools support Māori achieving as Māori.	Maori curriculum leader, Team Leaders, Pilot group, Whanau group	All year	
N A G 1	Mathematics	To lift the achievement of mathematics at all year levels across the school. Participate in MOE funded Accelerated Learning In Mathematics (ALiM).	Data from 2019 identified targeted areas of need. To support staff with Professional Development to assist them to accelerate priority learners to experience learning success in mathematics.	Maths Leaders, Team Leaders, Specialist teachers	All year	
N A G 1	Priority Learners	To provide specialised literacy and numeracy programmes to accelerate learning for our priority learners.	A targeted group of students have been identified with very low levels of literacy and numeracy.	DP, AP, Specialist teachers, classroom teachers, Para-professionals	All year	

N A G 1	<i>Ready for Learning Foundation Skills</i>	To implement the Read 4 Learning Foundation Skills Framework on entry and to use it as an on-going assessment tool.	To support teachers with knowledge to meet the students' needs and to identify when a student is curriculum ready. To accelerate children's learning in literacy and numeracy.	AP, Junior teachers	All year	
M A G 5	<i>Health and Well Being</i>	Ensure that we are aware and support our student's and staff's health and wellbeing.	We care for our staff welfare and recognise the demands of the profession. We care for our students and recognise their specialist areas of need and support.	Principal, Team Leaders, SENCO, teachers, support staff	All year	
N A G 1	<i>ORS funded students</i>	To ensure our inclusive policy of involving our ORS funded students in school-wide activities. Support mainstreamed teachers with ORS funded students with planned release.	ORS funded students who are mainstreamed require a specialised programme that caters for their needs alongside our Learning Support Centre	Principal, SENCO, Team Leader of Learning Support Centre	All year	
N A G 4 & 5	<i>10YPP/5YPP Property Plan</i>	To complete 5YA plan as outlined in 10YPP planning.	Complete priorities categorised Health and Safety (Priority 1), Essential Infrastructure (Priority 2), Infill building upgrade – between Rooms 18 & 19	Principal, BOT	All year	
N A G 4 & 5	<i>Property School Investment Package</i>	To use the capital injection to accelerate works to complete 5YA planning and follow asset management programme.	Plan for property upgrades to enhance facilities for students.	Principal, BOT	All year	
N A G 4 & 5	<i>Capital Works Property Plan</i>	To support and work with MOE in planning for ramping and accessibility in Rooms 10 -16. To complete stage 2 of fencing of the perimeter of the school.	Newly enrolled ORS funded students have created a need for safe access to junior area of the school – Rooms 10 -16. New enrolments to the school with safety risks have required the need to fence the property.	Ministry of Education, BOT, Principal		

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$6,271 (excluding GST). The funding was spent on the employment of three support staff to organise lunchtime activities, after-school soccer, netball and rippa rugby teams together with the purchase of extra equipment for outdoor education opportunities. There were 150 children playing rippa rugby, 56 children playing netball, 10 children playing basketball, 28 children involved in gymnastics and 82 soccer players. The coaching and management of these teams was organized by school staff members. Representatives from Tokoroa North School also took part in interschool competitions for athletics, swimming, cross country, rippa rugby and gymnastics. Kiwisport funding was also used for transporting children to the tournaments.