

PONSONBY PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1446
Principal:	Sanjay Rama
School Address:	44 Curran Street, Herne Bay, Auckland, 1011
School Postal Address:	44 Curran Street, Herne Bay, Auckland, 1011
School Phone:	09 376 3568
School Email:	office@ponsprim.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Alan Webb	Chair Person	Elected	May 2022
Sanjay Rama	Principal	ex Officio	
Susan Robins	Staff Rep	Elected	May 2022
Davida Dunphy	Parent Rep	Elected	May 2022
Justin Edgar	Parent Rep	Elected	May 2022
Lisa Crooke	Parent Rep	Elected	May 2022
Lisa Carbine	Parent Rep	Elected	May 2022
Anne Malcolm	Principal	ex Officio	Resigned January 2020

Accountant / Service Provider: Shore Chartered Accountants Limited

PONSONBY PRIMARY SCHOOL

Financial Statements - For the year ended 31 December 2019

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Ponsonby Primary School

Statement of Responsibility

For the year ended 31 December 2019

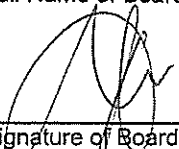
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

Alan Webb
Full Name of Board Chairperson


Signature of Board Chairperson

3 July 2020
Date:

Sanjay Kumar
Full Name of Principal


Signature of Principal

3 July 2020
Date:

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

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	3,620,584	3,542,948	3,604,300
Locally Raised Funds	3	522,856	486,600	470,927
Interest Earned		3,676	5,700	4,299
International Students	4	46,263	60,000	85,950
		<u>4,193,379</u>	<u>4,095,248</u>	<u>4,165,476</u>
Expenses				
Locally Raised Funds	3	210,703	129,600	155,905
International Students	4	4,023	3,000	7,781
Learning Resources	5	2,241,881	2,086,957	2,116,166
Administration	6	166,243	195,090	207,707
Finance Costs		6,328	-	10,348
Property	7	1,550,763	1,603,630	1,535,437
Depreciation	8	171,011	160,000	156,547
Loss on Disposal of Property, Plant and Equipment		1,167	-	3,522
		<u>4,352,119</u>	<u>4,178,277</u>	<u>4,193,413</u>
Net Surplus / (Deficit)		(158,740)	(83,029)	(27,937)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(158,740)</u>	<u>(83,029)</u>	<u>(27,937)</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.

Ponsonby Primary School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January	<u>592,666</u>	<u>592,666</u>	<u>620,603</u>
Total comprehensive revenue and expense for the year	(158,740)	(83,029)	(27,937)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	6,434	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
Equity at 31 December	<u>440,360</u>	<u>509,637</u>	<u>592,666</u>
Retained Earnings	440,360	509,637	592,666
Reserves	-	-	-
Equity at 31 December	<u>440,360</u>	<u>509,637</u>	<u>592,666</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.

Ponsonby Primary School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	100,408	166,209	294,271
Accounts Receivable	10	126,713	112,000	106,183
GST Receivable		6,636	-	-
Prepayments		5,033	6,000	6,699
		<u>238,790</u>	<u>284,209</u>	<u>407,153</u>
Current Liabilities				
GST Payable		-	5,000	5,456
Accounts Payable	12	145,590	175,000	187,384
Borrowings - Due in one year	17	9,652	10,000	7,239
Revenue Received in Advance	13	2,655	3,000	51,524
Provision for Cyclical Maintenance	14	-	-	36,655
Finance Lease Liability - Current Portion	15	68,759	28,000	37,720
Funds held for Capital Works Projects	16	9,510	-	33,624
		<u>236,166</u>	<u>221,000</u>	<u>359,602</u>
Working Capital Surplus/(Deficit)	27	2,624	63,209	47,551
Non-current Assets				
Property, Plant and Equipment	11	691,544	618,692	713,712
Capital Work in Progress		-	-	3,500
		<u>691,544</u>	<u>618,692</u>	<u>717,212</u>
Non-current Liabilities				
Borrowings - Due beyond one year	17	31,369	31,000	41,021
Provision for Cyclical Maintenance	14	164,896	119,264	102,764
Finance Lease Liability	15	57,543	22,000	28,312
		<u>253,808</u>	<u>172,264</u>	<u>172,097</u>
Net Assets		<u>440,360</u>	<u>509,637</u>	<u>592,666</u>
Equity		<u>440,360</u>	<u>509,637</u>	<u>592,666</u>

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

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

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		528,290	552,753	541,710
Locally Raised Funds		521,580	485,900	472,494
International Students		(2,606)	11,131	74,819
Goods and Services Tax (net)		(12,092)	(456)	5,574
Payments to Employees		(499,013)	(471,858)	(411,457)
Payments to Suppliers		(613,061)	(547,245)	(526,636)
Cyclical Maintenance Payments in the year		(16,632)	(36,655)	(44,640)
Interest Paid		(6,328)	-	(10,349)
Interest Received		3,676	5,700	4,698
Net cash from / (to) the Operating Activities		(96,186)	(730)	106,213
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	8,652
Purchase of PPE (and Intangibles)		(17,705)	(25,415)	(83,217)
Net cash from / (to) the Investing Activities		(17,705)	(25,415)	(74,565)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,434	-	-
Finance Lease Payments		(55,053)	(61,033)	(65,412)
Loans Repayment (paid)		(7,239)	(7,260)	48,260
Funds Held for Capital Works Projects		(24,114)	(33,624)	8,511
Net cash from Financing Activities		(79,972)	(101,917)	(8,641)
Net increase/(decrease) in cash and cash equivalents		(193,863)	(128,062)	23,007
Cash and cash equivalents at the beginning of the year	9	294,271	294,271	271,264
Cash and cash equivalents at the end of the year	9	100,408	166,209	294,271

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.

Ponsonby Primary School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease 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 carry forward 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 are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

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.

The School has met the requirements under schedule 6, section 28 of the Education Act in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	33 years
Furniture and equipment	4–15 years
Information and communication technology	3–4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

n) 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students 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.

p) 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).

q) 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.

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	510,840	517,668	501,521
Teachers' salaries grants	1,780,874	1,600,000	1,747,943
Use of Land and Buildings grants	1,299,880	1,387,280	1,307,278
Other MoE Grants	28,990	38,000	47,558
	<u>3,620,584</u>	<u>3,542,948</u>	<u>3,604,300</u>

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	202,322	233,000	193,543
Fundraising	157,931	125,000	141,102
Trading	35,246	29,600	35,627
Activities	127,357	99,000	100,655
	<u>522,856</u>	<u>486,600</u>	<u>470,927</u>
Expenses			
Activities	127,371	78,200	98,570
Trading	28,823	13,500	17,933
Fundraising (costs of raising funds)	54,509	37,900	39,402
	<u>210,703</u>	<u>129,600</u>	<u>155,905</u>
<i>Surplus for the year Locally raised funds</i>	<u>312,153</u>	<u>357,000</u>	<u>315,022</u>

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	4	5	7
Revenue			
International student fees	\$ 46,263	\$ 60,000	\$ 85,950
Expenses			
Commissions	4,023	3,000	7,296
International student levy	-	-	485
	<u>4,023</u>	<u>3,000</u>	<u>7,781</u>
<i>Surplus for the year International Students'</i>	<u>42,240</u>	<u>57,000</u>	<u>78,169</u>

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	23,089	40,055	31,507
Operating Lease	8,517	-	11,790
Information and communication technology	66,588	90,300	74,131
Library resources	1,351	1,082	1,144
Employee benefits - salaries	2,100,609	1,885,420	1,962,536
Staff development	34,236	70,100	26,527
Overseas Travel	7,491	-	8,531
	<u>2,241,881</u>	<u>2,086,957</u>	<u>2,116,166</u>

Overseas Travel expenditure for 2019 relates to the Principal and 2 members of the leadership team attending the ACEL Conferences in Sydney totalling \$7,491.

Of this amount, \$990 was incurred as personal expenditure, and was subsequently repaid back to the school in May 2020.

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,240	5,000	6,976
Board of Trustees Fees	715	4,000	2,050
Board of Trustees Expenses	6,041	4,830	1,673
Communication	18,698	15,500	15,217
Consumables	10,168	9,000	7,445
Other	5,978	6,260	5,420
Employee Benefits - Salaries	100,473	133,800	146,401
Insurance	5,710	5,200	9,905
Service Providers, Contractors and Consultancy	12,220	11,500	12,620
	<u>166,243</u>	<u>195,090</u>	<u>207,707</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	26,663	21,900	25,149
Consultancy and Contract Services	47,660	53,000	48,239
Cyclical Maintenance Provision	42,109	16,500	24,607
Grounds	2,123	1,500	2,143
Heat, Light and Water	29,065	37,000	40,649
Repairs and Maintenance	47,994	29,200	35,076
Use of Land and Buildings	1,299,880	1,387,280	1,307,278
Security	2,834	4,000	3,014
Employee Benefits - Salaries	52,435	53,250	49,282
	<u>1,550,763</u>	<u>1,603,630</u>	<u>1,535,437</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.

8. Depreciation of Property, Plant and Equipment

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings - School	16,760	15,000	14,345
Furniture and Equipment	56,842	60,000	58,175
Information and Communication Technology	25,557	25,000	24,241
Leased Assets	69,814	58,000	57,502
Library Resources	2,038	2,000	2,284
	<u>171,011</u>	<u>160,000</u>	<u>156,547</u>

9. Cash and Cash Equivalents

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	150	150	150
Bank Current Account	100,258	166,059	294,121
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>100,408</u>	<u>166,209</u>	<u>294,271</u>

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

Of the Cash and Cash Equivalents, \$9,510 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.

10. Accounts Receivable

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	2,231	2,000	955
Receivables from the Ministry of Education	8,625	-	-
Teacher Salaries Grant Receivable	115,857	110,000	105,228
	<u>126,713</u>	<u>112,000</u>	<u>106,183</u>
Receivables from Exchange Transactions	2,231	2,000	955
Receivables from Non-Exchange Transactions	124,482	110,000	105,228
	<u>126,713</u>	<u>112,000</u>	<u>106,183</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	282,726	3	-	-	(16,760)	265,969
Furniture and Equipment	309,158	17,705	-	-	(56,842)	270,021
Information and Communication	47,668	-	-	-	(25,557)	22,111
Leased Assets	58,169	130,822	-	-	(69,814)	119,177
Library Resources	15,991	1,481	(1,168)	-	(2,038)	14,266
Balance at 31 December 2019	713,712	150,011	(1,168)	-	(171,011)	691,544

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	526,419	(260,450)	265,969
Furniture and Equipment	837,525	(567,504)	270,021
Information and Communication	91,619	(69,508)	22,111
Leased Assets	213,548	(94,371)	119,177
Library Resources	54,471	(40,205)	14,266
Balance at 31 December 2019	1,723,582	(1,032,038)	691,544

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	248,811	48,260	-	-	(14,345)	282,726
Furniture and Equipment	348,452	18,881	-	-	(58,175)	309,158
Information and Communication Technology	53,504	18,405	-	-	(24,241)	47,668
Leased Assets	80,666	44,756	(9,751)	-	(57,502)	58,169
Library Resources	19,156	1,542	(2,423)	-	(2,284)	15,991
Balance at 31 December 2018	750,589	131,844	(12,174)	-	(156,547)	713,712

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	526,419	(243,693)	282,726
Furniture and Equipment	819,820	(510,662)	309,158
Information and Communication Technology	199,784	(152,116)	47,668
Leased Assets	155,658	(97,489)	58,169
Library Resources	56,264	(40,273)	15,991
Balance at 31 December 2018	1,757,945	(1,044,233)	713,712

12. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	14,293	40,000	44,663
Accruals	15,440	15,000	16,255
Capital accruals for PPE items	-	-	8,935
Banking staffing overuse	-	-	2,915
Employee Entitlements - salaries	115,857	120,000	114,616
	<u>145,590</u>	<u>175,000</u>	<u>187,384</u>
Payables for Exchange Transactions	145,590	175,000	187,384
	<u>145,590</u>	<u>175,000</u>	<u>187,384</u>

13. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees	-	-	48,869
Funds on behalf of Inner City Schools	2,655	3,000	2,655
	<u>2,655</u>	<u>3,000</u>	<u>51,524</u>

14. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	139,419	139,419	159,452
Increase to the Provision During the Year	42,109	16,500	24,607
Use of the Provision During the Year	(16,632)	(36,655)	(44,640)
Provision at the End of the Year	<u>164,896</u>	<u>119,264</u>	<u>139,419</u>
Cyclical Maintenance - Current	-	-	36,655
Cyclical Maintenance - Term	164,896	119,264	102,764
	<u>164,896</u>	<u>119,264</u>	<u>139,419</u>

15. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	68,759	28,000	37,720
Later than One Year and no Later than Five Years	57,543	22,000	28,312
Later than Five Years			
	<u>126,302</u>	<u>50,000</u>	<u>66,032</u>

16. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Projects, Acoustic Doors, Seismic Review	<i>completed</i>	(7,143)	-	-	7,143	-
MOE 5YA, Classroom Upgrade	<i>completed</i>	42,617	4,495	(47,112)	-	-
MOE 5YA Admin Upgrade	<i>completed</i>	(1,850)	-	-	1,850	-
MOE 5YA Heat Pumps	<i>in progress</i>	-	37,310	(27,800)	-	9,510
Totals		33,624	41,805	(74,912)	8,993	9,510

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

9,510
-

9,510

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Projects, Acoustic Doors, Seismic Review	<i>in progress</i>	(7,143)	-	-	-	(7,143)
MOE 5YA Field Upgrade	<i>completed</i>	6,975	27,889	(34,681)	(183)	-
MOE 5YA, Classroom Upgrade	<i>completed</i>	25,281	215,540	(198,204)	-	42,617
MOE 5YA Admin Upgrade	<i>in progress</i>	-	-	(1,850)	-	(1,850)
Totals		25,113	243,429	(234,735)	(183)	33,624

17. Borrowings

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Due in One Year	9,652	10,000	7,239
Due Beyond One Year	31,369	31,000	41,021
Totals	41,021	41,000	48,260

The school has borrowings at 31 December 2019 of \$41,021 (31 December 2018 \$48,260). This loan is from Energy Efficiency and Conservation Authority for the purpose of upgrading the school lighting to LED. The loan does not have interest, however the loan has a procurement fee of \$2,895 and the loan is payable in 20 equal instalments of \$2,413.

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	715	2,050
Full-time equivalent members	0.15	0.15
<i>Leadership Team</i>		
Remuneration	353,117	388,723
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	353,832	390,773
Total full-time equivalent personnel	4.15	4.15

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	0 - 10	0 - 10
Termination Benefits	-	-

Other Employees

No other employees with remuneration greater than \$100,000.

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works:
(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

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

(a) operating lease of a server;

	2019 Actual \$	2018 Actual \$
No later than One Year	-	1,859
Later than One Year and No Later than Five Years	-	-
	<u>-</u>	<u>1,859</u>

23. Managing Capital

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

24. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	100,408	166,209	294,271
Receivables	126,713	112,000	106,183
Total Loans and Receivables	227,121	278,209	400,454

Financial liabilities measured at amortised cost

Payables	145,590	175,000	187,384
Borrowings - Loans	41,021	41,000	48,260
Finance Leases	126,302	50,000	66,032
Total Financial Liabilities Measured at Amortised Cost	312,913	266,000	301,676

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. 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 some of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

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

- A reduction in locally raised funds revenue because the schools ability to undertake fundraising events, particularly the annual Taste of Ponsonby fundraising event, in the community and/or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.
- Additional costs incurred developing alternative methods of delivering curriculum to students, so that they can learn remotely.
- A reduction in revenue from student fees & charges from International students, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.

26. Borrowing Limit Exceeded with Ministerial Approval

The school was in breach of the borrowing limit in 2019. In August 2018 the board of trustees received ministerial approval for debt servicing obligations of up to \$58,000 per year until 31 December 2019 to the extent that their repayments in any financial year do not exceed 15% of their operations grant, inclusive of the 10% restriction specified in regulation 12(1) of the Crown Entities (Financial Powers) and that they must operate within annual projected financial indicators including a positive working capital.

27. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 10 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.

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

28. 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.

29. Going Concern

The school has a working capital deficit at year end and is reliant on the continued support of the Ministry of Education to continue as an operational entity. The Ministry have confirmed it will continue to support the school and considers the going concern assumption to be appropriate

The Board continues to closely monitor actual results against budget and constrain expenditure where possible to improve the schools available cash reserves.

Independent Auditor's Report

To the readers of Ponsonby Primary School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Ponsonby Primary School (the School). The Auditor-General has appointed me, Kumar Aravinda, using the staff and resources of RSM Hayes Audit, 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 3 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 3 July 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance 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 Ponsonby Primary School.



Kumar Aravinda
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



We strive to be the best we can be!

Our whakatauki is about aiming high for what is truly valuable, but it's real message is to be persistent. Never let obstacles stop us from reaching our goals. We are steadfast and true to who we are.

**Ponsonby Primary Students care, respect, relate and strive for personal success.
Akonga of RimuTahi ako e whai hua ana mo te heke mai.**

Ponsonby Primary's families, Board of Trustees and staff, together, encourage and motivate our children, Akonga, to be:-



All of our children are valued Pegasus Fliers. Kia U Kia Pono

Pegasus Fliers understand what they have to do to be a successful learner.

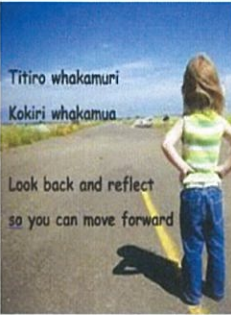
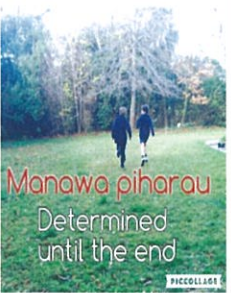

Our teaching and learning vision is premised on :

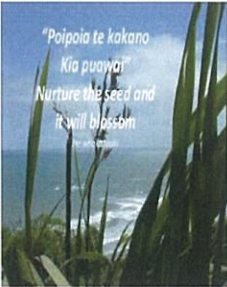
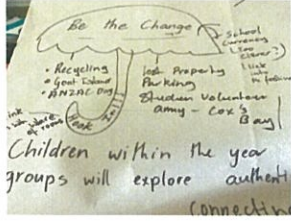

Bold and specific/ explicit teaching and learning. Ako that is diverse, inclusive- good for all, and importantly, is shared... student agency is implicit in the PPS delivered curriculum.

Learning is ubiquitous; recognises and is shaped to meet the needs of all learners, is based on the notion of success for all; confidence for all; care for all.


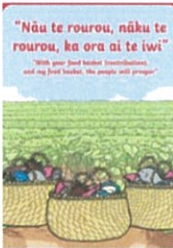
A curriculum based on inquiry develops creativity and resilience.It challenges thinking and builds problem solving capabilities.


We have 6 key Charter Curriculum/Learning Goals taking us through to 2020. Annually the 6 goals are articulated fully into the School Strategic/Annual Plan which in turn links to the annual budget; targeted learners; professional learning for staff and the Kahui Ako O Waitemata achievement Challenges.

Our School endeavours/ goals	Our vision	Our Whakatauki	Our theory of improvement- the underpinning research and thinking that is likely to bring about improvement	The broad strategic three year goals. This are fully articulated in actions and expected outcomes annually .
Literacy	Our learners will leave school with literacy knowledge, attitudes and skills to enable them to be confident connected participants in their next steps of learning and then on into their future. They will learn to be critical, creative thinkers and highly capable communicators.		Students improve their literacy when teachers share common research based understanding about how to develop literacy skills. Paramount is that each teacher is knowledgeable in recognising next learning steps for individuals and that intervention processes support children's success. That data is gathered and evaluated to make needs explicit.	By 2020:- We will have Kahui Ako collective tools and teacher learning to embed linked to our own school efficacy in all literacy strands: Reading - 90% or more of the children will continue to read at cohort. Writing will be assessed with greater accuracy. Intervention will target the trend groups where writing is deemed to not fully support a child's success as a learner. Children will be clear and confident orally and all children will be able to make meaning and think critically about language and text.
Numeracy	Our learners will leave Ponsonby Primary able to use mathematics to problem solve; calculate; use mathematics flexibly , creatively, strategically and logically. All pupils by the time they leave will understand at a minimum the required mathematical concepts for a year 6 student or reach their individual goals.		Continue to grow a common pedagogical approach to how children best learn mathematics to include number, algebra, statistics, geometry and measurement. A focus on building on Bobbi Hunter's work around authentic problem solving. Teach children in a way they feel successful. Involve families in learning of basic facts so children maximise learning time at school.	By 2020, systems and tools and professional learning support to embed shared understanding and knowledge. Aim to lift 15% of children who sit within expected learning levels to above cohort expectation, through a cross grouping programme where children can feel successful and grow their knowledge and skills incrementally reaching their proximal development zone .
Cultural Inclusivity- with a particular focus on Reo/Tikanga development	Understand and recognise the unique status of tangata whenua in our community and school. Understand and acknowledge the histories, heritage languages and cultures of all students. Develop te reo and tikanga Maori in our learning environment		Schools and families can create, when they work together environments where learners can succeed and be comfortable with their cultural identities. We need to grow and embed systems to support this being part of the school culture	BY 2020 all classes/ teachers will have accessed learning around relational based pedagogies. With a significant growth in teacher knowledge around Reo use and Tikanga. Families will be encouraged to make their cultures explicit and celebrated in the school.

<p>Inquiry</p>	<p>Create learning environments that cultivate curiosity and grow young people as confident, capable and creative inquirers. Ensure that our teaching nurtures rather than diminishes the sense of wonder with which we are all born. Become better inquirers as we teach and grow our students as thinkers, collaborators, self-managers, communicators and researchers. The Power of Inquiry has to be inspiring.</p>		<p>Research has challenged the notion that education is something that happens to people.</p> <p>Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see what they are doing as relevant and to take greater ownership of their own learning.</p>	<p>Initial work looking for school wide authentic problems to consider</p>  <p>We will review our articulated school wide strategy for Inquiry development/ processes and review by the end of 2020 (The Rocket). We need to trial ideas and thinking to ensure authenticity and student led engagement in our strategy as we move to include 21st skills..</p>
<p>Student Agency to include e- learning, creative endeavours, and physical pursuits.</p>	<p>Children's voice/ children engaged/ children knowing that learning sometimes takes practice; that sometimes you have to take risks but school has a big safety net; knowing teachers and families believe in you. Children trying new things, building their creative, social and physical well being. Teachers through assessment for learning pedagogies reflect on how children can know how to be bold learners. Teachers also learn how to be explicit in their teaching</p>	<p>Ko te ahurei o te tamaiti arahia o tatou mahi</p> <p>Let the uniqueness of the child guide our work.</p> 	<p>We want to build a curriculum that matters to students, that uses the tools and skills of their world .</p> <p>To help children create new knowledge about their world and set an agenda where they feel they can make a difference to their world ;their thinking and finally develop a kind of professionalism whereby their voices; their involvement can be taken seriously by adults; and through that enhance the condition and processes of learning and teaching.</p>	<p>BY 2020, through the use of well being surveys/ CoI initiatives and parent review, we want to be able qualitatively to assess evaluate and improve the student agency at Ponsonby Primary.</p> <p>Children need to be able to talk and act with an agentic purpose.</p> <p>Leadership will be a notion that all children experience and understand as will participating collaboratively in projects. Far more flexible learning options available through the use of tools and space.</p>

Our Charter includes 4 organisational management goals. One goal related to property and Finance; 1 goals that ensures Human resources are specifically identified and supported; 1 goal to ensure safety; and 1 goal stating we will meet legislative requirements

Our School endeavours/ goals	Our vision	Our Whakatauki	Our theory of improvement- the underpinning research and thinking that is likely to bring about improvement	The broad strategic three - year goals. This are fully articulated in actions and expected outcomes annually .
Property and finance	The school is resourced and funds managed to maximise high quality learning outcomes	<p>He waka eke noa</p> <p><i>A canoe which we are all in with no exception</i></p> 	Informed planning provides a platform for continuous improvement Clearly defined cyclical plans, 5YA & 10 YA planning/ annual budgets that reflect school direction and strategy.	Complete annual budgets with a focus on the annual plan identified needs. In 2019/2020 set out a business case for MOE funding to develop property/ buildings/infrastructure. Continue to implement the cyclical plan with an annual review.
Human resource Management	The school is resourced with a high quality, highly capable staff to maximise the highest quality teaching and learning outcomes. All staff meet the Code and Standards of a NZ teacher	 <p><i>With your basket and my basket the people will thrive</i></p>	<p>The theory of collaboration and sharing</p> <p>The purpose of the collaboration must be to improve outcomes. Clearly articulated moral purpose, transparency, trust and honesty are our professional obligation. Effective peer review drives improvement. The family/ student /teacher partnerships evolve from collaboration to co-responsibility to shared professional accountability for results focussed on all children's learning.</p>	Continue to build gender equity. Continue to build collaborative practices. Grow our involvement in a community of learners Focus on ensuring all staff have high quality pedagogical knowledge. Ensure our support staff are part of the team focussed on students learning outcomes Have well defined performance management systems. Encourage improvement In 2019 appoint a new Principal to Ponsonby primary to begin in 2020. In 2020 let the new principal start to develop a shared vision with staff and Board and students through a new Charter for 2021.

<p>Health & Safety</p>	<p>The school meets all legislative requirements for health and safety of workers and the environment. The Board as the PCBU recognise the need for regular safety checks and reviews.</p>	<p>We work together for the well being of everyone</p> <p>Me mahi tahi tātou mō te oranga o te katoa.</p> <p>We should work together For the wellbeing of everyone</p> 	<p>The Health and Safety at Work Act governs how schools work to ensure safety for all.</p> <p>https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/</p>	<p>By 2020 have a robust and transparent health and safety system that is reviewable annually</p>
<p>Legislative requirements</p>	<p>The Board and staff will meet all legislative requirements.</p>			

The 2020 Annual Plan

It is understood that learning is not a linear process and that children progress at different rates at different learning times. Goals and targets are often interlinked through action and outcome. The Annual Plan recognises this document is a guide for the school and as, is a working document, subject to change, based on need. Many activities involved in teaching and learning are explicit and expected in the school and as such are not set as goals. Children at Ponsonby Primary have individualised needs and teachers use group-centred identified learning intentions within and across classes. This provides for optimal personalisation and differentiation within the teaching and learning programmes.

The Annual Plan is linked directly to the school Board reporting strategy and School Curriculum.



Annual Plan 2020

Our key goal areas 2020	Actions and outcome expectations that are reviewable	Resourcing/ Budget needs
<p>Goal 1. Full Charter Review All stakeholders over 2020. Developing a collective and collaborative view of what is important educationally to the stakeholders of Ponsonby Primary?</p> <p>1. What do the stakeholders see as the key drivers?- Values/Beliefs/ Principles/Finance/property/Staffing and Communication. 2. What is important learning for these akonga moving into their future? 3. What makes PPS unique- branding/ values/ pedagogy? 4. How do we continue to attract the highest quality staff? 5. How do you think families should share and know about student learning- legally 2 x a year plain english reporting is mandated- what else?</p>	<p>Principal to lead the consultation process as part of the school leadership inquiry goals ensuring feedback of collective thinking through the process..</p> <p>Term 1 Review with staff and Board the 5 key questions and collate the data. Term 2 Consult with families and students- Families through hui/ a concert with focus questions after/ survey. Students small group interviews. Consider any branding of school needs and changes to the school Curriculum to align to the Charter. Term 3 Planning time with Board of Trustees and senior leaders to draft the new 2021-2023 Charter. Term 4 Share new Charter with whanau and community.</p>	<p>Main resource is time. The processes require, in particular senior staff involvement for focus group consultation. If re- branding to be considered this would be developed in term 4 with graphic artists and budgeted and invoiced for 2021.</p> <p>Senior leader trip to Manurewa Intermediate to look at a major rebranding exercise. Transport costs and 3 relievers for day \$1200.</p> <p>Food for parent's hui \$120.00 from Board expenses.</p>
<p>Goal 2. Teaching and Learning Goal Learner agency to be a key school focus- to include better understanding and valuing student voice in the learning through continued development of staff coaching and the development of student coaching.</p> <p>1. 'Assessment for Learning' (AFL) principles further developed with staff and students to enhance even further staff knowing 'our children/ākonga'. 2. Student agency considered from a curriculum perspective- i.e. linked closely in 2020 to mathematics development and inquiry review. 3. Upskill staff and student coaching capability (Applied for PLD 2019 turned down - re-applying in 2020 March and the programme to linked to the PLD funding Wellbeing through student coaching received see target children in Charter Learning Target 3. 4. New teachers to be upskilled in core coaching competencies. 5. Year 1 and 2 to continue growing the zones of regulation. 6. Review how children/ ākonga feel about their learning and wellbeing.</p>	<p>Support teacher WST (within school Kahui Ako teacher. S.Radcliffe) to consider student agency through a Maths lens but also to carry out 2 x a year student reporting of how they feel about their self efficacy and report to parents.</p> <p>Build student leadership capability by offering opportunities to all year 5 & 6 students to be student coaches- a focus on raising children's self esteem which we will measure with the wellbeing NZCER survey.</p> <p>Continue shifting the locus of control over time- more to the student. Through an explicit 2020 focus on Maths problem solving inquiries and My Time programmes for year 3 to 6 children.</p> <p>Guide the junior students/ākonga to make good choices and look at ways we can grow their voice in the classroom.</p> <p>Well- being NZCER survey Year 4- 6 data (Col initiative free to school 2020- S.Radcliffe)</p> <p>Develop a method for staff to consider how they can move the locus of control that is truly educationally proven to</p>	<p>Well being survey MOE funded.</p> <p>COL coaching provision- 8 hours explicit to PPS but also new teacher 2 days courses for new staff - reliever costs \$2400.</p> <p>COL funded 2 units.</p> <p>6 days release \$1800 to cover teachers teaching ākonga to be coaches of peers.</p> <p>Roween Higgie Education Group working with staff on coaching \$6000 in release- as part of MOE wellbeing project upskilling.</p> <p>Lisa Cheesman to be confirmed to work with staff- \$2,500 to further develop problem solving as inquiry</p> <p>Carolyn Stuart Design thinking \$2400 Teacher Only Day July. Develop a method for staff to consider how they can move the locus of control that is truly educationally proven to make a difference.</p>

	<p>make a difference- design thinking</p> <p>Continue with clear pathways of expectations for behaviour linked to PB4L explicit behavioural outlines (part of school parent review 2019) and student coaching development.</p>	
<p>Goal 3 Assessment Staff using data to inform their teaching and Learning.</p> <p>Ensuring Charter target children have the resources to progress in particular the allocation of SENCO time.</p> <p>Value the SENCO in the role of identifying and working with student needs; meeting with family/whanau and agencies.</p> <p>School funding for 1 student in reading recovery -MOE funding 2 students in Reading Recovery 2020</p> <p>PAT with paper in term 1 and Year 5 & 6 online in Review the value of PAT with younger students in 2020.</p>	<p>In depth data analysis- Looking for trends/ needs/ ways to extend students and support target children based on data. Include Reading Recovery in meeting this goal (A resource to be reviewed in 2020- 2021 re cost and impact effectiveness).</p> <p>Teaching and learning plans informed by assessment data- observable in teaching inquiry goals and knowledge of students- Faces to the Data Boards for teams to reference.</p> <p>Review the relevance/ validity and usefulness of data on etap then continue to grow ETAP capability.</p> <p>Aim to streamline the data collected and collated so that more data is online and more accessible, understood, by staff, students, parents and board</p> <p>Consistency shown through moderation of reading, writing and maths. Full school writing 3 x per annum. Mathematics in 2020 to develop a consistent school wide framework for delivery and assessment</p>	<p>PAT tests \$ 6000- paper for everyone in term1 and online year 5 & 6 term 3</p> <p>ETAP \$3,500- to look at training and update parent portal</p> <p>Moderation writing- see literacy goal</p> <p>Monies cover resources and marking PAT/ E-Asttle/Gloss/ Jam/ Basic facts/ Probes/ SSPA/ PACT - only to check data. TOD expert in AFL practices</p> <p>Assessment Budget \$10,000 Relieving Budget- Col Inquiry hours \$6000</p> <p>Reading Recovery cost to school 3 hours 45 minutes a week \$26, 000 per annum</p>
<p>Goal 4 LITERACY GOAL- linked to COL Achievement Challenge for writing. To improve writing critique and writing improvement for students. To build in year 1 greater oracy and literacy. To build a clearly articulated phonics pathway for teachers to meet children's needs.</p> <p>Year 3 to 6 children to be given the tools for greater analysis of their own writing and text.</p> <p>Student voice and student feedback included in the process of writing across all age groups.</p> <p>Continued Col focus with Verity Hall</p>	<p>Outcome expectation-Increased feedback to teachers and students. Increased teacher / teacher collaboration Student- teacher collaboration Student - family sharing</p> <p>Children recognising and being able to evaluate the success of next learning steps</p> <p>Data to inform changes Teacher upskilled to recognise what best works in increasing children's oracy and literacy A decrease in early intervention needs.</p> <p>Use the expertise in our school to</p>	<p>2 units funded through the COL School sharing of literacy development skill-= moderation x / staff meetings x 3/ COL matrix application.</p> <p>Human resource budgeting 5 relievers x 2 = \$3000 for moderation plus syndicate moderationx 1 based using talk to learn model.</p> <p>Release of staff to support others with writing modelling and writing observations COL inquiry learning hours \$2000 Engage with ASTs to model and support good writing /literacy practice.</p>

<p>COL and Matt Allen Literacy working closely with staff to deliver high quality teaching practices and maintain 87% at and above assessment data.</p> <p>University Canterbury Project (UoC Literacy) with year 1 students, parents and staff- to build practice and systematic approaches to supporting oracy, literacy and communication skills with a NZ contextual focus.</p> <p>Use school wide expertise and past practices to create a consistent phonics pathway to support teachers across year 1 & 2 classes.</p>	<p>establish a successful consistent phonics delivery methodology- explicit teaching to meet needs Reference the course attended by N.Thompson in 2019 (Yolanda Sorrel); Smart words already in place from year 3; previous use of Jolly Phonics; Magic caterpillar. Aim to be to differentiate for groups of children with like need eg Smart Words. Must ensure connectedness with reading text.s</p>	<p>UoC no actual funding but is fully resourced by Canterbury University. Susan Robins Senco, and Julia Nissen Team leader, to lead this in house programme development- \$2000</p> <p>Professional course costs related to Literacy development \$2000</p> <p>Resourcing curriculum budget \$3,000</p>
<p>Goal 4 Numeracy GOAL- linked to COL Achievement Challenge for wellbeing and pupil agency. To develop a clearly articulated numeracy development pathway for teachers to meet children's needs. To review the cross grouping of Mathematics for years 3 -6 students.</p> <p>Continue and develop with new staff in Year 1 and 2 the pencil used in the junior school</p> <p>Review cross grouping over 4 days for years 3-6.</p> <p>Develop as we have in writing clear expectations for level- explicit teaching plans.</p> <p>Develop student language/ peer review/ peer feedback</p> <p>Develop better reporting systems for families.</p>	<p>2020 Initially to continue to cross group from year 3.</p> <p>Focus on building building school wide problem solving skills and problem based inquiry with numeracy.</p> <p>Sarah Radcliffe to continue work started in 2019- the Maths review process ready to implement identified improvement 2021.</p> <p>Work with Bayfield staff (neighbouring school) who also have numeracy as a focus in 2020 .</p> <p>Ensure the transitions are valid so that teachers trust the previous data.</p> <p>Aim to consolidate data- - tests data for improvement only.</p> <p>Link AFI practices with assessment practices linked to student coaching practices.</p>	<p>Release for to Lauren or Sarah to Maths PD 1 x term Maths PD- \$900</p> <p>Resources in budget \$3,000 which equates to \$500 per team and \$1500 general resources to include APPS.</p> <p>Staff Inquiry hour PD- relievers \$4000- to upskill staff.</p> <p>TOD ½ day expert \$2000</p>
<p>Goal 5 Inquiry Learning A school wide inquiry approach To develop children authentic inquiry and to give children's voice real time outlet. Children's/ ākonga voice and their interests must be implicit in the process. As the inquiry lead team will look at impact of inquiry and ways to</p>	<p>School wide inquiry topics to build the capability of children to inquire about authentic topics that they can feed into.</p> <p>Senior team to develop themes for teachers and children to collaborate. Link to digital curriculum.</p> <p>Ensure teachers have mini inquiry</p>	<p>Cost to run events like Matariki \$800. Science Inquiry already included in Science budget. Possible mind- lab development opportunity for staff. \$2500 School inquiry \$700 Staff upskilling - inquiry reliever cost \$1000</p>

<p>determine readiness for inquiry- see Hattie's 2009- Effect size data. Linked to this, is a teacher's learning understanding when it is appropriate to hand some locus of control to children. Fully review the school rocket and its link to SAMR and inquiry for teaching- authentic contexts.</p> <p>Revisit models of inquiry with an explicit set of outcomes. As Hattie states- the importance in the process is ensuring the learning is scaffolded; that children have enough knowledge to follow their own inquiry. That means- building teacher capability in recognising children/ ākonga knowledge and readiness.</p> <p>Revisit and review Kath Murdoch work and processes developed since 2011</p>	<p>projects around Matariki and ethnic celebrations (if not whole school), as part of the school's global citizenship curriculum focus.</p> <p>2020 the local curriculum development will be expected to include an inquiry framework.</p>	
<p>Goal 6 Te Ao Development. Cultural inclusivity to include Te Reo and Tikanga. Leader appointed with 1 unit to improve staff capability with Te Reo and Tekanga. All children's identity to be celebrated. Continue to learn from the Col's - Tiriti O Waitangi partnership model.</p>	<p>Every classroom has a bi cultural focus with display/ language. The bi-cultural focus celebrated through children in kapa Haka or junior kapa haka; matariki celebration; and building Reo across the school as timetabled through the Friday Focus meeting. Active encouragement for staff to use te Reo in day to day teaching.</p>	<p>Funding for staff to learn Maori- \$2,500 1 unit to lead Te Ao - \$4000</p>
<p>Goal 7 Digital Curriculum By the end of term 4 2020 A schoolwide collective understanding of the 2 new strands DDDO and CT of the digital curriculum. Ensure staff fully conversant and able to deliver the Designing and Developing Digital Outcomes(DDDO) and Computational Thinking (CT) strands. Professional learning to be explicitly delivered to upskill staff for their teaching and learning programmes</p>	<p>External PD from PLD providers - Noel Leeming and Core Education. All staff encouraged to attend meet-ups and webinaires 3.30-4.40 26th March; June 23rd- Programming and coding. All teachers to complete Pikau 1-22 - through team meetings or individually - teams to self determine method. All leaders to complete Te Pā Pouahi Pikaū 1 - 4 sessions. A Kingston to review readiness through evaluation staff meeting mid term 3 and report to the Board.</p>	<p>No actual financial cost.</p>
<p>Other Curriculum areas that are not listed as specific goal centres but continue to be explicitly important in the school curriculum and all have budget centres/ leadership guidance and potential for staff to be upskilled as required. .</p>		
<p>Creativity- Building further our broad curriculum.</p>	<p>Aim to be more coordinated in ensuring all children access a broad curriculum. My Time programme School art show development</p>	<p>Clay and equipment/glazes \$300 Art budget \$3000 Lewis Eady supports our music programme Bollywood \$750.00 per term</p>

	<p>Music workshops and extension Performance choir In Our Beat - inner city event Music competitions Developmental in juniors with a greater push into activities to grow creativity. CRT has an Arts focus 2020</p>	<p>Head Held High scholarships¹ per annum as contra for running in school paid programmes\ Robotics- \$1000</p>
<p>Social Sciences Social Studies- to include NZ History Science to include school science showcase</p>	<p>Team planning and evaluation part of this process. Tiriti of waitangi/ Anzac Day and other NZ celebrations to be considered in historical review.</p>	<p>Budget centres in budget are minor but access to many school resources.</p>
<p>Areas of teaching and learning that are planned and resourced and as such are included in the annual plan</p>		
<p>Performance Management/ Leadership development</p>	<p>Staff will continue to develop and evolve the appreciative inquiry model (started in 2017) to review their performance against the Code of professional responsibility and standards from the teaching profession. Part of this is also is developing staff coaching skills eg COL days working with Roween Higgin and then upskilling senior Kowhai teachers and SLT as Student coach leaders. As well building our leadership development programme- 1 x per term leadership sessions. Attendance at NZEALS conference April break for all Senior staff- Turangawaewae- learning my place - social justice/ globalisation and Hargreaves (April) conference days and formal learning for leaders . A big change is teachers working in coaching triangles in 2019 as opposed to a single senior leader coach with 4 staff</p>	<p>Outlined under building learner agency and fully articulated in the Professional learning handbook. Development for teachers as coaches of student coaching \$6000- see Goal 2. Funding for coaching of students \$PLD funding Conference local \$7000 Principal PLD \$2500 Appraisal and coaching release \$9000</p>
<p>Overarching competency is self efficacy / well being. See Charter target 3 See Well being project See PLD application for student coaching Key competencies to include resilience and perseverance/ self management /relating to others as foci for 2020</p>	<p>This involves our continued focus on developing student's sporting capabilities, physical , social and emotional capabilities. Through sport children learn perseverance and resilience.All children need to self manage their behaviours at breaks and in the classroom.</p>	<p>No costs but a major push with staff development and through building student agency.</p>
<p>Goals for Board review and governance</p>		
<p>Property</p>	<p>Upgrade Ehub Put in the sun umbrellas Begin the 3 classrooms upstairs refurbishment</p>	<p>\$278,000 infrastructure Aim to complete upstairs refurbishment asap which is another \$250,000</p>

	Have new 5YA needs assessment in readiness for 2021 Staff room upgrade- cabinetry, sinks and storage Cover on the swimming pool Movable structure to create workable sandpit Sickbay	Anne to also look at business case to remove staff room and complete a new T&L block
Finance Board to continue to lobby government for adequate funding in decile 10 school.	Continue to seek parent support through donations and 2 fundraisers. Allocate government funds to curriculum and school day to day needs.	Operational grant \$447004.95 (excl.) Parent Donations \$193,000 to also include all curriculum based activities excluding optional EOTC costs Fundraising for school resources \$120,000 Extra parent donations \$25000 International Students \$40,000- but aim for \$60000 or 40 & school athon.
Health and safety	The Health and Safety committee led by Susan Robins, will strengthen our reporting and review plans as per the Health and safety in the workplace using Safe 365 - our 2019 Health and safety online tool	\$500 for review meeting \$500 for Netsafe and resources-linked also to parent info meeting Safe 365 \$840.00
Policy review and development	As per the School Doc schedule. Linked to the Board review schedule that underpins the work of the Board.	School Docs annual cost \$1800
Legislative needs	As per government legislative requirements	

The many handbooks and guiding documents that support the Annual Plan are all on- line through the school website and where children are named they are in the teacher share Google Drive

Target Review variance reporting 2019 and New Focus Targets 2020

Learning Improvement Plan 2019- Charter Targets Evaluation

The targets came from data from the end of 2018.

Charter Target 1. Reading in Year 2

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below expectations. We need the Year 2 children by the time they reach 6 years of age to be on green books

End of Year Summary 2019

13 children identified all reached cohort level learning. They will all be continued to be monitored in 2020 and the 3 children that have been on the Reading Recovery Programme will maintain progress by being on our Rainbow Reading Programme.

No Variance to Report

Charter Target 2. Mathematics Years 4, 5 and 6

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below curriculum expectations.

End of Year Summary 2019- Charter Target Evaluation

4 children made expected progress to cohort level

6 children moved 1 or 2 sub levels but still did not reach 'within cohort'.

2 of these children were at cohort at the mid- year but did not make the progress to maintain. (These children will need critical action 2020).

The remaining 4 are dyslexic. 2 are profoundly dyslexic and have dysgraphia as well. Parents are extremely happy with the progress that has been made, and the children themselves have a very positive attitude around Maths.

All children have improved confidence and attitude towards understanding mathematical concepts.

No Variance to Report- all children made progress. However some did not reach cohort expectations due to other learning difficulties and will need further intervention in 2020 - through the ability- grouped mathematics programme

Charter Target 3. Writing Years 5 and 6

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below expectations

End of Year Summary 2019

4 children have moved two sub levels

2 children have moved 1 sub level.

All children have improved confidence and attitude.

The two identified current Year 5 children will need critical action in Year 6 and will continue with the current steps to literacy and in class support.

No Variance to Report- all children made progress. However, all 6 children with a range of learning needs will continue to be monitored in 2020

Learning Improvement Plan 2020 with names for teachers (Charter Targets)

These targets have come from data from the end of 2019.

Ethnicity check

% Maori heritage

@ Pacifica heritage

Year 5 and 6 have been identified as most in need to access support, to enable them to reach curriculum expected levels in Writing and in Student Well-Being. The school wide intervention register 2018, PATs and Asttle reviews and school wide Student Agency and Student well- being reviews clearly identify the children who need to be targeted, with the aim to accelerate their progress in writing and help them feel great self efficacy. We also identified a group of Year 2 children who need to be accelerated in Reading.

Our focus for intervention is around identification and support of a range of children across the school who are in the main, unless new to the school, already receiving intervention input. It is important to resource interventions adequately and our focus is intensified in Terms 2 and 3 which allows for concentrated and consistent approaches.

Charter Target 1. Reading Year 2

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below expectations. We need the Year 2 children by the time they reach 6 years of age to be on green books

Annual Plan Goal: Accelerate progress of students performing below expectations in Reading.

Justification for the target students is data based on end of 2019 data.

How and Who

Susan Robins – Senco identifying learning needs. Investigate gaps in phonological knowledge. Investigate factors correlated with literacy difficulties. Children to be monitored and tracked at senior staff / syndicate and class levels. Using ALLs literacy approach to embed further into school wide practice. Full family involvement – a genuine home family partnership. Some children will be added to the target as the year progresses and they turn 6. Families will be asked to support the work at school with at home reading. We will also use the learning from the University of Canterbury project in Year 1 classes to enhance our explicit actions around phonological awareness.

Mid Year Summary: June 2020

End of Year Summary 2020

Data with student names

Room	NSN	Reading level end of 2019/ End of Year 1	Mid-year OTJ 2020	End End-Year Reading age 2020	Comment
17	014663572	Yellow			Jan 2020- Is on level 6 and should be on level 10
17	0149315205	Yellow			Jan 2020- Is on level 6 and should be on level 10
15	0149315113	Yellow			Jan 2020- Is on level 6 and should be on level 10
16	0148776383	Yellow			Jan 2020- Is on level 6 and should be on level 10
Note as children turn 6 they are added to the needs support list but for the targets, these 4 are our immediate needs children.					

Charter Target 2. Writing Year 6 (With a focus on the children of concern from the 2019 targets)

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below curriculum expectations.

Annual Plan Goal: Accelerate progress of students performing below expectations in Writing. All of the target children have had numerous interventions either Reading recover RTLB support, Reading mileage Steps to Literacy so it is important to continue to maintain progress and more importantly that they feel positive about their writing.

Annual Target: The focus is on student outcomes. We want identified children to make progress and be confident writers.

How and Who:

All teachers in the Kowhai and the COL Writing team and in school literacy leader will be responsible for discussing the children at team meetings / reviewing the data and refining classroom practice to consider each individual's metacognitive need.

The Senco will pick up boosters for Year 5 & 6 students in term 2.

The following 10 children have been identified using 2019 data or for new children initial testing. Families will be encouraged to build basic fact acquisition.

There are a number of children who are on the cusp of being at the expected level. Teachers have them grouped to provide support and each child is listed on the data boards which we use as direction for learning teams.

Mid Year Summary: June 2020

End of Year Summary 2020- Charter Target Evaluation

Informing Data* Dyslexic

#Other intervention needs ADD/ADHD/ Global needs

Class	NSN	End year 2019 OTJ Stage writing and any comment	Mid- Year OTJ 2020	End -Year OTJ 2020	Attitude and Confidence and comments
8	0144996136	3B but fragile and teacher observation believes she needs continued support			2019 sub goal writing was identified as critical action needed 2020- dyslexia profile impacting
9	0143674720	2A Below- fragile and teacher observation believes she needs continued support			2019 sub goal writing was identified as critical action needed 2020 - relevant to attitude and aptitude
8	0145336793	2P - 2 stages below			2019 sub goal writing was identified as critical action needed 2020
8	0147907789	2P 2 stages below			Small group intervention 2019

21	0145920900	3B but fragile and teacher observation believes she needs continued support			Is not reaching own potential
8	0143919281	2P 2 stages below			Small group intervention 2019
9	0146072967	2P 2 stages below			RTLb support 2019
21	0159374320	2P 2 stages below			RTLb support 2019

Charter Target 3. Well- Being Years 5 and 6

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Ensure children's self efficacy is a key focus across the curriculum
3. Using student coaching in particular the MOE well being project funding and COL Student coaching and school applied for PLD to grow student capability for peer coaching and being able to address how they can improve their own efficacy in learning.

MOE Well-Being Project goals and expectations

The identified children are needing support to manage anxiety and enhance their communication skills. Five of these children have previously been referred to the RTLb service. Two of these children are pending a referral and three of these children have been referred to our SENCO as children causing concern.

Our project connects to the particular element of the Learning Support Delivery Model in two aspects.

1. Building the confidence and capability of the adults who support learners. (Our teachers will be upskilled in the facilitation of coaching children to be coaches).
2. Our project will work with other specialists while still providing specialist support to individual children who need it.

The outcomes we are seeking for our children are **increased confidence, an ability to clarify, synthesise and be succinct and a more positive personal identity**. Strengthened relationships and acceptance of their own challenges and those of others will be integral to their learning.

The outcomes we are seeking for our teachers will be exactly that of our students. We have the vision of students and teachers working alongside each other adapting, refining and embracing the notion of student's coaching other students.

The outcomes we are seeking for our whanau is also reflected in the above goals. Our vision is that we will have a triangulation of support. All of the supported children's cohort will be involved and the focus children will have the advantage of our SENCO working alongside, motivating, and supporting the identified children.

The How

A separate charter target that links directly with our strategic Plan for 2020 and resourcing.

We will work closely with the dedicated person assigned to the well being of our children and develop a survey that will collect the child's voice, teacher's voice, and whanau voice before, mid and at the end of the year (Our within school and across school CoL teams).

We will involve the whanau and teachers and ascertain their voice. We will gather the data and review any changes around our outcomes. Outcomes to be reviewed will be:- seeing increased student confidence; an ability

to clarify, synthesise and be succinct. A more positive 'Personal Identity'. Strengthened relationship capability and acceptance of their own challenges and those of others.

We will rely on video recording not only for children and teachers to observe their own practice but as an indicator showing progress over the year. Thus, student voice and agency is paramount in our data gathering and analysis.

Annual Target: Mid Year Summary: June 2020

End of Year Summary 2020

Data to inform

Room	NSN	Mid year commentary- Linked to MOE project reporting	End of Year commentary Linked to MOE project reporting
9	0143674720		
21	0159374320		
8	0143919281		
8	0145336793		
8	0147907789		
7	0144996297		
6	0145993611		
6	0145881693		
5	0144994493		
8	0144567666		

Kiwi Sport Funding as Required by Auditor

The Kiwi sport government funding directly targeted to improve sporting involvement of primary school aged children \$5724 exc gst

1. Venues and Transport for athletics, cross country and swimming	\$4430
2. New Equipment	<u>\$1222</u>
	\$5004.17

As well the school is, for experience days, experts in delivering the following sports- Maori games, cricket, basketball and Rugby. The school entered 9 teams in 2019, 9 teams entered in Netball. Flippa ball we entered 5 teams. The school competed in 12 Inner City sporting events and one National ski event.