

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF PALMERSTON NORTH INTERMEDIATE NORMAL SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Palmerston North Intermediate Normal School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly Smit Limited (CKS 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 2 to 20, that comprise the statement of financial position as at 31 December 2018 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 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board of Trustees for the financial statements**

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and the Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



Vivien Cotton  
CKS Audit  
On behalf of the Auditor-General  
Palmerston North, New Zealand

# PALMERSTON NORTH INTERMEDIATE NORMAL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 2419

**Principal:** Hamish Ruawai

**School Address:** 56 Linton Street, Palmerston North

**School Postal Address:** 56 Linton Street, Palmerston North, 4410

**School Phone:** 06 358 0548

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

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Carletta MacDonald	Chairperson	Elected	Jun 2019
Darryn Joseph	Chairperson	Elected	Jun 2019
Hamish Ruawai	Principal	ex Officio	
Anita Bidlake	Parent Rep	Elected	Jun 2019
James Cameron	Parent Rep	Appointed	Jun 2019
Hamish Giles	Parent Rep	Elected	Jun 2019
Barbara Pritchard	Staff Rep	Elected	Jun 2019

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



# PALMERSTON NORTH INTERMEDIATE NORMAL

Annual Report - For the year ended 31 December 2018

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# Palmerston North Intermediate Normal

## Statement of Responsibility

For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Carletta Macdonald

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

30.05.19

Date:

H. G. Ruwanai

Full Name of Principal

[Signature]

Signature of Principal

30.5.19

Date:

## Palmerston North Intermediate Normal Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	4,951,560	4,684,034	4,766,515
Locally Raised Funds	3	416,367	238,200	627,747
Interest Earned		15,889	8,000	15,548
Gain on Sale of Property, Plant and Equipment		435	-	-
International Students	4	23,587	36,000	44,974
		<u>5,407,838</u>	<u>4,966,234</u>	<u>5,454,784</u>
<b>Expenses</b>				
Locally Raised Funds	3	247,144	57,500	460,507
International Students	4	5,187	2,000	1,350
Learning Resources	5	3,583,799	3,447,105	3,421,238
Administration	6	343,285	327,650	343,657
Finance Costs		13,139	5,000	6,142
Property	7	1,085,243	1,044,964	1,118,502
Depreciation	8	183,415	123,000	149,243
Loss on Disposal of Property, Plant and Equipment		3,699	-	-
		<u>5,464,911</u>	<u>5,007,219</u>	<u>5,500,639</u>
<b>Net Surplus / (Deficit)</b>		(57,073)	(40,985)	(45,855)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(57,073)</u>	<u>(40,985)</u>	<u>(45,855)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.





**Palmerston North Intermediate Normal  
Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>1,014,226</u>	<u>976,369</u>	<u>1,023,293</u>
Total comprehensive revenue and expense for the year	(57,073)	(40,985)	(45,855)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	36,788
<b>Equity at 31 December</b>	<u>957,153</u>	<u>935,384</u>	<u>1,014,226</u>
Retained Earnings	957,153	935,384	1,014,226
<b>Equity at 31 December</b>	<u>957,153</u>	<u>935,384</u>	<u>1,014,226</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



# Palmerston North Intermediate Normal Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	251,365	111,988	211,437
Accounts Receivable	10	213,998	187,606	206,423
GST Receivable		10,907	42,282	32,819
Prepayments		15,974	22,514	12,495
Inventories	11	620	92	4,279
Investments	12	478,422	346,351	462,708
Funds owed for Capital Works Projects	18	-	-	6,300
		<u>971,286</u>	<u>710,833</u>	<u>936,461</u>
<b>Current Liabilities</b>				
Accounts Payable	14	266,079	234,951	252,128
Revenue Received in Advance	15	73,282	29,015	21,792
Provision for Cyclical Maintenance	16	-	94,212	234,750
Finance Lease Liability - Current Portion	17	63,828	24,803	24,803
Funds held for Capital Works Projects	18	65,996	-	-
		<u>469,185</u>	<u>382,981</u>	<u>533,473</u>
<b>Working Capital Surplus/(Deficit)</b>		502,101	327,852	402,988
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	773,295	657,655	729,292
		<u>773,295</u>	<u>657,655</u>	<u>729,292</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	220,191	-	67,931
Finance Lease Liability	17	98,052	50,123	50,123
		<u>318,243</u>	<u>50,123</u>	<u>118,054</u>
<b>Net Assets</b>		<u>957,153</u>	<u>935,384</u>	<u>1,014,226</u>
<b>Equity</b>		<u>957,153</u>	<u>935,384</u>	<u>1,014,226</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



## Palmerston North Intermediate Normal Statement of Cash Flows

For the year ended 31 December 2018

	2018	2018	2017
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,102,537	1,080,250	1,120,163
Locally Raised Funds	428,619	230,500	627,358
International Students	59,587	36,000	33,004
Goods and Services Tax (net)	21,912	-	9,463
Payments to Employees	(647,069)	(580,000)	(610,611)
Payments to Suppliers	(850,716)	(742,292)	(1,063,442)
Cyclical Maintenance Payments in the year	-	(45,000)	-
Interest Paid	(13,139)	(5,000)	(6,142)
Interest Received	16,058	8,000	17,287
Net cash from / (to) the Operating Activities	117,789	(17,542)	127,080
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	435	-	-
Purchase of PPE (and Intangibles)	(88,306)	(96,775)	(82,010)
Purchase of Investments	(15,714)	-	(16,357)
Proceeds from Sale of Investments	-	100,000	-
Net cash from / (to) the Investing Activities	(103,585)	3,225	(98,367)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	36,788
Finance Lease Payments	(47,929)	(27,456)	(21,095)
Funds Held for Capital Works Projects	73,653	-	13,270
Net cash from Financing Activities	25,724	(27,456)	28,963
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>39,928</b>	<b>(41,773)</b>	<b>57,676</b>
Cash and cash equivalents at the beginning of the year	211,437	153,761	153,761
<b>Cash and cash equivalents at the end of the year</b>	<b>251,365</b>	<b>111,988</b>	<b>211,437</b>

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.





# Palmerston North Intermediate Normal

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Palmerston North Intermediate Normal (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 2018 to 31 December 2018 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".

###### *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 13.

#### ***Critical Judgements in applying accounting policies***

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

##### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### ***Government Grants***

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

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

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

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

##### ***Other Grants***

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

##### ***Donations, Gifts and Bequests***

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

##### ***Interest Revenue***

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

#### **d) Use of Land and Buildings Expense**

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





**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment 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 \$1000 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.

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	5-50 years
Furniture and Equipment	3-20 years
Information and Communication	3-5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

#### **l) Intangible Assets**

##### *Software costs*

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

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

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

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

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

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

##### *Non cash generating assets*

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

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

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

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



#### **n) Accounts Payable**

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

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

##### *Long-term employee entitlements*

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

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

#### **p) Revenue Received in Advance**

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

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

#### **q) Funds Held in Trust**

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

#### **r) Shared Funds**

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

#### **s) Provision for Cyclical Maintenance**

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

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

#### **t) Financial Assets and Liabilities**

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

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





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

**u) Borrowings**

Borrowings are recognised at the amount borrowed. 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 the balance date.

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,021,886	1,020,000	1,045,186
Teachers' salaries grants	2,893,255	2,839,225	2,780,026
Use of Land and Buildings grants	888,835	769,800	840,629
Resource teachers learning and behaviour grants	3,668	-	573
Other MoE Grants	139,782	55,009	100,101
Other government grants	4,134	-	-
	<u>4,951,560</u>	<u>4,684,034</u>	<u>4,766,515</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	45,989	47,500	53,371
Bequests & Grants	14,673	4,500	44,190
Activities	237,980	117,950	478,835
Trading	38,615	30,000	33,938
Fundraising	48,277	25,000	200
Other Revenue	30,833	13,250	17,213
	<u>416,367</u>	<u>238,200</u>	<u>627,747</u>
<b>Expenses</b>			
Activities	186,572	31,000	435,005
Trading	30,916	26,500	24,003
Fundraising costs	29,656	-	-
Other Expenses	-	-	1,499
	<u>247,144</u>	<u>57,500</u>	<u>460,507</u>
<i>Surplus for the year Locally raised funds</i>	<u>169,223</u>	<u>180,700</u>	<u>167,240</u>

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	2	2	4
<b>Revenue</b>			
International student fees	23,587	36,000	44,974
<b>Expenses</b>			
International student levy	830	-	-
Other Expenses	4,357	2,000	1,350
	<u>5,187</u>	<u>2,000</u>	<u>1,350</u>
<i>Surplus for the year International Students'</i>	<u>18,400</u>	<u>34,000</u>	<u>43,624</u>





## 5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	143,750	150,065	135,333
Library resources	5,903	11,215	9,852
Employee benefits - salaries	3,380,500	3,214,225	3,213,427
Staff development	52,575	71,600	62,229
Text Books	1,071	-	397
	<u>3,583,799</u>	<u>3,447,105</u>	<u>3,421,238</u>

## 6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,903	5,000	4,760
Board of Trustees Fees	4,855	4,500	3,905
Board of Trustees Expenses	5,948	6,000	8,020
Communication	13,006	13,500	13,554
Consumables	27,343	37,500	36,986
Operating Lease	22,644	35,000	40,307
Other	64,442	41,150	57,649
Employee Benefits - Salaries	169,221	153,000	147,216
Insurance	13,523	15,000	15,060
Service Providers, Contractors and Consultancy	17,400	17,000	16,200
	<u>343,285</u>	<u>327,650</u>	<u>343,657</u>

## 7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	6,610	6,500	7,012
Cyclical Maintenance Expense	(82,416)	29,864	13,201
Grounds	9,531	9,500	7,161
Heat, Light and Water	60,977	59,000	57,276
Rates	6,235	6,000	6,110
Repairs and Maintenance	34,307	13,300	36,901
Use of Land and Buildings	888,835	769,800	840,629
Security	5,459	5,000	5,030
Employee Benefits - Salaries	49,895	52,000	46,007
Consultancy And Contract Services	105,810	94,000	99,175
	<u>1,085,243</u>	<u>1,044,964</u>	<u>1,118,502</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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	34,650	28,935	35,108
Furniture and Equipment	57,892	45,194	54,837
Information and Communication Technology	27,007	24,088	29,227
Leased Assets	55,069	17,453	21,177
Library Resources	8,797	7,330	8,894
	<u>183,415</u>	<u>123,000</u>	<u>149,243</u>



## 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	150	-	150
BNZ 00 A/c	249,745	104,259	208,076
BNZ 02 Account	(1,991)	2,336	(476)
Principal's BNZ Debit Card	1,256	3,195	1,484
BNZ 025 A/C	2,205	2,198	2,203
Cash equivalents for Cash Flow Statement	<u>251,365</u>	<u>111,988</u>	<u>211,437</u>

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

Of the \$251,365 Cash and Cash Equivalents, \$65,996 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	4,338	7,437	1,100
Receivables from the Ministry of Education	7,192	6,258	17,611
Interest Receivable	7,775	9,683	7,944
Teacher Salaries Grant Receivable	194,693	164,228	179,768
	<u>213,998</u>	<u>187,606</u>	<u>206,423</u>
Receivables from Exchange Transactions	12,113	17,120	9,044
Receivables from Non-Exchange Transactions	201,885	170,486	197,379
	<u>213,998</u>	<u>187,606</u>	<u>206,423</u>

## 11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	620	92	4,279
	<u>620</u>	<u>92</u>	<u>4,279</u>

## 12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	478,422	346,351	462,708



### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	324,136	-	(2,416)	-	(34,650)	287,070
Furniture and Equipment	250,069	75,107	(452)	-	(57,892)	266,832
Information and Communication Tech	44,675	4,314	(831)	-	(27,007)	21,151
Leased Assets	77,368	142,441	-	-	(55,069)	164,740
Library Resources	33,044	9,254	-	-	(8,797)	33,502
<b>Balance at 31 December 2018</b>	<b>729,292</b>	<b>231,116</b>	<b>(3,699)</b>	<b>-</b>	<b>(183,415)</b>	<b>773,295</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	597,708	(310,638)	287,070
Furniture and Equipment	763,585	(496,753)	266,832
Information and Communication	231,408	(210,257)	21,151
Leased Assets	289,281	(124,541)	164,740
Library Resources	248,331	(214,829)	33,502
<b>Balance at 31 December 2018</b>	<b>2,130,313</b>	<b>(1,357,018)</b>	<b>773,295</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	356,733	2,510	-	-	(35,108)	324,135
Furniture and Equipment	245,057	61,590	-	-	(54,837)	251,810
Information and Communication Tech	59,334	14,568	-	-	(29,227)	44,675
Leased Assets	29,476	67,328	-	-	(21,177)	75,627
Library Resources	33,940	7,999	-	-	(8,894)	33,045
<b>Balance at 31 December 2017</b>	<b>724,540</b>	<b>153,995</b>	<b>-</b>	<b>-</b>	<b>(149,243)</b>	<b>729,292</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	604,579	(280,444)	324,135
Furniture and Equipment	933,718	(681,908)	251,810
Information and Communication	446,496	(401,821)	44,675
Leased Assets	145,029	(69,402)	75,627
Library Resources	239,077	(206,032)	33,045
<b>Balance at 31 December 2017</b>	<b>2,368,899</b>	<b>(1,639,607)</b>	<b>729,292</b>



#### 14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	50,730	45,763	46,042
Accruals	4,903	4,690	4,760
Capital accruals for PPE items	5,027	-	5,356
Employee Entitlements - salaries	194,693	164,228	179,768
Employee Entitlements - leave accrual	10,726	20,270	16,202
	<u>266,079</u>	<u>234,951</u>	<u>252,128</u>
Payables for Exchange Transactions	266,079	234,951	252,128
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>266,079</u>	<u>234,951</u>	<u>252,128</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income Received in Advance	25,282	5,045	9,792
FFPS Fees Prepaid	48,000	23,970	12,000
	<u>73,282</u>	<u>29,015</u>	<u>21,792</u>

#### 16. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	302,681	64,348	289,480
Increase/(decrease) to the Provision During the Year	(82,490)	29,864	13,201
Provision at the End of the Year	<u>220,191</u>	<u>94,212</u>	<u>302,681</u>
Cyclical Maintenance - Current	-	94,212	234,750
Cyclical Maintenance - Term	220,191	-	67,931
	<u>220,191</u>	<u>94,212</u>	<u>302,681</u>

#### 17. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	75,622	24,803	24,803
Later than One Year and no Later than Five Years	112,553	50,123	50,123
	<u>188,175</u>	<u>74,926</u>	<u>74,926</u>





### 18. Funds Held (Owed) for Capital Works Projects

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Court Lighting	<i>completed</i>	(850)	-	(850)	-	-
Toilet Upgrade	<i>completed</i>	(5,450)	-	(5,450)	-	-
Drainage Works	<i>in progress</i>	-	67,766	1,770	-	65,996
<b>Totals</b>		<b>(6,300)</b>	<b>67,766</b>	<b>(4,530)</b>	<b>-</b>	<b>65,996</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	65,996
Funds Due from the Ministry of Education	-
	<b>65,996</b>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Music/Science Modernisation	<i>completed</i>	(23,680)	46,483	22,803	-	-
Court Lighting	<i>in progress</i>	(850)	-	-	-	(850)
Toilet Upgrade	<i>in progress</i>	(4,750)	-	700	-	(5,450)
<b>Totals</b>		<b>(29,280)</b>	<b>46,483</b>	<b>23,503</b>	<b>-</b>	<b>(6,300)</b>

### 19. Related Party Transactions

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

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



## 20. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,855	3,905
Full-time equivalent members	0.25	0.26
<i>Leadership Team</i>		
Remuneration	449,422	361,190
Full-time equivalent members	4.00	3.00
Total key management personnel remuneration	454,277	365,095
Total full-time equivalent personnel	4.25	3.26

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	150 - 160	0 - 10
Benefits and Other Emoluments	4 - 5	0 - 1
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	140 - 150
Benefits and Other Emoluments	-	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	1.00
	1.00	1.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-



## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

### (b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	5,734	13,465
Later than One Year and No Later than Five Years	11,467	17,201
Later than Five Years	-	-
	<u>17,201</u>	<u>30,666</u>

## 24. Managing Capital

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



## 25. Financial Instruments

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

### Loans and receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	251,365	111,988	211,437
Receivables	213,998	187,606	206,423
Investments - Term Deposits	478,422	346,351	462,708
Total Loans and Receivables	<u>943,785</u>	<u>645,945</u>	<u>880,568</u>

### Financial liabilities measured at amortised cost

Payables	266,079	234,951	252,128
Finance Leases	161,880	74,926	74,926
Total Financial Liabilities Measured at Amortised Cost	<u>427,959</u>	<u>309,877</u>	<u>327,054</u>

## 26. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 27. Comparatives

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





**PALMERSTON  
INTERMEDIATE**



**NORTH  
NORMAL SCHOOL**



# 2018 VARIANCE REPORT

## 2018 Variance Report

Palmerston North Intermediate Normal School, through its Charter and Strategic Plan, describes the school's priorities and expectations for improved student outcomes. The [2018 School Annual Plan](#) highlights for each of our SIX goals the key strategies and actions required to promote achievement towards these goals. In this annual report the Board presents its 'analysis of variance' that describes, for our school community, how the school has gone about addressing its priorities and how successful its approach has been.

### **Comment on Cohorts assessed on National Standards in 2018**

The National Standards are a description of what all New Zealand children are expected to be able to do in reading, writing and mathematics in Years 1 – 8 are high.

The standards give teachers, children, and parents a clear idea of where their child is at. Working AT or ABOVE the standard during Years 1-8 means a child should be on track to finish secondary school with a learning qualification - NCEA Level 2 or similar.

The National Standard achievement outcomes for Reading, Writing and Mathematics in 2018 were inclusive of all students at Palmerston North Intermediate Normal School.

### **A breakdown of our school roll as at 1<sup>st</sup> November 2018 of students was as follows:**

- 731 students – including 346 Year 7 students and 360 Year 8 students
- 380 Female students and 351 Male students
- 113 Maori students
- 32 Pasifika students.
- 32 ESOL students represent students from 15 different countries
- 33 students were on a Numeracy Support Programme in 2016.
- 22 Year students were on a Literacy Support Programme.
- 2 ORS (High)
- 39 students were enrolled during the 2018 school year
- 24 students left

**The above students were assessed against the National Standards in Reading, Writing and Mathematics in November 2018.**



# LOCAL GOAL 1

To have **HIGH LEVELS of LITERACY & NUMERACY ACHIEVEMENT**

## WRITING

<p><b>TARGETS:</b></p> <p><b>2017 TARGETS SCHOOL WIDE</b></p> <ul style="list-style-type: none"> <li>● <b>85% of ALL students</b> to be 'at' or 'above' the National Standard at each year level</li> <li>● <b>75% of Boys</b> to be 'At' or 'Above' the National Standard at each year level</li> <li>● <b>75% of Pasifika students</b> to be 'at' or 'above' the National Standard at each year.</li> </ul>	<p><b>TARGET OUTCOMES:</b></p> <p>The following students are on track to achieve <b>AT or ABOVE</b> the standard by the end of the year</p> <ul style="list-style-type: none"> <li>● <b>77.3%</b> (565 /731 ) of <b>ALL</b> students</li> <li>● <b>72%</b> (65 /113) of <b>Maori</b> students</li> <li>● <b>65.7%</b> (21 / 32) of <b>Pasifika</b> students</li> <li>● <b>81%</b> ( 355/ 434) of <b>European</b> students</li> <li>● <b>69.2%</b> ( 243/ 351) of <b>Male</b> Students</li> <li>● <b>84.7 %</b> (322 /380 ) of <b>Female</b> students</li> <li>● <b>77.5%</b> of Year 7 students</li> <li>● <b>77 %</b> of Year 8 students</li> </ul>
<p><b><u>Writing Analysis/Recommendations:</u></b></p> <ol style="list-style-type: none"> <li>1. There is a slight reduction in overall <b>performance schoolwide</b> between 2017 and this year, 83% to 78% . However, <b>Year 8 students</b> have increased 5% from last year.</li> <li>2. <b>2017 Year 7 students</b> achieved 83% at or above the standard compared to the same students (Year 8) achieving 77% this year. Further exploration should occur to identify the students who have gone backwards or new students to the school.</li> <li>3. <b>Maori and Pasifika students</b> and in particular boys, are underachieving <b>compared to other ethnic groups (11 students)</b>.</li> <li>4. <b>Girls</b> achieve significantly higher to boys in both levels.</li> <li>5. <b>Year 7 (77.5%) &amp; Year 8 (77% )</b> achievement is similar.</li> </ol>	

6. **E-Asttle** standardised test results indicate there has been a significant shift in achievement across all cohorts. Year 8 boys have made the least shift from beginning to end of the year. Year 7 girls outperform all cohorts achieving at 85.2% at the end of year compared to all Year 8 girls 75.2% at or above the standard.
7. **Writing Hub Report** indicates that the first half of year programme made a difference to the students. Due to personnel changes there was a change of programme. Review of this programme would need to be considered based on the report.
8. **SENCO Report**- The school wide data does include students with Special Needs and learning needs. These students had a different programme in 2018 with a withdrawal programme providing small group or one on one support. This was new for the SENCO and was based on each child's IEP (Individual Education Plan). The detailed SENCO Report outlines the process, assessment and programme of support. The majority, if not all these students, were achieving below the standard. However, significant life skills were developed and goals achieved within each student's plan.
9. **Student Inquiry learning** - Authentic learning needs to be engaging for students to write and this can be achieved by students inquiring into topics that interest them.



# READING

<h2>TARGETS</h2> <p><b>2017 TARGETS SCHOOL WIDE</b></p> <ul style="list-style-type: none"> <li>● <b>85% of ALL students</b> to be 'at' or 'above' the National Standard at each year level</li> <li>● <b>80% of Boys</b> students to be 'At' or 'Above' the National Standard at each year level</li> <li>● <b>85% of Maori &amp; Pasifika</b> students to be 'at' or 'above' the National Standard at each year.</li> </ul>	<h2>TARGET OUTCOMES:</h2> <p>The following students are on track to achieve <b>AT or ABOVE</b> the standard by the end of the year</p> <ul style="list-style-type: none"> <li>● <b>83%</b> (610 / 732) of <b>ALL</b> students</li> <li>● <b>75.2%</b> (85 / 113 ) of <b>Maori</b> students</li> <li>● <b>75%</b> ( 24/32 ) of <b>Pasifika</b> students</li> <li>● <b>88.7%</b> ( 386/435 ) of <b>European</b> students</li> <li>● <b>80.4%</b> (282 /351 ) of <b>Male</b> Students</li> <li>● <b>86.1%</b> ( 328/381) of <b>Female</b> students</li> <li>● <b>84.9 %</b> of Year 7 students</li> <li>● <b>89%</b> of Year 8 students</li> </ul>
<p><b><u>Reading Analysis/Recommendations:</u></b></p> <ol style="list-style-type: none"> <li>1. There is a slight reduction in overall <b>performance schoolwide</b> between 2017 and this year, 85% to 83% . However, <b>Year 8 students</b> have increased 5% from last year.</li> <li>2. Girls have predominantly out performed boys since the introduction of National Standards and same again this year , by the same margin as last year, around 5%.</li> <li>3. <b>Year 8 Pasifika, Asian and Maori boys</b> have high levels of underachievement.</li> <li>4. <b>Year 7 Maori Boys</b> have high levels of underachievement</li> <li>5. There has been a reduction in the achievement of <b>Maori and Pasifika students</b>, 10% for Maori and 5% for Pasifika students compared to 2017.</li> <li>6. <b>European students</b> have relatively stayed the same at around 88% and continue to outperform Maori and Pasifika by around 10%.</li> <li>7. <b>STAR (Standardised test) results</b> - STAR results indicate that all students make a significant shift from the beginning to the end of the year. Points to consider would be the use of this assessment tool and how teachers use it to diagnose the needs of students. STAR is a great tool to give summative data and when used correctly can measure the accelerated rate of achievement over the year, using Scaled</li> </ol>	

scores. This should be explored for 2019. This could also indicate what teachers have done to raise the achievement levels. This could be strongly linked to the Data reflection sheet of each class.

8. **Reading Hub Report** - This programme highlights significant acceleration for students and therefore should be sustained for 2019. Please read the recommendations within this report to improve outcomes
9. **SENCO Report**- The school wide data does include students with Special Needs and learning needs. These students had a different programme in 2019 with a withdrawal programme providing small group or one on one support. This was new for the SENCO and based on each child's IEP (Individual Education Plan). The detailed SENCO Report outlines the process, assessment and programme of support. The majority if not all these students were achieving below the standard. However, significant life skills were developed and goals achieved within each student's plan
10. **Reading programmes** - Greater understanding of what a quality reading programme needs exploring by the Marau team. At present there are a number of programmes that are being run eg Reading Cafe, Daily 5 and Avail. These need to be questioned to understand their impact and value at this age group.
11. **GATE students** - Some of the students 'Well Above' the standard can be categorised as Gifted and Talented. The top 6% of identified gifted and talented students are placed carefully on entry into specially formed clusters across the school. A "cluster class" has the same number of students as any other class but the makeup of the class is slightly different in terms of the spread of the achievement levels of students in that class.

The learning needs of gifted and talented students are met within the classroom, through involvement in withdrawal programmes, and through involvement in special programmes and competitions beyond the school. Our GATE programme format is strongly supportive of meeting the particular social and emotional needs of preadolescent students. Within the classroom, the needs of gifted and talented learners are met in a variety of ways, including:

- differentiation
- ability-grouping
- inquiry/ problem-based learning
- flexible learning programmes
- needs-based workshop

ICAS assessments will also help identify these gifted students.



# MATHEMATICS

## **TARGETS:**

### **2017 TARGETS SCHOOL WIDE**

- **80% of ALL students** to be 'at' or 'above' the National Standard at each year level.
- **75% of Maori & Pasifika** students to be 'at' or 'above' the National Standard at each year.

## **TARGET OUTCOMES:**

The following students are on track to achieve **AT or ABOVE** the standard by the end of the year

- **70.4%** ( 515/731 ) of **ALL** students
- **57.5%** ( 65 /113 ) of **Maori** students
- **50%** ( 16/32 ) of **Pasifika** students
- **74.6%** ( 324 / 434) of **European** students
- **75.5%** ( 265/351) of **Male** Students
- **65.8 %** ( 250/380) of **Female** students
- **67.4%** of Year 7 students
- **73.7 %** of Year 8 students

## **Maths Analysis/Recommendations:**

1. Similar achievement from 2017 (72.9%) to 2018 (71%)
2. **2017 Year 7 students** achieved 83% at or above the standard compared to the same students (Year 8) achieving 77% this year. Further exploration should occur to identify the students who have gone backwards or new students to the school.
3. **Maori (54%) and Pasifika (50%) students** are underachieving significantly below compared to other European (74%).
4. **Girls (65.8%)** achieve significantly lower to boys (75.5%) in both levels.
5. **Year 7 (67.4%)** are achieving lower than **Year 8 (73.7 %)**
6. **Year 7 (77.5%) & Year 8 (77%)** achievement is similar.
7. **PAT Maths Report** - Results indicate there has been an increased shift across all cohorts with significant increase in Maori and Maori/Pasifika Girls in particular (47% increase). Girls overall have made a significant increase. Greater use of the PAT tool is required so teachers understand how they can identify key areas of learning for students. Consistent school wide understanding is required. Planning should be a focus for Marau leaders.
8. **Maths hub Report**
9. **SENCO Report**- The school wide data does include students with Special Needs and learning needs. These students had a different programme in 2019 with a withdrawal programme providing small group or one on one support. This was new for the SENCO and based on each child's IEP (Individual Education Plan). The detailed SENCO Report outlines the process, assessment and programme of support. The majority, if not all these students, were achieving below the standard. However, significant life skills were developed and goals achieved within each student's plan.



## LOOKING AHEAD (*What's new? or noteworthy*)

1. **Cultural Responsiveness** - All data indicates that our Maori and Pasifika students are underserved compared to other ethnic groups. The recent cultural audit outlines clear recommendations in developing a strategic approach to build a culturally responsive school. Urgency and momentum needs to be established.
2. **Assessment practices** - Exploration around the assessment tools - STAR, PAT and e-AsTTle needs clarifying in order to be used to better diagnose the needs of students as well as to track progress.
  - A greater understanding and consistency in administering assessments needs to be confirmed and understood school wide.
  - **Moderation** - Greater moderation is required so teachers have a consistent understanding of the standards and curriculum levels. There will now be a greater focus on the curriculum levels with National Standards being abolished.
  - **Data reflection sheets** - These need to be discussed formally
  - **Tracking sheets**
3. **Planning** - Greater consistency of planning needs to occur in order to ensure that assessment information is being used to target students needs. This will also enable alignment with implementation plan expectations. This should be monitored closely by Marau leaders
4. **Assessment Savvy** - Teachers, under the guidance of Marau leaders, must take greater responsibility for the assessment data creating ownership and URGENCY as there is clear inequality of outcomes for some cohorts of students.
5. **GATE students** - Needs to be a comprehensive review of how PNINS caters for GATE students as the cluster concept is not to be implemented in 2019. This will provide greater role models and even out classes. Streamed class could be an opportunity to explore in the future. (Streaming will create some logistical issues with identification prior to entry at PNINS.)
6. **Induction** - Greater understanding of PNINS assessment expectations and systems is required by incoming teachers. This could be better catered for within the marau learning communities through teaching as inquiry.
7. **Interruptions of programme** - School calendar needs to be considered as there are many disruptions to the school day. Firstly, how the current teaching time is used needs to be looked at. It is important to understand that students rely on their other interests to give them the confidence and ability to belong to the school culture. This could be in the sports, performing arts and cultural groups. The 5 Keys are developed in these areas and are essential for success in life.
8. **Marau** - Learning Communities:
  - Teaching as Inquiry
  - Cultural Responsiveness practises
  - Target Students



## LOCAL GOAL 2

### To recognise and cater for students' CULTURAL & SPECIAL LEARNING NEEDS

#### EXPECTED OUTCOMES:

- a. To ensure that the learning, social and cultural needs of students in the mainstream are identified and programmes are implemented which meet these students' specific needs
- b. To ensure that all students, including those with identified special needs, develop the confidence to participate, engage and achieve in learning activities within the classroom context and school-wide programmes.

#### ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION:

ACTION	REFLECTION
<p><b>Passion Based inquiries</b> - Based on cultural competencies</p>	<p>These worked extremely well as it opened the ability for teams to work together. It was an opportunity to provide a break from having targeted students and explore other options such as building relationships, cooperative learning, assessment practises &amp; tools, online reporting. These were exciting and and really made us think of the big picture and why we do things.</p>
<p><b>Target Setting</b> involving priority learners based on the Marau programme.</p>	<p>Target students were instigated in the second half of the year. <b>This was too late and teachers were not provided with enough opportunity to reflect and really dig into what shifts these students required.</b> Now that we have decided the best assessment tool we can drill deeper, measure and track the shifts with our current systems.</p>
<p><b>Principal Meetings</b> with key personnel involved in the Pasifika and Maori community.</p> <ul style="list-style-type: none"> <li>● Teacher Led Innovation Fund (TLIF)</li> <li>● Rangitane Cultural Framework Responsiveness</li> </ul>	<p>Great reflection evenings, showing parents and whanau what students have achieved. The pasifika evening was extremely successful as we had a large number of family members attend. A highlight was the pasifika guest speaker's role modelling the benefits of education. <b>These meetings need to occur once per term.</b></p>
<p><b>Maori and Pasifika Action plans</b> developed with key stakeholders and shared with staff.</p> <ul style="list-style-type: none"> <li>● Community leaders, iwi, hapu and whanau</li> <li>● Pasifika elders</li> </ul>	<p>Pasifika evening provided some fantastic feedback on what families wanted for their children. The Students participated in the cultural audit and were extremely honest on how the feel, the environment, their peers and staff. This will form the basis of the Cultural Responsive Plan, which will form part</p>



<p><b>Charter consultation</b> - To be done with both pasifika and Maori at the same time</p> <p><b>Taradale Cultural Exchange</b></p>	<p>of the 2019 Charter and Annual Plan.</p> <p>Another successful year with 2018 students involved in this exchange. Extremely well organised with the cultural educational outcomes being achieved based on the feedback from, parents, students and staff.</p>
<p><b>SPECIAL NEEDS</b></p>	
<p><b>Transition meetings</b> - These occur for year 7 students prior to the new year at contributing schools. Enabling better placement of students with staff and peers.</p>	<p>These were once again held with all primary schools which unveiled a number of potential needs for 2019. As a result MOE communication was necessary, instigating a meeting with behaviour team and RTL. Meetings have been arranged in the new year as a precaution to measure the transition of high needs behaviour students. PB4L will be implemented next year and will develop a consistent school wide approach to behaviour management and restorative justice.</p>
<p><b>IEP process for special needs students</b></p> <ul style="list-style-type: none"> <li>• Held before incoming year 7 students start school and to involve proposed teacher.</li> <li>• Held once a term for ORS funded students to identify how resources are to be spent.</li> <li>• Term 4 IEP to work on transition to next year's school or class.</li> </ul>	<p>2018 saw a new system where roles were separated with the SENCO responsible for students with learning needs and the DP for Behavioural needs. Obviously, this sometimes involved both and therefore a discussion was held to determine who would take overall responsibility. Greater clarity of this identification system will need to be considered for 2019.</p>
<p><b>PLD</b> - To be targeted based on need. Autism and brain development could be a focus with better understanding of the pre adolescent student</p>	<p>A number of courses were eligible and attended for staff through the year.</p>
<p><b>Learning Support programmes</b></p> <ul style="list-style-type: none"> <li>• Review the programme and identify key areas for potential improvement</li> <li>• Identify students to attend intervention programmes through school wide testing (week 3)</li> <li>• Measure the impact and 'added value' given to students</li> </ul>	<p>The HUB End of Year reports were completed and indicated a number of things to consider. They were well written and indicated where to improve. <b>AP intervention programmes need consideration with the CoL involvement and amount of disruptions with the in school activities.</b></p>

## **LOOKING AHEAD (What's new? or noteworthy)**

1. **Target setting** within marau groups who will take greater ownership of data, discussing and tracking students.
2. **Cultural Responsive Plan Audit** to incorporate actions to increase maori and pasifika outcomes.
3. **PB4L** - Major PLD for the year. This will need to be considered for the 'pop up' session for the school.

### *Learning Support/ special Needs*

1. *Clarification of students with dual behaviour and learning needs and who takes responsibility.*



## LOCAL GOAL 3

To provide effective and innovative curriculum programmes delivered by HIGH QUALITY EDUCATORS

### EXPECTED OUTCOMES:

- To put in place an effective professional development programme that will enable teachers to review and refine assessment, planning and teacher evaluation; and to strengthen and develop teacher practice and middle leadership through Teaching as Inquiry
- To use technology to enhance learning opportunities for students and staff.
- To develop effective leadership capability of governance, staff and students.

### ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION

ACTIONS	REFLECTION
<ul style="list-style-type: none"> <li>● <b>AP role developed</b> to oversee the new MARAU concept of curriculum development.</li> <li>● <b>Realign leadership</b> roles to have a focus on PLD for staff.               <ul style="list-style-type: none"> <li>- Wellbeing</li> <li>- Curriculum</li> <li>- Teacher inquiry (PLD)</li> </ul> </li> </ul>	<p>Anna has done an amazing job building the teams and developing the inquiry approach with Marau leaders. They have spent time learning about leadership and the ability to mobilize staff to make shifts on their practice. <b>2019 will be a year to get momentum around systems and will need to be strategically planned based on the desired outcomes.</b></p> <p>Senior leader roles have developed over the year and will continually do so in the near future. <b>As a group they will need to be flexible and nimble enough to respond to the emerging needs of students, staff and the community. Managing the rate and preparedness for change will need thought.</b></p>
<ul style="list-style-type: none"> <li>● <b>Marau teams updating</b> online curriculum statements and programme updated and relevant.</li> <li>● <b>'Local curriculum'</b> implemented and reviewed based on the graduate profile.</li> <li>● <b>Assessment</b> - Review based on the removal of National Standards. Seek other options for reporting to parents</li> </ul>	<p><b>Curriculum statements still need to be developed collaborative by each Marau team creating ownership. This could be simplified through having literacy (Reading and Writing) Health &amp; PE and Inquiry learning. Making the statements usable and up to date. This can then be placed on the staff dashboard.</b></p> <p>The Annual curriculum overview has been a success with the collaborative approach developed through the team leaders. The 2019 overview has been created and allows for flexibility. A highlight has been the implementation of the keys within the year and its relationship to the inquiry topics. <b>Consideration needs to be made to ensure that</b></p>



<ul style="list-style-type: none"> <li>● <b>Data Reflection</b> sheets that have been created and will be further used to enhance identification and next steps learning</li> <li>● <b>Annual reporting overview</b> created and Standardised test data reported to the board. Review the use of National standards and what would give the BOT the necessary</li> </ul>	<p><b>inquiry has a purpose or a social action that enable the students to use their new learning in authentic situations.</b></p> <p>Data Reflections Sheets were used in term 1 to place students into the various tiers which were used to identify target students and students for the learning support team. <b>These will need to be used better throughout the year so mid and end of year reflections can show growth and reflection. These will be the basis to hold discussions during Marau Meetings.</b></p> <p>The End of year Reports have been altered to better reflect the vision of the school and have been constructed with the input of all teachers. This has been a lengthy process with some more minor adjustments still to be made. <b>This will primarily be about how we use the curriculum levels to show growth.</b></p>
<ul style="list-style-type: none"> <li>● <b>Investigate International students</b> and the impact they will have on school culture and resources.</li> <li>● <b>Normal</b> School conference</li> </ul>	<p>We have engaged in some international students marketing this year with the hosting of short term students and their parents for day trips. <b>In 2019 we have 6 students enrolled and we need to work with the AP around this leadership Role to see what this involves. The annual Code of Conduct will be one such document which is lengthy and needs to be completed by the same person every year for greater understanding and effectiveness.</b></p>
<ul style="list-style-type: none"> <li>● <b>CoL</b> - Participate in the Community of Learners Initiative.</li> <li>● <b>TLIF</b> involvement</li> </ul>	<p>The CoL involvement has been lengthy and the Achievement Challenge has been written and accepted by the MOE. This has allowed us to access the various CoL roles for AST and WST. We have two teachers that have been successfully appointed to the AST role with three WST allocated to PNINS. <b>Care must be taken with the appointment of roles and units as this could have a negative impact on staff culture as remuneration and release is involved. We are confident that the school will interface with the CoL well with the setup of the Marau teams and the focus on building collaborative communities through TAI.</b></p>



	<p>TLIF was a huge success with staff working together across 8 schools to create resources that support Culturally Responsive Practice. Working alongside iwi has been beneficial and set up connections for the future. We lost an extremely valuable member of our school in Matua Shane Ruwhui who has been the cornerstone of much Maori development. Alongside this we farewelled Whaea Phyllis Fitzgerald who has contributed immensely to the tamariki of PNINS for nearly 20 years, her partnership with Shane will be a huge loss. <b>A new team will collaboratively lead the whole school focus on Culturally responsive practice. This will be embedded alongside Marau and PB4L.</b></p>
<ul style="list-style-type: none"> <li>● <b>Senior leader</b> - Edlead Carol Lynch mentor programme.</li> <li>● <b>Principal Appraisal</b> - Completed by external appraiser.</li> </ul>	<p>Carol Lynch has provided some excellent support and coaching for senior leaders. <b>This should continue in 2019.</b></p> <p><b>The appraisal of the principal was completed by the chairpersons and in 2019 would be timely for an external appraiser with the board elections approaching.</b></p>

## ***LOOKING AHEAD. (What's new? or noteworthy)***

1. **MARAU PROGRAMME** - 2019 will be a year to get momentum around systems and will need to be strategically planned based on the desired outcomes.
2. **SENIOR LEADERS** - As a group they will need to be flexible and nimble enough to respond to the emerging needs of students staff and the community. Managing the rate and preparedness for change will need thought.
3. **CURRICULUM STATEMENTS** - Curriculum statements still need to be developed collaborative by each Marau team creating ownership. This could be simplified through having literacy (Reading and Writing) Health & PE and Inquiry learning. Making the statements usable and up to date. This can then be placed on the staff dashboard.
4. **ANNUAL CURRICULUM OVERVIEW** - Consideration needs to be made to ensure that inquiry has a purpose or a social action that enable the students to use their new learning in authentic situations.
5. **DATA REFLECTION SHEETS** - These will need to better used throughout the year so mid and end of year reflections can show growth and reflection. These will be the basis to hold discussions during Marau Meetings.
6. **END OF YEAR REPORTS** - This will primarily be about how we use the curriculum levels to show growth.
7. **INTERNATIONAL STUDENTS** - .In 2019 we have 6 students enrolled and we need to work with the AP around this leadership role to see what this involves. The annual Code of Conduct will be one such document which is lengthy and needs to be completed by

the same person every year for greater understanding and effectiveness.

8. **CoL** - Care must be taken with the appointment of roles and units as this could have a negative impact on staff culture as remuneration and release is involved. We are confident that the school will interface with the CoL well with the setup of the Marau teams and the focus on building collaborative communities through TAI.
9. **CULTURALLY RESPONSIVE PRACTICE** - A new team will collaboratively lead the whole school focus on Culturally responsive practice. This will be embedded alongside Marua and PB4L.
10. **CAROL LYNCH** - Leadership Support - This should continue in 2019 **PRINCIPAL APPRAISAL** - The appraisal of the principal was completed by the chairpersons and in 2019 would be timely for an external appraiser.



# LOCAL GOAL 4

To provide and promote student PARTICIPATION IN A WIDE RANGE of sporting and cultural opportunities

**EXPECTED OUTCOMES:**

- To identify existing practices, and to incorporate new initiatives in order to learn about the different cultures and celebrate the cultural diversity of this school.
- To provide a wide range of sporting opportunities to increase participation.
- To have greater success in local and national sporting events.

**ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION**

ACTIONS	REFLECTIONS
<p><b>Sports programme</b></p> <ul style="list-style-type: none"> <li>● Sports coordinator and Administrator support implemented</li> <li>● Sports uniform review students &amp; staff</li> <li>● Sports equipment inventory</li> </ul>	<p>Based on the the three criteria this has been very successful with the increase in student participation, performance and communication online. Highlights have been the introduction of new programmes such as golf, equestrian, athletic training, skiing and gymnastics. In 2019 a clearer vision around the importance of sport will need to be discussed so class programmes can better deliver the PE programme and sports programmes. At times the online commitments have been demanding especially around areas that aren't related to sport such as online enrolments, school newsletter, prospectus and enrolment information. <b>For 2019 this could be a separate contract developed for the website management.</b></p>
<p><b>Annual programme determined</b></p> <ul style="list-style-type: none"> <li>● AIMS game participation</li> <li>● Investigate new exchange with an intermediate</li> </ul>	<p>Both exchanges were extremely successful with AIMS having their highest medal count to date with 20, 10 more than 2017. The sports coordinator and the new Resilience Camp were a welcome addition to the AIMS programme. Once again the support from parents and staff were a feature to ensure its success.</p> <p><b>No investigation was formally undertaken for a winter sports exchange. Consideration will need to be on the</b></p>



	<p><b>impact on class programmes.</b></p>
<p><b>LUNCHTIME sports programmes decided.</b></p> <ul style="list-style-type: none"> <li>• Termly challenges</li> </ul>	<p>Very successful under the leadership of Lead teacher. The creation of the Jopson Shield ensured that competition was healthy and worth pursuing.  <b>In 2019 another teacher will co support the lead teacher with the help of teacher aides.</b></p>
<p><b>Cultural groups</b></p> <ul style="list-style-type: none"> <li>• Kapa haka group</li> <li>• Pasifika groups</li> </ul>	<p>Kapa haka had a number of tutors to support them this year due to the employment of new staff. Their commitment and relationships with students ensured that this was one of their most successful years. The growing number attending, and in particular boys, is a strong indicator for another successful kapa haka year in 2019.</p>
<p><b>Languages after school programme</b></p>	<p>Once again these were held with 6 languages being delivered the programme was well monitored and supported by a teacher at school to ensure smooth operation.</p>
<p><b>Ultimate challenges</b></p>	<p>Four challenges were undertaken for the year.</p> <ul style="list-style-type: none"> <li>• RESPECT poster</li> <li>• JOPSON shield</li> <li>• FITOMANIA running challenge.</li> </ul> <p><b>2019 needs to be more engaging for the students as this year challenges were removed as we no longer required cover pages for the prospectus and school newsletter.</b></p>
<p><b>Science festival</b></p> <ul style="list-style-type: none"> <li>• Week long event - Major change for the school</li> <li>• Science Fair participation</li> </ul>	<p>In its second year the new Science festival format created a range of different science activities to engage and motivate students. Providing flexibility and class projects has reduced the number of entries at the Science and technology festival. <b>There are significant changes to the Manawatu Science and Technology Fair in 2019 with key personnel withdrawing from the organisation committee. This could impact severely on its future which would be devastating for</b></p>

	PNINS.
<p><b>Community Classroom</b></p> <ul style="list-style-type: none"> <li>• Discuss concept plan with leaders, teachers and board.</li> </ul>	<p>This was not investigated in 2018. However, plans are afoot for 2019 as contact has been made with community groups and leaders.</p>

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### ***LOOKING AHEAD, (What's new? or noteworthy)***

1. **SPORTS COORDINATOR** - For 2019 this could be a separate contract developed for the website management.
2. **ANNUAL sports exchange** - No investigation was formally undertaken for a winter sports exchange. Consideration will need to be on the impact of class programmes.
3. **ULTIMATE CHALLENGES** - 2019 needs to be more engaging for the students as this year challenges were removed as we no longer required cover pages for the prospectus and school newsletter.
4. **COMMUNITY CLASSROOM** - Further investigation to develop authentic learning within a community will be a feature.



# LOCAL GOAL 5

To provide for the SOCIAL & EMOTIONAL needs of students

**EXPECTED OUTCOMES:**

- To cater for the social and emotional needs of the pre adolescent students

**ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION**

ACTION	REFLECTION
<p><b>5 Keys to Success</b> - Education plan outlined to all staff and reiterated to families through the necessary.</p> <ul style="list-style-type: none"> <li>• Principal/ DP attendance on the 5 keys programme.</li> </ul>	<p>The Keys to Success has been written into our new vision and underpins everything that we do. We have added the ability for students to identify those who displayed the keys. These have also been celebrated in assemblies.  <b>The keys should underpin everything and this will be embedded in school culture as adults will reflect how these can be used at school. These will be formalised and displayed.</b></p> <p><b>A cultural aspect to the keys needs to be developed and translated. The keys should be easily used to identify the diverse cultures that exist with PNINS.</b></p>
<p><b>Behaviour Survey</b> - Twice a year looking at the behaviour of students in regards to safety and learning.</p> <ul style="list-style-type: none"> <li>• Getting along survey</li> </ul>	<p>The Wellbeing survey has highlighted a number of key areas for the future. We are pleased that the majority of students feel safe and understand the processes for recognising and dealing with bullying.</p> <p><b>However, in 2019 greater emphasis must be on unpacking the Keys to Success ensuring that are relevant to PNINS students and are consistently being delivered across the school.</b></p>



	<p><b>The PB4L team will ensure systems are collectively understood and practised across the school.</b></p> <p><b>Another feature was that a number of students indicated that their teacher does not respect their culture. More investigation and understand needs to occur to address this.</b></p>
<p><b>Mediation and Restorative</b> - Investigate training for senior leaders to run mediation and restorative sessions. This could be dependant on feedback from survey.</p>	<p>Peer mediation was introduced and took longer to implement due to the number of disruptions especially in Term 3. 44 students were heavily involved with interval and lunchtime duties. Students were selected based on their pastoral dispositions and enjoyed working with other students.</p> <p><b>2019 selection and training will occur early in Term . Ongoing Training and support throughout the year will be vital in order for mediators to have greater responsibilities.</b></p> <p>2 staff attended a course on restorative practice and ran a session for all staff on TOD. <b>As part of PB4L restorative training for all staff will be given and used in everyday practise.</b></p>
<p><b>Health Survey</b> - Completed every 18 months. This will determine and keep up to date with the changing needs of students at this age level.</p>	<p><b>This will be undertaken in 2019</b></p>
<p><b>Life Ed</b> - Investigate the benefits of the programme and the modules.</p>	<p>This was once again very popular with the students with relevant topics that suit this age level. The four week programme provided specific and accurate content being delivered in a well suited way for this age group. The focus on puberty and change was well received by staff and whanau.</p>
<p><b>Wellbeing Plan</b> - Develop a plan with internal and external staff members.(Well being committee)</p> <ul style="list-style-type: none"> <li>• Meet with Chard consultants</li> </ul>	<p>The well being plan has been an ongoing project that has demanded a large amount of time for the recently formed wellbeing team. A number of initiatives have been instigated and been well received by staff.</p>

	<p>This will continue on 2019 and would be timely to do another survey which could be completed by Chard consultancies again.</p>
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***LOOKING AHEAD (What's new? or noteworthy)***

1. **As part of PB4L**, restorative training for all staff will be given and used in everyday practise.
2. **Health Survey** will be undertaken in 2019 as part of the 18 month cycle.
3. **Well being committee** - This will continue in 2019 and would be timely to do another survey which could be completed by Chard consultancies again.



## LOCAL GOAL 6

To encourage an **EFFECTIVE PARTNERSHIP** between the school and its community

### EXPECTED OUTCOMES:

- To introduce to students across both year groups, possible future jobs, course and career choices, and identify pathways to realise their dreams.
- To provide effective transitions from Primary to Intermediate and Intermediate to secondary.
- To strengthen communication between home and school in all aspects of school life.
- To involve whanau and families in their child's learning.

### ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION

ACTION	REFLECTION
<p><b>Localised Curriculum</b> - Based on the learner Profile. This will enable a Curriculum Overview for 2019</p>	<p>This has now been developed and a new vision has been created "Passport to the future". This has incorporated four main areas that we believe a graduate should experience when they leave PNINS as a year 8. Being successful, a learner, healthy and respectful are what students have in their keke as they head of to the future. We will be developing a number of system,s to embrace this vision with the major change being the introduction of the passport. <b>The passport will be the document where students will share, store and collect artifacts that link to the various Keys and Learning destinations.</b>  <b>The annual localised curriculum overview will directly link to the passport to ensure our vision is enacted through what we do everyday.</b></p>
<p><b>Career Education</b> - Investigate what current options are being provided for students.</p>	<p><b>As part of the annual localised curriculum a unit will focus on career development will an outcome being to incorporate a careers expo.</b></p>
<p><b>Masters &amp; Graduate teacher Programme</b> - Operating in conjunction with Massey University</p>	<p>The masters programme has been cancelled form 2019 and PNINS will have only graduate students from Massey in future.</p>



<p><b>Community of Learners</b> - Meet with the governance team and investigate possible participation. Discuss IES initiative with:</p> <ul style="list-style-type: none"> <li>● Board of Trustees</li> <li>● Staff</li> <li>● Parent community</li> </ul> <p><b>Year 9 Meetings at Secondary School -</b></p>	<p>Our CoL has been officially launched under the Te ora karak kahui ako. The achievement challenge has been completed which means that schools can now access the various funding for CoL positions. PNINS has been allocated three 'Within School Positions' (WST) and two teachers have been appointed to the 'Across School Positions' (ASP). This has caused some concern around equity and how units are allocated across the staff. This does mean that staff will need to be appointed. Due to timing it has also created organizational issues to start the year.</p> <p><b>The CoL will support the Marau concept that already exists. The Principal has also been appointed to one of the support principal roles.</b></p>
<p><b>Iwi development</b></p> <ul style="list-style-type: none"> <li>● TLIF</li> <li>● Rangitane Cultural Framework</li> <li>● Pasifika</li> </ul>	<p>Through the work with TLIF and the Rangitane Cultural framework PNINS has developed a healthy relationship with Rangitane. <b>In 2019 the focus will be to address the recommendations through the external audit. This will involve key personnel from CORE education and Rangitane.</b></p> <p><b>Pasifika strategic planning will occur earlier in 2019 and involve family and community members.</b></p>

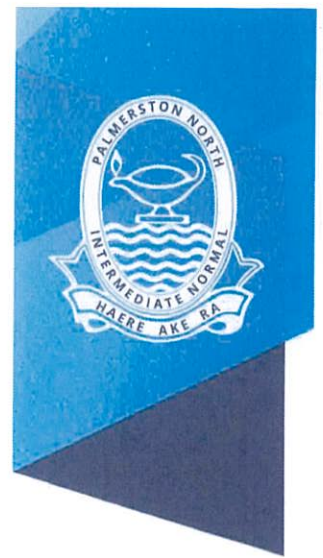
#### LOOKING AHEAD

1. **School Vision** - The passport will be the document where students will share, store and collect artifacts that link to the various Keys and Learning destinations. The annual localised curriculum overview will directly link to the passport to ensure our vision is enacted through what we do everyday.
2. **Career education** - As part of the annual localised curriculum a unit will focus on career development involving the community with an outcome being to incorporate a 'careers expo'.
3. **Community of Learners** - The CoL will support the Marau concept that already exists with both the AST's and the WST's working with staff on their inquiries. The Principal has also been appointed to one of the support principal roles that will be supporting the two lead principals for all 24 schools.
4. **Rangitane involvement** - In 2019 the focus will be to address the recommendations outlined in the external audit. This will involve key personnel from CORE education and Rangitane. An outcome will be to collaboratively develop a strategic plan for the next three years working on Cultural Responsive practises.

5. **Pasifika** - strategic planning will occur earlier in 2019 and involve family and community members.

Hamish Ruawai  
**Principal**  
**31 December 2018**

Carletta Mac Donald/ Darryn Joseph  
**Chairperson, Board of Trustees**  
**31 December 2018**



**PALMERSTON NORTH  
INTERMEDIATE  
NORMAL SCHOOL**

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New Zealand

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## **Kiwi Sport Report**

For the Year Ended 31 December 2018

Kiwisport is a Government Funding initiative to support student's participation in organised sport. In 2018 school received \$ 9676.50 excluding GST.

The funding was spent on Sports Equipment, PE and Coaching.

A handwritten signature in black ink, appearing to be 'S. P. H.', is written over a faint, illegible stamp or watermark.