

PAPATOETOE EAST SCHOOL

Annual Report - For the year ended 31 December 2019

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Papatoetoe East School

Statement of Responsibility

For the year ended 31 December 2019

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

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Cina Bedwell

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

29/05/2020

Date:

PAUL CHARLES CROWHURST

Full Name of Principal

[Signature]

Signature of Principal

29/05/2020

Date:

Papatoetoe East School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget \$	Actual \$
Revenue				
Government Grants	2	4,639,716	4,836,351	4,639,453
Locally Raised Funds		88,544	52,700	93,738
Use of Land and Buildings Integrated		-	-	-
Interest income		12,567	15,000	14,607
Other Revenue		39,140	-	-
		<u>4,779,967</u>	<u>4,904,051</u>	<u>4,747,798</u>
Expenses				
Locally Raised Funds	3	46,478	37,000	39,607
Learning Resources	4	2,891,857	3,125,695	2,910,081
Administration	5	246,856	274,561	314,051
Finance		-	-	-
Property	6	1,422,592	1,342,275	1,457,356
Depreciation	7	189,991	130,000	202,636
Impairment of Property, Plant and Equipment		-	-	-
Loss on Disposal of Property, Plant and Equipment		4,565	-	12,541
Loss on Uncollectable Accounts Receivable		-	-	-
Transport		-	-	-
		<u>4,802,339</u>	<u>4,909,531</u>	<u>4,936,272</u>
Net Surplus / (Deficit) for the year		(22,372)	(5,480)	(188,474)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(22,372)</u>	<u>(5,480)</u>	<u>(188,474)</u>

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

Papatoetoe East School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget 2019 \$	Actual \$
Balance at 1 January		1,427,446	1,440,121	1,615,920
Total comprehensive revenue and expense for the year		(22,372)	(5,480)	(188,474)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,387	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	22	1,414,461	1,434,641	1,427,446
Retained Earnings		1,414,461	1,434,641	1,427,446
Reserves		-	-	-
Equity at 31 December		1,414,461	1,434,641	1,427,446

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Papatoetoe East School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	289,421	45,052	288,605
Accounts Receivable	9	182,126	180,000	201,799
GST Receivable		17,353	-	13,036
Prepayments		818	-	10,962
Inventories	10	290	-	721
	11	295,958	400,000	189,195
		<u>785,966</u>	<u>625,052</u>	<u>704,318</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	340,530	250,000	358,057
Provision for Cyclical Maintenance	14	-	-	-
Finance Lease Liability - Current Portion	15	29,160	2,000	20,536
Funds held for Capital Works Projects	16	(7,070)	-	-
				<u>(53,819)</u>
		<u>362,620</u>	<u>252,000</u>	<u>324,774</u>
Working Capital Surplus/(Deficit)		423,346	373,052	379,544
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	1,260,961	1,114,589	1,187,228
		<u>1,260,961</u>	<u>1,114,589</u>	<u>1,187,228</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	118,380	50,000	79,778
Finance Lease Liability	15	151,466	3,000	59,548
		<u>269,846</u>	<u>53,000</u>	<u>139,326</u>
Net Assets		<u>1,414,461</u>	<u>1,434,641</u>	<u>1,427,446</u>
Equity				
	22	<u>1,414,461</u>	<u>1,434,641</u>	<u>1,427,446</u>

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

Papatoetoe East School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,012,581	1,026,351	1,024,291
Locally Raised Funds		105,480	47,700	97,571
Hostel		-	-	-
International Students		-	-	-
Goods and Services Tax (net)		(4,317)	20,000	65,058
Payments to Employees		(540,077)	(419,788)	(609,789)
Payments to Suppliers		(395,857)	(491,743)	(552,683)
Cyclical Maintenance Payments in the year		(18,530)	(30,000)	(10,081)
Interest Paid		-	-	(362)
Interest Received		12,926	16,000	14,810
Net cash from Operating Activities		172,206	168,520	28,815
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		34,576	-	28,669
Purchase of PPE (and Intangibles)		(162,034)	(196,359)	(216,516)
Purchase of Investments		(106,763)	-	-
Proceeds from Sale of Investments		-	-	115,000
Funds held for capital works				(27,706)
Net cash from Investing Activities		(234,221)	(196,359)	(100,553)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,387	-	-
Finance Lease Payments		(375)	-	75,177
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		53,819	-	-
Net cash from Financing Activities		62,831	-	75,177
Net increase/(decrease) in cash and cash equivalents		816	(27,839)	3,439
Cash and cash equivalents at the beginning of the year	8	288,605	72,891	285,166
Cash and cash equivalents at the end of the year	8	289,421	45,052	288,605

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

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

Papatoetoe East School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

For Non-integrated schools only:

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments**Prior Year Policy**

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	2.5 Straight Line
Furniture and equipment	20% Diminishing
Information and communication technology	20% - 33.3% Diminishing
Motor vehicles	5% Straight Line
Plant and Machinery	20% Diminishing
Leased assets held under a Finance Lease	33.33% Diminishing
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

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 grants where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2019 Actual	2019 Budget \$	2018 Actual \$
Operational Grants	854,516	866,351	862,052
Teachers' Salaries Grants	2,378,728	2,710,000	2,413,582
Use of Land and Buildings Grants	1,168,049	1,100,000	1,192,774
Resource Teachers Learning and Behaviour Grants	211,358	160,000	144,305
Other MoE Grants	27,065	-	26,740
Establishment Grant	-	-	-
Transport grants	-	-	-
Other Government Grants	-	-	-
	<u>4,639,716</u>	<u>4,836,351</u>	<u>4,639,453</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Revenue			
Donations	7,926	12,000	11,511
Bequests & Grants	-	-	-
Activities	38,687	23,000	28,364
Trading	686	2,500	1,941
Fundraising	14,429	2,000	11,002
Other Revenue	26,816	13,200	40,920
	<u>88,544</u>	<u>52,700</u>	<u>93,738</u>
Expenses			
Activities	43,997	33,000	36,910
Trading	935	4,000	2,556
Fundraising (Costs of Raising Funds)	1,546	-	141
Transport (Local)	-	-	-
Other Locally Raised Funds Expenditure	-	-	-
	<u>46,478</u>	<u>37,000</u>	<u>39,607</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>42,066</u>	<u>15,700</u>	<u>54,131</u>

4. Learning Resources

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Curricular	56,218	61,000	49,133
Equipment Repairs	-	-	-
Information and Communication Technology	4,595	6,000	10,493
Lease Interest	14,898		
Resources attached teacher cost	9,380	10,000	12,580
Library Resources	1,677	1,000	2,210
Employee Benefits - Salaries	2,738,769	2,988,500	2,798,777
Staff Development	36,325	42,000	20,084
RTLITS	19,345	11,695	16,804
Extra Curricular	9,814	5,500	-
Overseas Conference	836	-	-
	<u>2,891,857</u>	<u>3,125,695</u>	<u>2,910,081</u>

In 2019 the Board of Trustees approved funding from Staff Development budget to enable four staff to attend a conference in Melbourne, the purpose being to "develop teacher competency in teaching students to code".

Airfares to the value of \$2444.00 were paid for in the 2018 Financial Year with the balance of \$836.00 being paid in 2019.

5. Administration

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Audit Fee	5,950	6,000	5,650
Board of Trustees Fees	5,525	7,000	3,545
Board of Trustees Expenses	7,142	9,500	36,685
Intervention Costs & Expenses	-	-	362
Communication	9,524	14,000	12,688
Consumables	19,345	18,000	15,729
Operating Lease	7,944	28,000	7,391
Legal Fees	7,376	3,000	-
Other	37,803	36,800	92,060
Employee Benefits - Salaries	120,860	126,761	114,407
Insurance	391	500	471
Service Providers, Contractors and Consultancy	24,996	25,000	25,063
	<u>246,856</u>	<u>274,561</u>	<u>314,051</u>

6. Property

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Caretaking and Cleaning Consumables	18,048	17,500	13,672
Consultancy and Contract Services	54,145	52,500	52,496
Cyclical Maintenance Provision	57,132	20,000	31,804
Grounds	6,111	11,000	-
Heat, Light and Water	31,601	32,500	31,292
Rates	-	-	-
Repairs and Maintenance	26,703	46,248	66,827
Use of Land and Buildings	1,168,049	1,100,000	1,192,774
Security	5,230	8,000	6,568
Employee Benefits - Salaries	55,573	54,527	61,923
	<u>1,422,592</u>	<u>1,342,275</u>	<u>1,457,356</u>

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

7. Depreciation

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Buildings - School Reserve	27,800	-	27,622
Furniture and Equipment	-	26,000	-
Information and Communication Technology	44,557	35,000	47,282
Motor Vehicles	78,473	36,000	89,839
Plant and Equipment	2,099	-	1,982
Leased Assets	16,572	23,000	10,202
Library Resources	14,621	-	20,420
	5,869	10,000	5,289
	<u>189,991</u>	<u>130,000</u>	<u>202,636</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	500	500	500
Bank Current Account	135,874	44,552	187,647
Bank Call Account	1	-	80
Short-term Bank Deposits	153,046	-	100,378
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	<u>289,421</u>	<u>45,052</u>	<u>288,605</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Receivables from the Ministry of Education	10,878	10,000	27,814
Banking Staffing underuse	1,032	-	-
Interest Receivable	622	-	981
Teachers Salaries Grant Receivable	169,594	170,000	173,004
	<u>182,126</u>	<u>180,000</u>	<u>201,799</u>
Receivables from Exchange Transactions	622	-	981
Receivables from Non-Exchange Transactions	181,504	180,000	200,818
	<u>182,126</u>	<u>180,000</u>	<u>201,799</u>

10. Inventories

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Stationery	290	-	721
School Uniforms	-	-	-
Canteen	-	-	-
	<u>290</u>	<u>-</u>	<u>721</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	295,958	400,000	189,195
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>295,958</u>	<u>400,000</u>	<u>189,195</u>

12. Property, Plant and Equipment

	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	-	-	-	-	-	-
Buildings	851,033	-	-	-	(27,800)	823,233
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	72,491	18,329	-	-	(44,557)	46,263
Information and Communication	125,825	55,370	-	-	(78,473)	102,722
Motor Vehicles	29,328	-	-	-	(2,099)	27,229
Plant and Equipment	28,613	48,969	-	-	(16,572)	61,010
Leased Assets	79,938	101,691	-	-	(14,621)	167,008
Library Resources	-	43,930	(4,565)	-	(5,869)	33,496
Balance at 31 December 2019	<u>1,187,228</u>	<u>268,289</u>	<u>(4,565)</u>	<u>-</u>	<u>(189,991)</u>	<u>1,260,961</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	-	-	-
Buildings	1,111,997	(288,763)	823,234
Building Improvements	-	-	-
Furniture and Equipment	474,760	(428,498)	46,262
Information and Communication	737,322	(634,600)	102,722
Motor Vehicles	41,974	(14,746)	27,228
Plant and Equipment	241,600	(180,590)	61,010
Leased Assets	206,016	(39,008)	167,008
Library Resources	86,315	(52,818)	33,497
Balance at 31 December 2019	<u>2,899,984</u>	<u>(1,639,023)</u>	<u>1,260,961</u>

2018	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	-	-	-	-	-	-
Buildings	856,127	22,529	-	-	(27,622)	851,033
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	110,343	9,430	-	-	(47,282)	72,491
Information and Communication	143,956	71,708	-	-	(89,839)	125,825
Motor Vehicles	70,185	2,335	(41,210)	-	(1,982)	29,328
Plant and Machinery	26,721	12,092	-	-	(10,202)	28,613
Leased Assets	4,659	95,699	-	-	(20,420)	79,938
Library Resources	326	4,990	(7,526)	7,499	(5,289)	-
Balance at 31 December 2018	1,212,317	218,783	(48,736)	7,499	(202,636)	1,187,228

2018	Cost or \$	Accumulated \$	Net Book \$
Land	-	-	-
Buildings	1,111,997	(260,964)	851,033
Building Improvements	-	-	-
Furniture and Equipment	456,432	(383,941)	72,491
Information and Communication Technology	681,952	(556,127)	125,825
Motor Vehicles	41,974	(12,646)	29,328
Textbooks	192,631	(164,018)	28,613
Leased Assets	104,325	(24,387)	79,938
Library Resources	87,108	(87,108)	-
Balance at 31 December 2018	2,676,419	(1,489,191)	1,187,228

13. Accounts Payable

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Operating Creditors	96,321	50,000	81,255
Accruals	65,516	10,000	18,840
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	2,000	73,288
Employee Entitlements - Salaries	175,337	180,000	182,577
Employee Entitlements - Leave Accrual	3,356	8,000	2,097
	340,530	250,000	358,057
Payables for Exchange Transactions	340,530	250,000	358,057
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	340,530	250,000	358,057

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Provision at the Start of the Year	79,778	79,778	58,055
Increase/ (decrease) to the Provision During the Year	38,602		21,723
Use of the Provision During the Year	-	(29,778)	-
Provision at the End of the Year	118,380	50,000	79,778
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	118,380	50,000	79,778
	118,380	50,000	79,778

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget \$	2018 Actual \$
No Later than One Year	29,160	2,000	20,536
Later than One Year and no Later than Five Years	151,466	3,000	59,548
Later than Five Years	-	-	-
	180,626	5,000	80,084

16. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Heatpumps	<i>completed</i>	(50,994)	50,994	-	-	-
Heatpumps	<i>completed</i>		81,000	(73,120)		7,880
5yp	<i>completed</i>	(2,825)	-	-	2,825	-
Drainage	<i>completed</i>		15,300	(14,490)		(810)
Totals		(53,819)	147,294	(87,610)	2,825	7,070

Represented by:

Funds Held on Behalf of the Ministry of Education	(810)
Funds Due from the Ministry of Education	7,880
	7,070

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution \$	Closing Balances \$
Heaters	<i>completed</i>	(30,251)		(20,743)		(50,994)
5yp	<i>completed</i>	(2,825)				(2,825)
Breakout Space	<i>completed</i>	(6,890)	6,890	-	-	-
Totals		(39,966)	6,890	(20,743)	-	(53,819)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,525	3,545
Full-time equivalent members	0.13	0.13
<i>Leadership Team</i>		
Remuneration	437,336	343,351
Full-time equivalent members	4	4
Total key management personnel remuneration	442,861	346,896
Total full-time equivalent personnel	4.13	4.13

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	4-5	0
Termination Benefits	-	0

Other Employees

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

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

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

19. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	1,800
Number of People	-	2

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

A contract has been entered into with Shade Systems to provide a erect a shade structure (COLA) at a cost of \$239,397.00 exclusive of GST.

(There were no commitments as at 31 December 2018)

(b) Operating Commitments

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

(a) operating lease of a EFTPOS Machine;

	2019 Actual \$	2018 Actual \$
No later than One Year	2,672	25,981
Later than One Year and No Later than Five Years	1,151	60,025
Later than Five Years	-	-
	<u>3,823</u>	<u>86,006</u>

22. Managing Capital

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

23. Financial Instruments

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

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

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Cash and Cash Equivalents	289,421	45,052	288,605
Receivables	182,126	180,000	201,799
Investments - Term Deposits	295,958	400,000	189,195
Total Financial assets measured at amortised cost	<u>767,505</u>	<u>625,052</u>	<u>679,599</u>

Financial liabilities measured at amortised cost

Payables	340,530	250,000	358,057
Finance Leases	180,626	5,000	80,084
Total Financial Liabilities Measured at Amortised Cost	<u>521,156</u>	<u>255,000</u>	<u>438,141</u>

24. Events After Balance Date

On March 11, 2020 the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later on, on 26 March, New Zealand increased its COVID -19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact on COVID - 19 pandemic was not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

25. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

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

Independent Auditor's Report

To the readers of Papatoetoe East School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Papatoetoe East School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list and analysis of variance, but does not include the financial statements, and our auditor's report thereon.

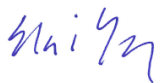
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

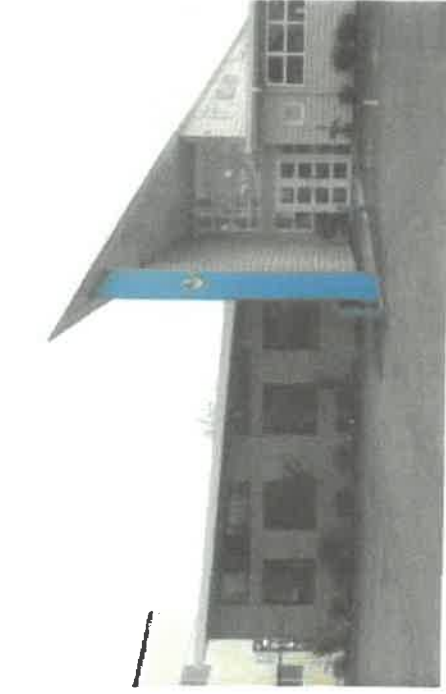
Other than the audit, we have no relationship with or interests in Papatoetoe East School.



Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Papatoetoe East Primary School

Charter and Strategic Plan 2020



Principal: Paul Crowhurst

Chairperson: Gina Bedwell

MOE School ID: 1427

Papatoetoe East Primary School

Mission, Vision and Our Place

Mission

To provide a good all round education in a relaxed, secure environment where children can develop academically, personally and socially

Vision

Me

Our vision for each student at our school is that learning is a lasting, relevant, and a lifelong journey. Students will be articulate, literate and numerate. They will know how to wonder, inquire, access knowledge, make connections and create and innovate. They will formulate views, form opinions and take relevant action.

My Family and my community

Students will have knowledge of self, a sense of belonging, an understanding and acceptance of different cultures and respect for diversity.

My place globally

They will accept and embrace others. Students will demonstrate a global understanding and recognise that they can make a difference to our world.



Our Place

*This is your school. You belong here.
This is your space. You are safe here.
This is your classroom. You are welcome here.
This is your work place. You can learn here.
You are unique and special. You are valued here.*

Papatoetoe East Primary School

Statement of Intent & Introduction

Principal: Paul Crowhurst **Chairperson:** Gina Bedwell **MOE School ID:** 1427

Our Board of Trustees – Statement of Intent

- Quality governance that creates the big picture and long term vision that aims to improve student achievement
- Quality governance working through the principal and staff
- Quality governance making decisions based on results, reviews, and information from consultations with our staff, our students and our community

This Charter has been developed as a legal agreement between the Papatoetoe East Primary School Board of Trustees (representing family / whānau / community) and the Minister of Education.

It presents our mission, aims, objectives, directions, priorities and targets of the Board of Trustees.

The development of this Charter has been aligned to the New Zealand Curriculum Framework, National Education Goals, National Education Guidelines and in consultation with the school community.

Introduction

History

Papatoetoe East Primary School opened 16th June 1958 with 109 pupils and 4 classrooms.

The local area had a growing population due to newly constructed state housing, and the pupil roll grew to just on 600 pupils in 1966. From this level the roll declined and in 1977 the school had a roll of 381 pupils. In 1987 the roll lowered again to approximately 291 pupils and only started increasing in the early 1990's to a level of 568 in 2004. Predictions saw the roll possibly reaching 580 pupils by the end of 2005, although reality saw a settled roll total of the low to mid 500 over the past twelve years.

In the latter part of 1993 and into 1994 this on-going roll growth saw the construction of new classrooms on the school site. As an outcome of this on-going roll growth the Ministry approved an Enrolment Scheme as from April 1994. The Ministry requested that the Board of Trustees establish this Enrolment Scheme to control roll growth and 'avoid the likelihood of overcrowding' in this school. Papatoetoe East Primary School was the last state primary school in the local area to establish and implement an Enrolment Scheme.

Historically, demographic trends in Manukau showed a very high percentage over 75 year olds living in the Papatoetoe area. At the same time, this became a decreasingly aged population that resulted in an increasing number of new families relocating into these properties. With the additional aspect of 'infill' housing (onto the larger sections) and a large number of family rental properties becoming available, new enrolments showed larger

families with at least 2 or more school age children. 'Out of zone' enrolments were limited by the official enrolment scheme predominantly for five year old siblings of children already enrolled at this school or children being accepted under 'special' circumstances.

A major school rebuild commenced in 2000 and continued for the next ten years. These developments included a new administration office block, a multi-purpose hall, a two level library ICT Centre, two new double storey classroom blocks (14 classrooms) and a remodelled three classroom block for junior pupils. Part of this work was also 'leaky building' remediation for the administration and multipurpose rooms. Once this work was completed an almost 're-built' school eventuated incorporating many modern flexible teaching spaces and an efficient and practical school design footprint. The Board of Trustees had been instrumental in maximising funding opportunities, careful planning and design decisions and future proofing the school infrastructure as much as was practically possible.

Similar to many schools in the local Papatoetoe area, the ethnic background of the school community is changing slightly each year. The Pacific Island group remaining our largest ethnic group followed by the Indian group. This seems to be an area wide trend especially related to the Indian and the Pasifika groups.

Year	Pasifika	NZ European	Indian	Māori	Asian	Others
2009	31%	15%	23%	14%	14%	3%
2010	30%	13%	23%	16%	14%	4%
2011	31%	12%	25%	16%	14%	2%
2012	29%	13%	26%	14%	16%	2%
2013	29%	12%	26%	11%	18%	4%
2014	32%	12%	26%	12%	16%	2%
2015	29%	11%	26%	14%	14%	6%
2016	39%	12%	26%	12%	6%	4%
2017	32%	10%	26%	15%	15%	2%
2018	33%	11%	25%	15%	14%	2%
2019	38%	10%	24%	13%	14%	1%

(Please note that the Pacific Island group includes Cook Island, Samoan and Tongan, and other Pasifika sub groups, while the Indian group includes all Indian groups from the Northern and Southern Hemispheres)

Other factors of note with regards to our school and community have been:

- Stable community growth in our local area as identified by the Ministry of Education
- During 2019 there was stability across all ethnic groups with the only noticeable difference being our Pasifika community
- We follow strict MOE enrolment scheme guidelines and where possible restrict the zone pupils as best as possible while maintaining stable role numbers
- Consistent percentage of pupils on M.O.E. funded English as a Second Language Programme, (now approximately 42% of the total school roll).
- Consistent percentage of pupils on some type of formal or informal support programmes.
- Ministry of Education Decile rating remains Decile 2 since late 2014.

Environment

Our classroom environment reflects a stimulating and positive learning atmosphere reflective of individual students and staff. A consistent level of management and organisation which can lead to a positive class and school environment is being emphasised. Papatoetoe East Primary School provides a warm, good humoured and supportive learning / teaching environment. Within this environment on going learning is supported. Staff members have created a learning community where they display a positive approach to working as a team and as a whole staff. Due to our cultural diversity, we ensure a welcoming climate for all students and their extended families. This is evident throughout our school environment.

Management and Staff

A distributive management structure and two way communication are in place, Board of Trustees – Principal – Senior Management Team - Team Leaders – Teachers and Parents and school community. This all contributes to a positive learning environment. Teachers are collegial and supportive. They use their initiative and adapt well to new situations. As teachers they are dedicated and conscientious, willing to be involved in ongoing professional development to enhance their skills and be able to meet the changing needs of our pupils and school community.

Planning

Planning is a cooperative process that involves the sharing of ideas and resources using NZ Curriculum Guidelines. Consistent use and application of common team practice to encourage collegial positive attitudes, interdependence and learning behaviours.

Professional Learning and Development

The school is committed to providing staff development through a variety of identified in-service and the use of outside facilitators as prioritised by the larger school community and with support from the senior management team and the Board of Trustees. It is a cooperative process that involves the sharing of ideas and resources that enable all staff to be able to discuss and reflect upon common practice especially within specific age groups. Current school development is related primarily to NZ Curriculum and changing Education pedagogy and practice.

Resources

All curriculum team areas have a responsibility for their budgets within financial policy guidelines. Team budgets are allocated for classroom materials overseen by the Team Leaders and the Senior Management Team. Systems are in place for requesting, ordering and purchasing all resources and equipment including the inventory of such items. All spending is to follow current school financial procedures, and relating to budgetary guidelines and constraints.

Strategies – Behavioural Management

We incorporate a variety of positive management strategies that are utilised across the school:

- Peer Mediators, 'Cool Schools' programmes, School Leaders and School Pupil Council.
- P.A.C.T. Social Worker and family Liaison.
- Health Promoting School initiatives.
- EnviroSchool Program
- Travelwise through the Auckland City Council
- SWiS worker employed by the Anglican Trust for Women and Children (ATWC)
- Play Group: Transition to school for New Entrant children in our community.

Child Centred

Providing and evaluating flexible programmes to meet the needs of individual children. These programmes promote independence and self-discipline. The school provides a safe, educational environment where children feel cared for and are given the opportunity to fulfil their potential. We have a genuine interest in children's academic and social development and endeavour to cater for individual and changing needs.



Papatoetoe East Primary School 2020 Strategic Plan

N.A.G. 1 CURRICULUM	2020	2021	2022	NOTES
Key Goals	<ul style="list-style-type: none"> • Raise Māori student achievement through the development of cultural visibility and responsive practices as measured against • Raising the digital literacy of all students. • Raise achievement in reading for all students. • Raise achievement in writing for all students. • Raise achievement in mathematics for all students. • Increase a sense of playfulness in all learning. 			
Digital literacy	Continued PLD in the integration of digital literacies in maths (Whole Staff)	PLD that supports digital literacy integration in English Literacy	Implement recommendations of one-to-one self review.	
	Continued migration of learning documentation to Google for Students in Years 4-6. Implement STEM mathematics learning in Years 3 - 6 two days per week. Integration of elements of Digital Technology Curriculum into OLA planning.	Implementation of reading and writing development in digital environment (Google). Self review of one-to-one programme in Year 4-6.		

Reading, Writing and Maths	<p>Annual goals that include ambitious numeracy and literacy achievement levels.</p> <p>Implement STEM mathematics learning in Years 3 - 6 two days per week.</p> <p>Literacy learning self-review.</p>	<p>Annual goals that include ambitious numeracy and literacy achievement levels.</p> <p>Develop strategy to enact literacy self-review recommendations.</p>	Annual goals that include ambitious numeracy and literacy achievement levels.	
Play Based /Playful Learning	<p>Pilot genius time in Years 4 -6</p> <p>Develop school wide framework for playfulness.</p>	Implement school Playfulness Framework as reflected in the school CDP.	Play-based learning self-review.	
Maori	<p>Development of a Maori culture and language plan so that Tikanga and Reo are taught comprehensively across the school.</p>	<p>Review implementation of Maori culture and language plan.</p> <p>Inquire into the teaching of New Zealand History, and develop a plan to embed in our local curriculum.</p>	Development and implementation of New Zealand history local curriculum.	
Educating for Sustainability	<p>Embed school sustainability projects as part of CRT release time.</p> <p>Review CRT programme and sustainability projects.</p>	Transition to class based learning of projects.	School wide sustainability self-review.	
Health Promoting Schools / Physical Education	<p>Develop and implement school wide fitness programme.</p> <p>Continue to build relationship with SWISS</p>	<p>Continue to build relationship with SWISS</p> <p>Continue to invest Kiwisport money in key initiatives that build active students</p>		

	<p>Continue to invest Kiwisport money in key initiatives that build active students.</p> <p>Extra curriculum sport equipment and special events. Including the development of 'expeditions' as part of the extracurricular programme</p> <p>Review fruit in schools.</p> <p>Implementation of 'Our Identity' programme within our current curriculum that includes elements of well-being and deepening of our understanding of our Kaupapa.</p>			
Community of Learning / Kahui Ako	Continue to support the growth of the Kahui Ako through collaboration with other schools and collective goal setting.	BOT evaluation of participation in Kahui Ako.		
Other Learning Areas	OLA self review	OLA Self-review: Implement suggestions Explore the place of NZ history in OLA.	Implement teaching of NZ history within OLA.	
Consultation/ Partnership	<p>Parent Surveys</p> <p>Ethnic Meetings (inc Maori)</p> <p>Supporting school SWISS worker</p> <p>Maori & Pasifika cultural groups</p>	<p>Kahui Ako participation review.</p>	<p>Parent Surveys</p> <p>Ethnic Meetings (inc Maori)</p> <p>Supporting school SWISS worker</p> <p>Maori & Pasifika cultural groups</p>	

	Maori & Pasifika Achievement Statements Indian cultural group Explore the option of recapititation		Maori & Pasifika Achievement Statements Indian cultural group	
N.A.G. 2 DOCUMENTATION and SELF REVIEW	2020	2021	2022	NOTES
Key Goals	<ul style="list-style-type: none"> To provide strategic direction to the school leadership. To review policy and procedures regularly. To engage the community in effective consultation. To oversee ongoing self-review based on NZC and best practice in schools. 			
Charter	<p>Conduct community consultation around direction of school.</p> <p>Develop new Charter that possibly includes learner profile.</p>	Communicate key elements of school charter with our community.		Many of the initiatives beyond 2020 will depend on the Charter and Strategic Vision review
Self -Review	<p>Charter</p> <p>Literacy</p> <p>Other Learning Areas</p>	Policy framework. Teacher appraisal process.	<ul style="list-style-type: none"> Play-based learning Sustainability 	
Policies	Review implementation of policy framework.	<p>Comprehensive review of supporting documents:</p> <ul style="list-style-type: none"> Teacher Handbook Parent Handbook Governance Manual 		

Key Documentation	Ensure key procedural documents are available to the parent community and staff.	Ensure key procedural documents are available to the parent community and staff.	Ensure key procedural documents are available to the parent community and staff. Review school policy framework.	
N.A.G. 3 PERSONNEL	2020	2021	2022	NOTES
Key Goals	<ul style="list-style-type: none"> To ensure that all teachers at Papatoetoe East Primary School are meeting the professional teaching standards Provide all staff with quality appropriate professional learning experiences Develop a clear and transparent unit allocation system To be an employer who values and looks after all staff 			
Staff Development	<p>Follow the annual PLD plan</p> <p>Survey staff to find out areas where professional learning is needed</p> <p>Consolidate teacher inquiry system</p> <p>SMT to attend PLD of in areas for potential future school development</p> <p>Cultural responsiveness</p> <p>Fitness programme</p> <p>Play-based learning</p> <p>One-to-one device support</p>	<p>Fitness</p> <p>Our Identity</p> <p>Te Ao Maori</p> <p>Ongoing STEM Maths</p> <p>Implement the school PLD plan.</p>	<p>Comprehensive review of teacher appraisal process</p> <p>Implement the recommendations of the appraisal self-review.</p> <p>Implement the school PLD plan.</p>	

	Educational Leadership Capabilities (exploration and integration).			
Units System	<p>Use Unit system to recruit & retain quality staff</p> <p>Use Unit System to empower school development</p> <p>Make unit system open and transparent for staff</p> <p>Review allocation of units</p>	<p>Use Unit system to recruit & retain quality staff</p> <p>Use Unit System to empower school development</p> <p>Make unit system open and transparent for staff</p> <p>Review allocation of units</p>	<p>Use Unit system to recruit & retain quality staff</p> <p>Use Unit System to empower school development</p> <p>Make unit system open and transparent for staff</p> <p>Review allocation of units</p>	
Wellbeing	<p>Annual staff survey (July) and meetings with principal to provide a chance for feedback about concerns</p> <p>Regular morning tea supplied by the school</p> <p>Continue flexible working arrangements, where possible</p>	<p>Annual staff survey (July) and meetings with principal to provide a chance for feedback about concerns</p> <p>Regular morning tea supplied by the school</p> <p>Continue flexible working arrangements, where possible</p>	<p>Annual staff survey (July) and meetings with principal to provide a chance for feedback about concerns</p> <p>Regular morning tea supplied by the school</p> <p>Continue flexible working arrangements, where possible</p>	
N.A.G. 4 PROPERTY	2020	2021	2022	NOTES
Key Goals	<ul style="list-style-type: none"> To implement our current 5 Year Agreement with the Ministry of Education To ensure that we have no Priority 1, 2 or 3 building agendas 			
Long Term Maintenance	<p>Establish new 5YA following extensive consultation</p> <p>Update 10PP</p>	Regular property meetings (weekly)		

	Replace key capital items used by caretaker (bike and trailer)			
	Regular property meetings (weekly)			
Property Development Plan	Update heating system	Development of new 5YA. Potential projects to be included	Hall kitchen	
	Shade over Living Classroom learning area			
	Build covered outdoor learning area	Junior playground matting		
	Explore the possibility of installing a shade area over outdoor classroom			
N.A.G. 4 FINANCE	2020	2021	2022	NOTES
Key Goals	<ul style="list-style-type: none"> To improve efficiency in financial systems To fund property improvements To develop sustainable funding for Papatotoe East Primary 			
Capital Purchases	Heat pumps as needed	Chromebooks on cyclical replacement schedule.	Chromebooks on cyclical replacement schedule.	
	Covered Outdoor Learning Area		Reading resources review.	
Other Projects	Purchase Chromebooks for Year 5.	Monitor eLearning costs versus return	Update Chromebooks as needed	
	Establish rolling cycle of replacing and upgrading devices	Classroom screens		
	Review eLearning in the school.			

N.A.G. 5 HEALTH & SAFETY	2020	2021		NOTES
Key Goals	<ul style="list-style-type: none"> To ensure the community is effectively consulted over Health Programmes To ensure our children are happy & safe To ensure our staff are working in a healthy environment To ensure hazards are dealt with effectively and workplace compliances are met 			
Shade	<p>Review and replace any existing shade areas that need replacing</p> <p>Explore possibility of installing shade over living classroom.</p>			
Worksafe Policy and Procedures	<p>Conduct Health and Safety Review</p> <p>Continue with regular H & S meetings.</p>	Conduct Health and Safety Review		
Civil Defense & Crisis Planning	<p>Replenish Civil Defense supply box etc.</p> <p>Lock-Down drill.</p> <p>Review recommendations from MOE Lockdown report.</p>	<p>Upgrade Policy & procedure</p> <p>Implement Civil Defense Protocols</p> <p>Provide PD for staff in first aid.</p> <p>Site evacuation trial this year</p>	Upgrade Policy & procedure	
N.A.G. 6 LEGISLATIVE REQUIREMENTS	2020	2021	2022	NOTES

Key Goals	To ensure the school complies with all legislative responsibilities To ensure the school has a high functioning and effective Board of Trustees.			
Enrolment	Review the school's policy on out of zone enrollments	Review the school's policy on out of zone enrollments	Review the school's policy on out of zone enrollments	
BOT	Plan for as needed BOT training for members	Plan for as needed BOT training for members	Co-opt potential new BOT members	
	Review governance manual	Review governance manual	Review governance manual	
Attendance/ Engagement	Ongoing monitoring of low attendees and working with respective agencies to support families	Ongoing monitoring of low attendees and working with respective agencies to support families	Ongoing monitoring of low attendees and working with respective agencies to support families	
	Work with CoL to improve CoL wide strategy	Work with CoL to improve CoL wide strategy	Work with CoL to improve CoL wide strategy	

NOTE: The Papatoetoe East Primary Board of Trustees updates the strategic plan every year so that we can keep pace with the ever changing educational landscape in education in Aotearoa - New Zealand.

ANNUAL TARGETS 2020

Target One:

Enhance the cardiovascular fitness of all students through the implementation of a regular fitness programme.

Target Two:

Support students in Year 2 to Year 6 to meet annual cohort targets, based on national norms, for the number of students within each cohort achieving at or above the end of year benchmark level in Reading, Writing and Mathematics.

Target Three:

Strengthen student, community and staff 'Identity' through integrated Positive Education and Te Ao Maori practices.

Target One: Student Fitness

Enhance the cardiovascular fitness of all students through the implementation of a regular fitness programme.

Baseline Data:					
15m Bleep Test Results February 2020					
	Year 2	Year 3	Year 4	Year 5	Year 6
Year level average score in 15m Bleep Test	Data to be collected in Term 2	2.8	3.1	3.6	3.6
Target for EOY	To be determined	3.8	4.2	4.6	5.0
Planned Actions					
Planned Actions		Led by	Resource Allocation	Indicators of Progress	
Collect baseline data at the beginning of 2020 by getting each student to complete the 15m Bleep Test.		Paul	NA	<ul style="list-style-type: none"> Data collected in a spreadsheet after each round of testing. 	
Overall year level and school wide targets set and made known to teachers and students.		Paul	Staff meeting slot	<ul style="list-style-type: none"> Students set personal goals Students receive message that in order to achieve our target they 	

				need to work hard during fitness time. Use assembly times to communicate this.
Hold staff meeting to discuss the value of regular exercise and what this should look like.	Paul	NA		<ul style="list-style-type: none">• Staff understand when, where and for how long students should be exercising each day• Staff understand the benefits of regular exercise.
Staff ensure that fitness is happening as part of their daily programme.	Paul			<ul style="list-style-type: none">• Teachers ensuring that fitness is in their timetable• Team leaders ensuring that fitness is in timetables when checking planning.
Model fitness sessions for all classes in the school once a term so that teachers have clarity about the intensity and type of activities that students should be doing	Paul			<ul style="list-style-type: none">• Each teacher has had one lesson modelled each term• Teachers use activities that are introduced to the class.
Tracking progress across the school by getting each student to complete the Bleep Test at the beginning of each term, except in Term 4 where the test will be at the end of the term.	Paul			<ul style="list-style-type: none">• Clear usable data tracked across the school

Target Two: Reading, Writing and Mathematics

Support students in Year 2 to Year 6 to meet annual cohort targets, based on national norms, for the number of students within each cohort achieving at or above the end of year benchmark level in Reading, Writing and Mathematics

	Year 2	Year 3	Year 4	Year 5	Year 6
End of Year Benchmark	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3
Target percentage of students working at or above benchmark EOY	Reading - 78% Writing - 74% Mathematics - 78%	Reading - 81% Writing - 71% Mathematics - 74%	Reading - 83 % Writing - 73% Mathematics - 77%	Reading - 81% Writing - 69% Mathematics - 73%	Reading - 83% Writing - 72% Mathematics - 76%

Baseline Data:

PEP 2019 Results - Students achieving at or above					
	Year 2	Year 3	Year 4	Year 5	Year 6
EOY Benchmark	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3
% of students working at or above benchmark EOY	R - 64% W - 68% M - 71%	R - 78% W - 68% M - 73%	R - 74 % W - 67% M - 63%	R - 70% W - 58% M - 62%	R - 72% W - 59% M - 58%

Planned Actions	Led by	Resource Allocation	Indicators of Progress
Senior Management Team (SMT) to collate and analyse 2019 data, highlighting strengths, patterns of progress, trends and specific concerns for each Year level cohort in Reading, Writing and Mathematics	2020 SMT - Paul, Nic, Sarah	NA	<ul style="list-style-type: none"> • Data collection completed • Cohort data analysed to identify and track trends related to the cohort or specific groups within it.
SMT and Team Leaders to share 2019 and identify priorities for 2020 inquiry	Nic and Sarah	Team Leader release	<ul style="list-style-type: none"> • Notes related to discussion • Target tracking sheets initiated
Teaching teams to work collaboratively to identify priorities specific to their teaching level and consider implications for 2020 programme	Team Leaders	NA	<ul style="list-style-type: none"> • Notes related to discussion and identified target areas • Use of student data to identify specific students
Establish team related inquiry and target tracking sheet to record professional discussion and interventions related to necessary programmes	Team Leaders Nic	NA	<ul style="list-style-type: none"> • Record of inquiry and teaching interventions • Samples of work • Reflection from teachers and next steps identified
Monitoring and tracking at key times (according to school wide assessment timetable) to support review and ongoing inquiry and interventions	Team Leaders	NA	<ul style="list-style-type: none"> • Assessment completed in accordance with administration guidelines and accurately entered into EDGE • Record of data attached to inquiry and discussion

			documented
Strengthen staff use of EDGE to monitor and analyse data effectively and regularly to support programme development	Whole staff	EDGE training	<ul style="list-style-type: none"> Increased confidence from staff to accurately pull up specific data

Target Three: Our Identity

Strengthen student, community and staff 'Identity' through integrated Positive Education and Te Ao Maori practices.

Baseline Data:

Survey: NZCER Wellbeing@School - Teacher Survey Results represent the overall summary of scores related to each section. Each section consists of between 6 -11 questions that explore how well our school promotes a safe and caring social climate. Particularly: * school-wide climate, policies and practices * how teachers teach, and what happens in classrooms * student culture and behaviour * how connections are made with the school community		Strongly Disagree	Disagree	Agree	Strongly Agree
questions relate to school climate and culture, and how students' different cultures and backgrounds are affirmed		12 (2.2%)	78 (14.4%)	324 (60%)	145 (26.8%)
questions relate to staff safety, behaviour expectations and managements, and the promotion of caring behaviours		15 (2.3%)	95 (14.6%)	375 (57.8%)	163 (25.1%)
questions ask about student support and how students are involved in school life		21 (4.4%)	150 (32%)	242 (51.7%)	55 (11.7%)
questions ask about how your school implements new approaches and current or recent professional learning practices		10 (2.5%)	94 (23.7%)	213 (53.7%)	79 (19.9%)
questions ask about your classroom practice		21 (3.2%)	94 (14.5%)	242 (37.3%)	287 (44.2%)
questions ask about classroom and curriculum programmes		10 (3.9%)	58 (23.0%)	107 (42.4%)	77 (30.5%)
questions ask about students' peer culture		0 (0%)	38 (15.0%)	180 (71.4%)	34 (13.4%)
questions ask about students' skills and strategies in managing their social interactions		5 (3.4%)	32 (22.2%)	89 (61.8%)	19 (13.1%)
questions ask about the extent to which students engage in aggressive behaviours		43 (11.9%)	181 (50.2%)	117 (32.5%)	19 (5.2%)

questions ask about how connections are made with parents and whānau

110 (25.4%)	232 (53.7%)	74 (17.1%)
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Planned Actions		Led by	Resource Allocation	Indicators of Progress
Staff to complete NZCER Wellbeing@School Staff survey to collect comparative Term 1 and Term 4 data	SMT	NA	NA	<ul style="list-style-type: none"> Survey completed by staff and students early in Term 1 and then again in Term 4. Comparison of data
Year 4 -6 Students to complete NZCER Wellbeing@School Student survey to collect comparative Term 1 and Term 4 data	SMT	NA	NA	
Staff to analyse Wellbeing@School survey results and use to formulate 2020 plan aiming to sustain and strengthen practice and policy as identified	Team Leaders - Full staff involvement	Time allocation for staff and team meetings		<ul style="list-style-type: none"> Data presented and recorded in clear and precise manner Staff discussion recorded identifying noticings and trends Next steps identified to support development of PLD plan / direction Staff recommendations collated and actioned to reflect identified priorities Process repeated in Term 4 with comparative data
2020 Project team established to facilitate 'Our Identity' review, planning and implementation.	SMT to establish team	NA		<ul style="list-style-type: none"> SMT presentation of Project Team role for 2020 Staff expressions of interest received.

				<ul style="list-style-type: none"> Project team selected and established.
<p>2020 Plan developed to guide Project Team and support ongoing tracking and reflection from all stakeholders.</p> <p>Plan to include representation from students, staff and whānau</p>	Project Team	NA		<ul style="list-style-type: none"> 2020 plan developed Key resources identified and booked / purchased as necessary
Key staff PLD to support leadership of the Project team and school wide initiatives - Attendance at Positive Education Conference	Nic, Sarah	\$5,500		<ul style="list-style-type: none"> Relevant PLD conferences identified and booked Reporting to staff and other stakeholders, BOT etc related to content
Full staff PLD - Introduction to Whole School Wellbeing Programme (NZIWR Bundle)	Nic and Sarah	NZ Institute of Wellbeing and Resilience \$10,000		<ul style="list-style-type: none"> Completion of Bundle E programme including full staff PLD day, 6 staff meetings and Project Team support.
Community consultation and information evenings related to plan and key 'Identity' ideas.	Project Team	\$500 - supper		<ul style="list-style-type: none"> Community survey undertaken to seek feedback on key ideas Information evenings held sharing key ideas and supporting school review process Parent 'Identity' team established to support journey
Support the implementation of the PEP	Team Leaders	\$4000 Wai Ako		<ul style="list-style-type: none"> PEP overview shared with staff

<p>Māori overview as established by the 2019 Te Ao Māori project team</p>		<p>subscription and Artist work</p>	<ul style="list-style-type: none"> • Resourcing in place to support plan • Wai Ako PLD supplied • Artist identified to support Papatoetoe History and Cultural competency displays • Plan reviewed in Term 4
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Analysis of variance

Papatoetoe East Primary 1427

Focus: Overall Teacher Judgements - Reading, Writing and Mathematics						
Strategic Aims:						
<ul style="list-style-type: none"> All students are able to access the N.Z. Curriculum as evidence in achievement in relation to NZC Levels Continue implementing curriculum strategic plans for all staff and BOT members including consultation with our parent community. 						
Annual Aim: 1.4 Continue monitoring of student achievement in mathematics, reading and writing. Change from National Standards to school based benchmarks						
Baseline data from 2018:						
	Year 2	Year 3	Year 4	Year 5	Year 6	
End of Year Benchmark	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3	
National norm % of students working at or above benchmark at EOY	Reading - 78% Writing - 74% Mathematics - 78%	Reading - 81% Writing - 71% Mathematics - 74%	Reading - 83 % Writing - 73% Mathematics - 77%	Reading - 81% Writing - 69% Mathematics - 73%	Reading - 83% Writing - 72% Mathematics - 76%	
2018 PEP % of students working at or above benchmark at EOY	Reading - 79% Writing - 71% Mathematics - 83%	Reading - 85% Writing - 53% Mathematics - 66%	Reading - 78 % Writing - 64% Mathematics - 54%	Reading - 83% Writing - 76% Mathematics - 70%	Reading - 82% Writing - 68% Mathematics - 63%	
2019 Target:						
<ul style="list-style-type: none"> Support students in Year 2 to Year 6 to meet annual cohort targets, based on national norms, for the number of students within each cohort achieving at or above the end of year benchmark level in Reading, Writing and Mathematics 						
Actions (what did we do?)		Outcomes (what happened?)		Reasons for the variance (why did it happen?)		Evaluation (where to next?)
Senior Management Team (SMT) to collate and analyse 2018 data, highlighting strengths,		2019 Results <u>Year 2</u> Reading - 64%		<ul style="list-style-type: none"> Discussion meetings held between Team Leaders and Deputy 		<ul style="list-style-type: none"> Revisit current practices related to assessment,

patterns of progress, trends and specific concerns for each Year level cohort in Reading, Writing and Mathematics	Writing - 68% Mathematics - 71%	Principal at the beginning of each term.	data collection and data analysis
SMT and Team Leaders to share 2018 and identify priorities for 2019 inquiry	<u>Year 3</u> Reading - 78% Writing - 68% Mathematics - 73%		
Teaching teams to work collaboratively to identify priorities specific to their teaching level and consider implications for 2019 programme	<u>Year 4</u> Reading - 74% Writing - 67% Mathematics - 63%		
Establish team related inquiry and target tracking sheet to record professional discussion and interventions related to necessary programmes	<u>Year 5</u> Reading - 70% Writing - 58% Mathematics - 62%		
Monitoring and tracking at key times (according to school wide assessment timetable) to support review and ongoing inquiry and interventions	<u>Year 6</u> Reading - 72% Writing - 59% Mathematics - 58%		
Strengthen staff use of EDGE to monitor and analyse data effectively and regularly to support programme development	All cohorts working below national expectations for all areas.		
Planning / Considerations for 2020:			
<ul style="list-style-type: none"> Senior Management team to work with Team Leaders and other key staff to strengthen school wide use of data and its ongoing analysis. Team meetings to be restructured to spend greater time discussing students, teaching and learning and not be administration based. PLD to be provided to all staff to ensure that they are confident making OTJ and that they can clearly articulate what learning looks like at all NZC levels Project team to be established and trial PACT tool Identify opportunities for school wide and cross school moderation of OTJ assessments 			

Analysis of variance

Papatoetoe East Primary 1427

Focus: Digital Literacy

Strategic Aims:

- All students are able to access the N.Z. Curriculum as evidence in achievement in relation to NZC Levels
- Continue implementing curriculum strategic plans for all staff and BOT members including consultation with our parent community.

Annual Aim: 1.1 Integrate digital technology use in mathematics

Baseline data from February 2019:

	Year 4	Year 5	Year 6
PEP eLearning Proficiency Test (T1) Baseline Data - February	Average Score: 7.94/25 Top Score: 14/25 Low Score: 1/25	Average Score: 8.22/25 Top Score: 14/25 Low Score: 2/25	Average Score: 11.63/25 Top Score: 21/25 Low Score: 3/25
PEP eLearning Proficiency Test (T4) EOY Data	Average Score: 9.59/25 Top Score: 14/25 Low Score: 3/25	Average Score: 10.69/25 Top Score: 16/25 Low Score: 4/25	Average Score: 13.72/25 Top Score: 22/25 Low Score: 2/25
Areas for future focus	What do you need enabled to 'INPUT' sound to a computer or other device? - 14/74 students got this correct When you are working on your chromebook, all your work is stored... (what is the cloud?) - 18/72	When you are using your chromebook, how do you add a bookmark to go back to a particular website? (adding a bookmark)- 9/82 Look at the Google Docs Toolbar picture. Which menu do you need to click to change the page layout? (Locating key functions in Google docs) 14/82	How do you 'right click' on a Chromebook to access the menu? 25/69 Google Docs - How do you change a doc between portrait and landscape set up? - 33/69

2019 Target:				
<ul style="list-style-type: none"> ● Increase the level of digital literacy in Years 4 and 6 so that 90% of students can score higher than 80% on the year level specific PEP Digital Technology Assessment Questionnaire 				
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
Develop list of digital literacy skills applicable to each year level (years 4-6)	List of literacy skills were developed early in the year. As the digital technology curriculum as still in draft we were not overly concerned about aligning these to the curriculum. Instead the skills we identified were connected to the use of devices.	As this was our first year rolling out one-to-one devices we maintained a narrow scope of skills, which was suitable for this year.	We will continue to measure the e-Learning achievement of our students. In order to do this we need to look for more relevant measurement methods. We will maintain an up to date list of digital literacy skills that relate to the Digital Tech Curriculum.	
Develop PEP eLearning Proficiency Tests for Year 4, Year 5 and Year 6	eLearning Proficiency Tests were developed early in the year. The tests were, in hindsight, not necessarily leveled correctly or in line with the achievement targets mentioned above.	We realised after initial data collection that the school based tests were very difficult and we have realised that the lack of achievement, as related to the target, was based on the need for a more standardised assessment strategies. We proceeded to use this method to identify areas of concern, even though we know that the results of the use will not align with our goals.	Find effective assessment tools for measuring digital technology proficiency.	
Administer proficiency test in Week 3 of Term 1	This was done without event.	The scores were very low		
Roll out one-to-one Chromebook programme in Year 4 and Year 6.	This happened. Teachers worked in teams to introduce these as a platform for learning in most areas of the curriculum.	Anecdotally the progress in digital proficiency was apparent across the year levels as the exposure to working with the devices allowed much learning.		
Administer proficiency test in Week 7 of Term 4	This was done without event.	The overall achievement was much lower than our target indicated. This was due to the way we formulated our assessment. The students made progress across the various areas that we identified as being 'essential digital technology skills'.	As mentioned the school based assessments need to be standardised and possibly norm referenced.	
Planning / Considerations for 2020:				
<ul style="list-style-type: none"> ● Across the two year levels we saw upward shifts in the scores in our 'homegrown' test, however, 				
				We have noted areas (see above) where instructional focus needs to be next year.

- It would appear that the nature of the assessment is not fit for purpose, we need to keep looking for a suitable assessment that measures e-Learning proficiency
- We will continue to monitor achievement this year by better aligning to the Digital Technology Curriculum. Overall, there is definitely scope for us to be explicitly teaching skills in Google Apps as this will enhance the students' use. Specific areas for focus identified over the year are:
 - Use of Google Docs functions such as layout
 - Conceptual understanding of 'The Cloud'
 - Use of Chrome to navigate and remember useful resources.

Analysis of variance

Papatoetoe East Primary 1427

Focus: Play-based Learning			
Strategic Aims:			
<ul style="list-style-type: none"> All students are able to access the N.Z. Curriculum as evidence in achievement in relation to NZC Levels Continue implementing curriculum strategic plans for all staff and BOT members including consultation with our parent community. 			
Annual Aim: 1.3 Conduct play based learning pilot in Year 1.			
Baseline data from 2018:			
<ul style="list-style-type: none"> Our baseline data was collected in March 2019 as many of the students in Year 0/1 were not at school in early 2018. 			
2019 Target:			
<ul style="list-style-type: none"> Raise the level of oral language proficiency in students in Year 0 and Year 1, through the implementation of a play based learning environment that promotes student agency, so that oral language proficiency is accelerated and that 80% of students are above their chronological age using the Hawkes Bay... 			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Meet early in the year and learn about the nature of student agency and play based learning, discuss why this might link to higher oral language proficiency	<ul style="list-style-type: none"> We discussed student agency and why this is a theory that links to oral language and a pedagogy of play during an after school PLD session. 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> It was helpful having an exhaustive discussion at the beginning of the year as it set the scene for the journey and gave clarity as to the way forward.
Collect oral language data using Hastings Oral Assessment as baseline data across three target classes.	<ul style="list-style-type: none"> Data was collected using the Hastings Oral Assessment The data highlighted that out of the 46 students, that were assessed in March, 13 (28%) scored at or above their chronological age, while 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> The data showed that most students are below their chronological age in oral language proficiency and that meaningful interventions in this area are needed.

	32/45 scored below their chronological age.		
Set up classrooms and begin the year picking up from where we left off from last year incorporating various play based approaches	<ul style="list-style-type: none"> Classroom teachers purchased resources and found other materials to reshape their rooms in a way that allowed for more play. 	NA	
Visit existing play based learning environments on one day bus tour	<ul style="list-style-type: none"> Visited four schools over two days to see play in action Reflected as a team on what was good and what was not 	NA	
Collect agency data from sample students in each classroom and identify areas where student agency may need to be enhanced.	<ul style="list-style-type: none"> Attempts to collect and measure agency data were met with some frustration Measuring agency as a quantitative exercise was stopped 	<ul style="list-style-type: none"> Collecting data that could be used for comparative purposes was not well conceived, and some of the measurement tools were not well developed 	<ul style="list-style-type: none"> The analysis of agency lends itself to a more qualitative approach and as such we will attempt to analyse agency using a more qualitative approach in the future.
Extended discussion: How might we implement what we have observed at other schools? Implement changes / improvements	<ul style="list-style-type: none"> Met regularly to discuss what we had seen in schools and how the journey was going Teachers provided feedback on the progress of the 	<ul style="list-style-type: none"> NA 	
Data collection to assess how oral language proficiency has developed.	<ul style="list-style-type: none"> Data collected using the Hastings Oral Language Test throughout the month of November The average improvement over 8 months was 25.04 months. Showing that on average students improved 17.04 months from where they were in relation to their chronological age in March 	<ul style="list-style-type: none"> Two students were not present for the end of year assessment. 	<ul style="list-style-type: none"> A massive shift occurred over the space of the 8 months We are happy with the shift as outlined further below.

	<ul style="list-style-type: none"> At the end of the period 35/44 (80%) students were at or above their chronological age using the Hastings Oral Language Test. 		
Planning / Considerations for 2020: <ul style="list-style-type: none"> Continue to monitor oral language proficiency because our students are coming in extremely low in this area Explore the use of other measurement tools (perhaps The Record of Oral Language), as the test used this year is not overly exhaustive Continue with the play based pedagogy in Year 1 because it undoubtedly adds value to students' initial experience at school Explore ways that play can be further developed in Year 2 in 2020. 			