

NGAIO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



Ministry Number:	2927
Principal:	Raewyn Watson
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NGAIO SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements
	Other Information
22	Board of Trustees List
23	Kiwisport
	Analysis of Variance

Ngaio 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.

Estelle Jaine

Full Name of Board Chairperson

Jaine

Signature of Board Chairperson

31/05/20

Date:

Raewyn Watson

Full Name of Principal

R Watson

Signature of Principal

31/05/20

Date:

Ngaio School

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

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,405,491	3,374,449	3,384,449
Locally Raised Funds	3	604,022	492,250	582,665
Interest income		10,915	8,004	13,791
Gain on Sale of Property, Plant and Equipment		-	-	12,126
		<u>4,020,428</u>	<u>3,874,703</u>	<u>3,993,031</u>
Expenses				
Locally Raised Funds	3	421,995	266,596	366,203
Learning Resources	4	2,327,511	2,273,669	2,342,009
Administration	5	210,001	221,905	220,790
Finance		4,056	3,633	4,537
Property	6	1,042,808	1,024,907	1,102,612
Depreciation	7	144,957	163,000	161,112
		<u>4,151,328</u>	<u>3,953,710</u>	<u>4,197,263</u>
Net Surplus / (Deficit) for the year		(130,900)	(79,007)	(204,232)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(130,900)</u>	<u>(79,007)</u>	<u>(204,232)</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.

Ngaio School

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

Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	827,369	827,369	1,020,236
Total comprehensive revenue and expense for the year	(130,900)	(79,007)	(204,232)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	11,365
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
Equity at 31 December	696,469	748,362	827,369
Retained Earnings	696,469	748,362	827,369
Equity at 31 December	696,469	748,362	827,369

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.

Ngaio School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	50,638	4,453	9,188
Accounts Receivable	9	139,097	140,826	139,089
GST Receivable		-	14,527	14,345
Prepayments		10,916	10,371	11,254
Inventories	10	360	767	364
Investments	11	273,093	195,000	163,667
		<u>474,104</u>	<u>365,944</u>	<u>337,907</u>
Current Liabilities				
GST Payable		29	-	-
Accounts Payable	13	178,235	174,609	161,723
Revenue Received in Advance	14	17,391	4,820	6,277
Provision for Cyclical Maintenance	15	25,000	-	22,500
Painting Contract Liability - Current Portion	16	25,236	21,488	25,236
Finance Lease Liability - Current Portion	17	18,149	21,448	20,524
		<u>264,040</u>	<u>222,365</u>	<u>236,260</u>
Working Capital Surplus/(Deficit)		210,064	143,579	101,647
Non-current Assets				
Investments	11	-	-	102,696
Property, Plant and Equipment	12	632,375	655,680	741,336
		<u>632,375</u>	<u>655,680</u>	<u>844,032</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	99,260	41,697	72,700
Painting Contract Liability	16	17,741	-	17,741
Finance Lease Liability	17	28,969	9,200	27,869
		<u>145,970</u>	<u>50,897</u>	<u>118,310</u>
Net Assets		<u>696,469</u>	<u>748,362</u>	<u>827,369</u>
Equity		<u>696,469</u>	<u>748,362</u>	<u>827,369</u>

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

Ngaio School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		621,552	624,449	627,141
Locally Raised Funds		627,025	488,356	572,026
Goods and Services Tax (net)		14,375	(182)	182
Payments to Employees		(633,851)	(505,609)	(407,544)
Payments to Suppliers		(550,824)	(503,603)	(791,205)
Cyclical Maintenance Payments in the year		-	(67,402)	-
Interest Paid		(4,056)	(3,633)	(4,537)
Interest Received		11,230	8,104	13,699
Net cash from Operating Activities		85,451	40,481	9,762
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(15,025)	(77,344)	(89,312)
Purchase of Investments		(6,730)	(31,333)	(102,696)
Proceeds from Sale of Investments		-	102,696	140,540
Net cash from Investing Activities		(21,755)	(5,981)	(51,468)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,365
Finance Lease Payments		(22,246)	(17,745)	(11,792)
Painting contract payments		-	(21,489)	-
Funds Held for Capital Works Projects		-	-	(1)
Net cash from Financing Activities		(22,246)	(39,234)	(428)
Net increase/(decrease) in cash and cash equivalents		41,450	(4,734)	(42,134)
Cash and cash equivalents at the beginning of the year	8	9,188	9,187	51,322
Cash and cash equivalents at the end of the year	8	50,638	4,453	9,188

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.

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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.

i) Inventories

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

j) Investments

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	Over Life of the Lease

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

t) Financial Assets and Liabilities

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

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

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

u) 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.

v) Budget Figures

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

w) 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.

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	571,964	589,627	600,139
Teachers' Salaries Grants	2,008,986	2,000,000	2,019,728
Use of Land and Buildings Grants	749,829	750,000	732,954
Resource Teachers Learning and Behaviour Grants	109	500	1,601
Other MoE Grants	74,603	34,322	29,753
Other Government Grants	-	-	274
	<u>3,405,491</u>	<u>3,374,449</u>	<u>3,384,449</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	96,048	96,200	113,994
Bequests & Grants	325	-	4,000
Activities	168,158	95,100	179,068
Trading	3,446	4,000	3,238
Fundraising	4,892	5,650	433
Out of School Care	320,613	285,000	263,952
PTA	10,540	6,300	17,980
	<u>604,022</u>	<u>492,250</u>	<u>582,665</u>
Expenses			
Activities	72,087	-	88,322
Trading	3,863	4,000	4,403
Out of School Care	334,935	262,596	255,498
PTA	11,110	-	17,980
	<u>421,995</u>	<u>266,596</u>	<u>366,203</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>182,027</u>	<u>225,654</u>	<u>216,462</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	26,080	32,900	37,395
Library Resources	3,101	3,700	3,988
Employee Benefits - Salaries	2,270,498	2,198,169	2,279,997
Staff Development	27,832	38,900	20,629
	<u>2,327,511</u>	<u>2,273,669</u>	<u>2,342,009</u>

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,086	5,676	5,561
Board of Trustees Fees	3,150	3,065	3,165
Board of Trustees Expenses	4,959	7,200	1,906
Communication	4,801	5,804	5,781
Consumables	21,641	25,600	25,823
Operating Lease	-	-	1,590
Other	21,988	20,420	23,570
Employee Benefits - Salaries	120,194	126,500	126,158
Insurance	11,254	11,200	11,036
Service Providers, Contractors and Consultancy	15,928	16,440	16,200
	<u>210,001</u>	<u>221,905</u>	<u>220,790</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	26,051	20,200	23,365
Consultancy and Contract Services	99,054	109,613	123,193
Cyclical Maintenance Provision	29,060	13,899	96,762
Grounds	46,707	37,995	33,870
Heat, Light and Water	30,954	29,000	28,236
Rates	3,388	4,500	4,422
Repairs and Maintenance	23,195	24,200	18,703
Use of Land and Buildings	749,829	750,000	732,954
Security	9,542	13,500	11,561
Employee Benefits - Salaries	25,028	22,000	29,546
	<u>1,042,808</u>	<u>1,024,907</u>	<u>1,102,612</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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	45,589	46,000	45,589
Furniture and Equipment	35,278	36,500	36,128
Information and Communication Technology	38,841	44,000	43,680
Leased Assets	22,872	30,500	30,148
Library Resources	2,377	6,000	5,567
	<u>144,957</u>	<u>163,000</u>	<u>161,112</u>

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

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	-	-	400
Bank Current Account	50,636	4,453	8,777
Bank Call Account	2	-	11
Cash and cash equivalents for Cash Flow Statement	<u>50,638</u>	<u>4,453</u>	<u>9,188</u>

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	14,326	11,889
Interest Receivable	1,285	1,500	1,600
Teacher Salaries Grant Receivable	137,812	125,000	125,600
	<u>139,097</u>	<u>140,826</u>	<u>139,089</u>
Receivables from Exchange Transactions	1,285	15,826	13,489
Receivables from Non-Exchange Transactions	137,812	125,000	125,600
	<u>139,097</u>	<u>140,826</u>	<u>139,089</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	360	767	364
	<u>360</u>	<u>767</u>	<u>364</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	273,093	195,000	163,667
Non-current Asset			
Long-term Bank Deposits	-	-	102,696
Total Investments	<u>273,093</u>	<u>195,000</u>	<u>266,363</u>

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	394,632	-	-	-	(45,589)	349,043
Furniture and Equipment	174,007	5,205	-	-	(35,278)	143,934
Information and Communication Technology	106,762	5,278	-	-	(38,841)	73,199
Leased Assets	48,050	20,972	-	-	(22,872)	46,150
Library Resources	17,885	4,541	-	-	(2,377)	20,049
Balance at 31 December 2019	741,336	35,996	-	-	(144,957)	632,375

The net carrying value of equipment held under a finance lease is \$46,150 (2018: \$48,050)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	911,787	(562,744)	349,043
Furniture and Equipment	462,846	(318,912)	143,934
Information and Communication Technology	292,062	(218,863)	73,199
Leased Assets	101,791	(55,641)	46,150
Library Resources	83,506	(63,457)	20,049
Balance at 31 December 2019	1,851,992	(1,219,617)	632,375

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	440,222	-	-	-	(45,590)	394,632
Furniture and Equipment	174,955	35,181	-	-	(36,129)	174,007
Information and Communication Technology	107,088	43,355	-	-	(43,681)	106,762
Leased Assets	48,607	39,293	(9,702)	-	(30,148)	48,050
Library Resources	16,347	7,102	-	-	(5,564)	17,885
Balance at 31 December 2018	787,219	124,931	(9,702)	-	(161,112)	741,336

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	911,787	(517,155)	394,632
Furniture and Equipment	457,641	(283,634)	174,007
Information and Communication Technology	286,785	(180,023)	106,762
Leased Assets	80,820	(32,770)	48,050
Library Resources	78,964	(61,079)	17,885
Balance at 31 December 2018	1,815,997	(1,074,661)	741,336

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

13. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	24,243	31,609	18,172
Accruals	3,406	5,500	5,511
Employee Entitlements - Salaries	137,812	125,000	125,600
Employee Entitlements - Leave Accrual	12,774	12,500	12,440
	<u>178,235</u>	<u>174,609</u>	<u>161,723</u>
Payables for Exchange Transactions	178,235	174,609	161,723
	<u>178,235</u>	<u>174,609</u>	<u>161,723</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	17,391	4,820	6,277
	<u>17,391</u>	<u>4,820</u>	<u>6,277</u>

15. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	95,200	95,200	13,899
Increase/ (decrease) to the Provision During the Year	29,060	13,899	13,898
Use of the Provision During the Year	-	(67,402)	67,403
Provision at the End of the Year	<u>124,260</u>	<u>41,697</u>	<u>95,200</u>
Cyclical Maintenance - Current	25,000	-	22,500
Cyclical Maintenance - Term	99,260	41,697	72,700
	<u>124,260</u>	<u>41,697</u>	<u>95,200</u>

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

16. Painting Contract Liability

	2019 Actual	2019 Budget	2018 Actual
	\$	\$	\$
Current Liability	25,236	21,488	25,236
Non Current Liability	17,741	-	17,741
	<u>42,977</u>	<u>21,488</u>	<u>42,977</u>

In 2015 the Board signed an agreement with Programmed Maintenance Service (the contractor) for an agreed programme of work covering a five year period. The programme provides for one repaint of the Ministry owned buildings in 2016, with regular maintenance in subsequent years. The agreement has an annual commitment of \$25,236. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
No Later than One Year	18,149	21,448	20,524
Later than One Year and no Later than Five Years	28,969	9,200	27,869
	<u>47,118</u>	<u>30,648</u>	<u>48,393</u>

18. 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
	\$	\$	\$		\$
No Projects					
Totals	-	-	-	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

2018	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
	\$	\$	\$		\$
No Projects					
Totals	-	-	-	-	-

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,150	3,165
Full-time equivalent members	0.15	0.23
<i>Leadership Team</i>		
Remuneration	612,202	630,735
Full-time equivalent members	5.9	7
Total key management personnel remuneration	615,352	633,900
Total full-time equivalent personnel	6.05	7.23

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	20 - 21	18 - 19

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	2	2
	2.00	2.00

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board not has entered into any contract agreements for capital works.
(Capital commitments at 31 December 2018: \$Nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts:
(Operating commitments at 31 December 2018: \$Nil)

24. Managing Capital

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

Ngaio School

Notes to the Financial Statements

For the year ended 31 December 2019

25. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	50,638	4,453	9,188
Receivables	139,097	140,826	139,089
Investments - Term Deposits	273,093	195,000	266,363
Total Financial assets measured at amortised cost	462,828	340,279	414,640
Financial liabilities measured at amortised cost			
Payables	178,235	174,609	161,723
Finance Leases	47,118	30,648	48,393
Painting Contract Liability	42,977	21,488	42,977
Total Financial Liabilities Measured at Amortised Cost	268,330	226,745	253,093

26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

NGAIO SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Christian Hawseby	Chairperson	Elected	Assistant Governor, Reserve Bank	2022
Raewyn Watson	Principal	Appointed	Principal	
Amanda Frater	Staff Rep	Elected	Associate Principal	Resigned July 2019
Lucy Elwood	Parent Rep	Elected	Lawyer	2019
Jo Hughson	Parent Rep	Elected	Barrister	2019
Michael Letts	Parent Rep	Elected	Change Manager MBIE	2019
Mark Palmer	Parent Rep	Cp-opted September 2017	Operations Manager, Precision Decorating Ltd	2022
Clinton Geeves	Parent Rep	Elected	CEO, NZ Scaffolding Group	2022
Sarah Sims	Parent Rep	Elected	Lawyer	2022
Sarah Smart	Staff Rep	Elected	Teacher	2022
Estelie Janie	Parent Rep	Elected	Professional Prective Fellow, University of Otago Medical School, Wellington	2022

NGAIO SCHOOL

Kiwisport Statement

For the year ended 31 December 2019

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

In 2019 the School received total Kiwisport funding of \$6,896 excluding GST (2018: \$6,910).

The funding was used to fund sporting endeavours with children being encouraged to take part in such activities as cross country, miniball, netball, hockey, flippaball and swimming.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NGAIO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Ngaio School (the School). The Auditor-General has appointed me, Silvio Bruinsma, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 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 26 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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. Other Information has not been received by the auditor at the date the audit report is signed. Other information does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Silvio Bruinsma
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand

NGAIO SCHOOL ANNUAL PLAN 2019 ANALYSIS OF VARIANCE

Our vision

Ngaio School provides children with a rich and stimulating curriculum and learning environment where teachers, parents and the community work in partnership to support children strive for personal excellence.

Our Ngaio Way 2019 - Key Priorities: Culture & Well-being; Collaborative Teaching; Writing; Assessment

Strategic Goal 1: To Personalise Learning For Students

Focus: Personalised Learning

Initiative A: Further develop Student Agency and well being

Expected Outcomes	Actions	Progress - what have we done so far?
<ul style="list-style-type: none"> Students can talk about what they can do and identify their next steps for learning. Students will be able to explain their learning goals, talk about and share their learning. E.g. with teachers, learning buddies and with their parents on Seesaw and in learning conferences. The results of a Wellbeing Survey and interviews with students will reveal an improvement in the levels of student wellbeing. 	<p>Continue to develop, shape and Implement Our Ngaio Way, focusing on the concept of 'learning to learn'</p> <p>Senior team unpack the learning map feedback and decide on the direction this process will go.</p> <p>Continue to make student voice a focus for goal setting.</p>	<p><i>Learning maps not used in 2019.</i></p> <p><i>Goal setting meetings:</i></p> <p><i>Change it up going forward into 2020</i></p> <ul style="list-style-type: none"> - <i>building relationships and home school links</i> - <i>no goals linked to specific curriculum (rdg, writing, math)</i> - <i>connect key comps to vision - Fly to new heights by.....(e.g. broadening my friendships, showing resilience when things go wrong, giving things a go....)</i> - <i>create a learning map to support this.</i> - <i>Action: brainstorm examples of Fly to new heights.....</i> - <i>Start school with learning to learn focus</i> - <i>target areas identified - parents know!</i> - <i>Form goes home before conferences - SLT to bring examples</i> - <i>Continue to develop shared language (e.g. places, tools, people)</i> <p><i>Student wellbeing surveys not yet administered, however termly reflections completed by students help the teachers with their ongoing work in Tui.</i></p> <p>October Update:</p> <p><i>Wellbeing surveys completed for years 4 to 6. Administered through a Google Form so all students completed the same form. Some questions were the same</i></p>

		<p><i>or similar to the previous surveys. For years 4 and 5 the analysis related to these previous questions where possible. Across the school students continue to share their learning, update learning goals and seek feedback through seesaw. Mac Attackers have been rostered into Year 1-3 classes to support students to use Seesaw with greater independence.</i></p> <p><i>Going forward this will be continued within the strategic goal for OUR LEARNERS - Create inspiring and meaningful pathways for learning ‘.</i></p>
	<p>Continue to develop expectations and understandings around the school environment (students taking ownership)</p> <ul style="list-style-type: none"> ○ Recycling, composting ○ Gardening ○ Re-apply for Tremendous grant for 2020 development of bank outside Tui 	<p><i>Sam Jenkins has taken on the responsibility of leading environmental work in the school.</i></p> <p><i>Recycling and composting have continued and gardening will get underway in spring.</i></p> <p><i>Unsuccessful application for Tremendous grant. This is a sought after grant that will take a lot more planning and input for any future applications.</i></p> <p>October Update:</p> <p><i>The PTA have been supporting Sam by providing materials and Peter, caretaker has also been taking a role in this with the planter boxes ready to go. Sam meets with the Enviro Club weekly. Once the planter boxes are in place the Club plan to rejuvenate the garden along the fence line behind Tui Block.</i></p>
	<p>Increased work across the school unpacking and promoting the school values</p>	<p>See 1b</p>
	<p>Provide opportunities for students to engage in a wide variety of rich experiences outside the classroom (e.g. sports, leadership, enviro club, music.</p>	<p><i>These are going to be recorded on ETap so they can be monitored and linked to the end of year school reports.</i></p> <p><i>Choir, Band, Enviro club, Kapa haka, Nga Rangatahi o Ngaio, sports leader, buddy reader, peer mediators, Mac Attacker, Road patrol, mobile journalists, librarians, Eco Warriors, rep sports, Showquest...</i></p> <p>October Update:</p> <p><i>The actions are now listed on the report form ready for teachers to check. The list revealed a wide range of opportunities and having them listed on ETap will enable us to better analyse how they're accessed/taken up by the students. Activities like band rely on the goodwill and expertise of parents and we are in the last year of our band leader. A part time teacher is planning to take this</i></p>

over from 2020 but we need to support her and put the word out to gain further support. Class programmes have been supported with guest speakers e.g. Liz Gasson (Paralympics), Mary Fisher (Triumph over Challenge), Firefighters visit and a local potter working with junior classes to make clay tiles. The clay tiles will become part of the friendship seat area.

End of Year Summary

During term 3 conferences it was evident that students were confident to take an active role in sharing their progress and learning with their parents/whanau. Many identified the tools, places and people who support their learning although the language used for this was inconsistent across the school. The end of year report with additional information about the broader range of activities offered to students provided an additional layer to the report. A wide range of rich experiences outside of the classroom was provided for students to engage, inspire and address well being.

Next Steps: Continue this work through the new strategic plan within 'OUR LEARNERS - Create inspiring and meaningful pathways for learning': Initiative 1 - Provide rich learning experiences and pathways to engage students and ensure their wellbeing and learning needs are catered for.

Initiative B: Develop shared language for school-wide values

Expected Outcomes	Actions	Progress - what have we done so far?
<ul style="list-style-type: none"> Agreed shared language to be used school-wide An acronym to encompass the school values will be understood and used widely 	<p>Following up work done by the 2018 Auckland team.</p> <p>Consolidate the various values and value/expectation statements already identified (e.g. values poster, 7 Cs, Maori values - outdoor wall display), Yr 6 graduate poster)</p>	<p><i>This has been taken up with the work Raewyn is doing with the Springboard Trust. This work is helping to relook at the vision and values.</i></p> <p>October Update: <i>The values are going to be reviewed in term 4 and the draft 2020 to 2022 strategic plan includes various goals to embed the values. It has been suggested recently that adding 'Kind' gives us the letters to make the work 'BRICK' which isn't unlike the ROCK previously suggested with it referring to the foundations we base everything on.</i></p>
	<p>Values integrated</p>	<p><i>We have been focusing on referring to the current goals more often and more consistently across the school. We are reviewing these to make sure they are still the values we want to be focusing on going forward.</i></p> <p>October Update: <i>The 2020-22 draft strategic plan includes embedding the values.</i></p> <p>November Update: <i>Values review underway - Estelle leading</i></p>

End of Year Summary

A review of the school values was undertaken by a board member and included teacher, student and parent surveys as well as interviews with students.

Responses were analysed from students, staff and the community to identify common values shared across all groups. ROCKET Resilient, Open Minded, Curious, Kind, Empathetic and Trustworthy form the six new values for Ngaio School. The acronym fits with the 'Ngaio Students Soar to New Heights' that emerged from the strategic plan.

Next Steps: Staff meetings to embed a shared understanding of ROCKET across Ngaio School have been planned for 2020. This will be picked up in 'OUR LEARNERS - Create inspiring and meaningful pathways for learning' Initiative 2 - Create a positive learning culture by embedding our school values, including through peer mediation, a school house system and positive behaviour management systems.

Initiative C: Develop school-wide model for Positive Behaviour management

Expected Outcomes	Actions	Progress
<p>A consistent approach to positive behaviour management across the school by all staff</p>	<p><u>Begin</u> shifting behaviour management expectations to PB4L philosophy</p> <ul style="list-style-type: none"> ● Review current behaviour management practices (what are we doing that already fits/supports the PB4L philosophy) <ul style="list-style-type: none"> ○ Review and discuss the language of behaviour, teachers, school wide expectations for certificates, awards, rewards, behaviour expectations etc. ● Develop a schoolwide vision for positive behaviour, strong strategies for behaviour management. ● Plan for Incredible Years training for staff in 2019 (if available) and 2020 	<p><i>The team have started to review the Ministry of Education resource "Positive Behaviour". Two teachers are attending the Incredible Years programme. A Google survey has been drafted to help gain an understanding of behaviour systems across the school.</i></p> <p>October Update: <i>Teachers</i></p> <ul style="list-style-type: none"> ● <i>have a kete of resources they can use in their classrooms to improve social skills.</i> ● <i>are better equipped to use the peer mediator process in the playground.</i> ● <i>are being proactive in dealing with behaviour issues.</i> <p><i>Tweaks have continued to be made to the recording behaviour on etap and the consistency of the use of etap is ongoing. Staff are following schoolwide agreed expectations in the classroom and playground. An application has been made for further teachers to train in Incredible Years next year.</i></p> <p>November Update: <i>Two or possibly three teachers have been accepted onto the Incredible Years programme for 2020. Positive Behaviour for Learning will be a focus for the 2020 start of year teacher only day. The MoE have supporting information to use alongside the PB4L book. Teachers will be given reading material to read in preparation for the session. The plan is to not have the colour system in use for 2020.</i></p>

	<p>Begin to implement a peer mediation programme</p> <ul style="list-style-type: none"> ○ Begin with student leaders in playground ○ Consultation with teachers to consider plan for further schoolwide training and implementation in 2020 	<ul style="list-style-type: none"> ● <i>Peer Mediation Resource developed for Staff and Students (April Holidays)</i> ● <i>Training Staff meeting held 29th April</i> ● <i>Peer Mediator Training held Friday 3rd May</i> ● <i>Programme started in Playground 6th May</i> ● <i>Data collected from Term 2 was analysed and shared with staff .</i> ● <i>Staff unpacked findings of Data Collection with their classes</i> ● <i>Peer Mediation continuing in Term 3</i> <p><i>Looking ahead:</i></p> <ul style="list-style-type: none"> ● <i>Data from Term 3 will be analysed</i> ● <i>In Term 4 train Year 5 Peer Mediators and they work alongside current Year 6 students ready for 2020.</i> <p>October Update: <i>Data from term 3 is still to be analysed. Peer mediators are to be trained soon. Waiting for Rata to advise suitable time. In term 3 the staff undertook Understanding Behaviour Responding Safely training. This supports the guidelines for New Zealand schools on the use of Physical Restraint.</i></p>
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MoE Resources:

- *Incredible Years resource - Good ideas on how to set up class for the beginning of the year - share with staff.*
- *TEACHING FOR POSITIVE BEHAVIOUR Supporting engagement, participation, and learning, Tracy Rohan*
- *Positive Behaviour for Learning - [TKI http://pb4l.tki.org.nz/](http://pb4l.tki.org.nz/)*

End of Year Summary

Three teachers have been enrolled into the Incredible Years 2020 programme to continue to establish a consistent approach to behaviour management across the school. Peer mediators were trained in term 4 to support playground behaviour.

Next Steps:

Embedding the ROCKET values to support behaviour management approaches will be a key component in developing further consistency across the school. Continue this work through the new strategic plan within 'OUR LEARNERS - Create inspiring and meaningful pathways for learning': Initiative 2 - Create a positive learning culture by embedding our school values, including through peer mediation, a school house system and positive behaviour management systems.

Strategic Goal 2: To exploit the richness of the New Zealand Curriculum (2008) while supporting agreed pedagogical practices and strong foundation learning

Focus: Pedagogical Practices		
Initiative A: Writing		
Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> Consistent writing analysis aligned with the literacy learning progressions Consistent expectations for the teaching of writing 	<p>Implement a mixture of whole school, syndicate and individual development depending on needs</p> <p>Evaluate the Ngaio School writing matrix and consider implementation of E-asTTle as an alternative assessment tool.</p> <p>TeacherPLD by Jacqui Clayton, Evaluation Associates. Buddy teachers to support each other.</p> <p>Refer to writing Delivery Plan Baseline Snapshot</p>	<p><i>We continue to work with Jacqui Clayton, facilitator to develop a better understanding of effective writing instruction and assessment.</i></p> <p><i>We have been working in Professional Learning Groups (PLGs) where teachers from across the school work together. This fits well with our goal to develop a shared language and pedagogy.</i></p> <p><i>Groups have undertaken observations of writing teaching and the teachers have had follow up discussion to give feedback.</i></p> <p><i>Jacqui has demonstrated good writing modelling in classes. The teachers have been working together to be more effective in their writing moderation.</i></p> <p>October Update:</p> <p>Jacqui ran PLG workshops and a staff meeting on Shared Vision on Writing. Jacqui has spent two days working with the Leadership Team and is booked to work with PLG groups on Monday 4th November-to plan writing teaching and learning.</p> <p>Professional Learning and Development Application 2020 sent to MOE to continue work started in 2019.</p>
<p>End of Year Summary</p> <p>EasTTle was introduced and PLGs were established to moderate writing samples across the school to improve writing analysis. Staff meetings, teacher observations and PLGs focused on generating consistency of expectations for the teaching of writing.</p> <p>Next Steps:</p> <p>A new Professional Learning and Development Application was accepted and Jacqui Clayton will continue to facilitate PLD for effective literacy instruction and assessment in 2020.</p>		
Initiative B: Science Capabilities		
Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> The Science Capabilities document will be completed The Science Capabilities framework will be understood 	<p>Ensure a shared understanding of the capabilities</p> <ul style="list-style-type: none"> confirm and share Science Capabilities document 	<p><i>This work is still underway. There are just some small tweaks required to the document before sharing school-wide.</i></p> <p>October Update:</p>

<p>and in use when planning for science</p> <ul style="list-style-type: none"> Staff who require it will have received professional development 	<p>developed by Christina during 2018</p> <p>Ensure the capabilities are reflected in</p> <ul style="list-style-type: none"> planning for student learning in science. student reports to parents 	<p>A staff meeting has been planned for term 4 to share the Ngaio School Capability Framework. To become familiar with this framework, the meeting will focus on unpacking our shared beliefs and using the planning diagram. Teachers will participate using science experiments and will make links to resources on TKI and ARBs.</p>
	<p>Provide PLD for any staff who have not been part of the science capability learning process.</p>	<p><i>This will happen at the end of this project.</i></p> <p>October Update: This will happen in 2020.</p>

End of Year Summary

The Ngaio Science Capabilities Framework was completed and reformatted into a user friendly guide for teachers to follow. The Framework was unpacked in a term 4 staff meeting. A science activity was used to support teachers to unpack the capabilities and provide and provide a resource. Christina and Sarah will continue to provide support for teachers when planning and reporting science.

Next Steps: Continue to revisit these in curriculum development to be picked up in 2020 through the new strategic plan within 'OUR LEARNERS - Create inspiring and meaningful pathways for learning': Initiative 1 - Provide rich learning experiences and pathways to engage students and ensure their wellbeing and learning needs are catered for. Expected Outcome: *'We have a flexible Curriculum Framework in place that meets the needs of our learners, ensuring wide coverage across curriculum areas and non-repetitive through the years.'*

Initiative C: Digital Technology (continue)

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> Digital Technology will be incorporated into the classroom programmes at the appropriate levels Staff will be equipped to implement the Digital Technology curriculum in their classrooms 	<p>Continuation of work with Jo Nicol to prepare for Digital Technology Implementation in 2020</p> <ul style="list-style-type: none"> One staff meeting in each term MacAttack group working with Jo Nicol (Cyclone) and supporting classes Define expectations (transition) across school 	<p><i>Staff meetings have been well received and the work with the Mac Attack group has been useful and well received.</i></p> <p><i>We haven't completed any work regarding expectations for 2020 but are well placed to implement the curriculum on time from 2020.</i></p> <p>October Update: Alistair West continues to work with classes across the school. Jo Nicol is running a staff meeting on Tuesday 22nd October. Jo Nicol and the Mac Attack students are running a workshop for parents on Wednesday 23rd October.</p>

End of Year Summary

Jo Nicol and Alistair West led staff meetings, worked in classrooms, ran teacher workshops and supported Mac Attack to implement the Digital Technology curriculum. The curriculum was unpacked and teacher planning was supported to integrate the Digital Technology curriculum within existing classroom programmes.

Next Steps:

Continue development in 2020 through the new strategic plan within 'OUR LEARNERS - Create inspiring and meaningful pathways for learning' Initiative 3: Create school-wide procedures for the effective use of digital technology to support learning.

Initiative D: Sportstart Continue implementation of Sportstart with support from Dan Byrne and the Sportstart resource.

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> ● All teachers will have used the Sportstart programme throughout the year as a foundation for their physical education programme. ● Staff will have reached a decision regarding the future direction for sports teaching and learning at Ngaio School 	<ul style="list-style-type: none"> ○ PLD sessions ○ Parent presentation/education sharing of the Sportstart model. ○ Decision regarding model going forward. ○ Map out the overall picture of physical education across the school (Long term plan) ○ Decide how much PE and Sport is expected across the school (weekly) ○ Parent survey - look back on it ○ Structuring and timetabling the lunchtime sports 	<ul style="list-style-type: none"> ● <i>The sportstart team have completed a long term plan for the Physical Education Programmes. The LTP shows coverage over a 2 year plan (odd and even years). This plan also provides guidelines for time and session expectations for each year level.</i> ● <i>There has been a positive attitude by staff in relation to Sportstart and there is evidence of classes having regular sessions throughout the week.</i> ● <i>The PTA have supported the school by purchasing sports equipment for 3 syndicate groups over the last 2 years.</i> ● <i>The team have collected data from our students (reflection from Cross Country - Overall a positive response, majority of the students liked the new track and were happy with the finish line being down on the bottom court).</i> ● <i>The parent presentation and education sessions have been put on hold as the Sportstart tutor is unable to provide this service at this time. Will plan to include this opportunity as soon as the Tutor is available.</i> ● <i>Lunchtime sports programmes are ongoing and being reviewed throughout the year.</i> ● <i>Staff have a staff meeting PD session with the Sportstart Tutor booked for Early Term 4.</i> <p>October Update: Sport Wellington ran a Sportstart Professional Development session for teachers on Monday 21st October. Dan Byrne has organised a whole school Athletic Event at Nairnville Park on Thursday 24th October.</p>

A whole school Rugby World Cup event is planned for Wednesday 30th October.

End of Year Summary

The Sportstart programme was used by all teachers to plan, teach and assess physical education programmes. Physical Education was aligned within and across syndicates using the Sportstart programme. Due to the success of the Sportstart programme it will continue to be used in 2020. Whole school sporting events e.g. athletics will follow the Sportstart model to encourage participation. Athletics day will continue to be held at Nairnville Park as a whole school day event to bring the school and community together.

Next Steps: Continue to monitor the programme implementation and provide support if needed. Induct new teachers.

Initiative E: Mathematics - Evaluate the progress made following the 2016 review. Establish a working group to plan next steps.

Expected Outcomes :	Actions	Progress
<ul style="list-style-type: none"> Mathematics programmes will be up to date and consistent across the school Teachers will have the materials they need to teach effectively Assessment tools will be valid, up to date and consistent across the school 	<p>Monitor the next steps from the 2016 review</p>	<p>Decision made to focus on mathematics in 2020 2019 Allocate someone to apply for PLD funding SPRING into Maths</p> <ul style="list-style-type: none"> Purchased new SPRING into Maths kit All Teacher Aide's completed the SPRING into Maths programme (Thursday 14th March) Teachers attended a SPRING into Maths workshop (30th July) Susie McCormick (Teacher Aide) is running the SPRING into Maths programme (6 hours per week). Data is now being formally collected and tracked via our Student Management System. Julie Cederman is running SPRING into Maths programme in Pohutukawa <p>October Update: No further progress. It is still the intention to undertake PLD in 2020 but not until term 3. This will also link into a strategic goal for 2020-22 around mixed ability grouping.</p>
	<p>Investigate up to date pedagogy changes to ensure current programmes are best practice (e.g. implementing outcomes from DCIM* programme and research)</p>	
	<p>Review assessment practices to ensure we are using the best tools to measure achievement in mathematics</p>	
	<p>Evaluate the requirement for PLD for 2020 - apply for MoE PLD funding</p>	

End of Year Summary

Minimal progress was made with this initiative. Teachers attended a SPRING into Maths workshop and teacher assistants completed the SPRING into Maths programme. Data from the SPRING into Maths programme was collected and tracked via our Student Management System.

Next Steps:

Focus on this initiative has been deferred to link with the strategic goal for 2020-22: 'OUR STAFF - Support all staff to succeed' - Initiative 1: Build a cohesive, positive and happy teaching team by developing shared pedagogy incorporating best practice.

Strategic Goal 3: To explore 21st century partnerships, relationships, learning spaces and tools

Focus: Collective vision for staff

Initiative A: Staff culture & wellbeing - Staff communication - consistent messaging from team leaders, meetings to ensure the staff understanding the key messages annual plan and strategic plan.

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> The results of a Wellbeing Survey and interviews with students will reveal an improvement in the levels of staff wellbeing. Teachers will be able to articulate their own personal wellbeing goal for 2019. 	<p>Leadership team understand where the school is heading and continue to share the school vision with their teams.</p>	<p><i>Ongoing communication between syndicate leaders and with their teams. Team leaders are fully engaged with developing the new vision. PLD support from Karen Schofield to assist in refining goals and understanding the importance of projecting our vision into the future.</i></p> <p>October Update: The draft strategic plan has been created with input from team leaders and teachers. Some actions have been added and this process is still underway. One of the draft strategic initiatives, under the goal 'Empower staff to succeed' is 'Build a cohesive, positive and happy teaching team by developing an agreement of 'how we do things around here', so it is our intention to continue working on this important goal.</p>
	<p>Senior Leadership Team discuss the data from 2018 Wellbeing Survey and plan whole staff sessions to engage staff to communicate and develop ideas.</p> <ul style="list-style-type: none"> Conduct Wellbeing Survey (reduce and refine questions in a Google Form) 	<p><i>We discussed the data from the follow up 2019 survey and acknowledge, until the vision and 3yr strategic plan is finalised there will be some uncertainty and questions about school direction.</i></p> <p><i>Another survey is being administered soon - (Springboard)</i></p> <p><i>Further wellbeing surveys will have a comment box for negative answers - an opportunity for people to be more specific / examples.</i></p> <p>October Update: No further action, however a survey is planned for the first half of term 4.</p>
	<p>The opportunity for each staff member to have a personal wellbeing goal attached to their appraisal system.</p>	<p><i>In consultation with the staff it was decided that setting a personal goal was not appropriate to the performance management system.</i></p> <p><i>The school signed up to EPA. Staff indicated they are happy to seek support if and when required.</i></p>
	<p>PLD session around wellbeing. (e.g. Kirsten Reid, Madeline Taylor)</p>	<p><i>Cluster Inquiry - Kirsten (Pastoral Care of Staff)</i></p>

		<p><i>Madeline Taylor held a staff session</i></p> <p><i>Madeline Taylor ran a parent session which was very well received. Run by PTA.</i></p> <p><i>Netsafe - very poor turnout but those who did make it raved. We will run this again as many indicated the timing wasn't right and they would be keen in the future. (consider if it would be better for PTA to run this next time)</i></p>
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End of Year Summary
 In consultation with the staff it was decided that setting a personal goal was not appropriate to the performance management system. The school signed up to EPA. Staff indicated they are happy to seek support if and when required. PLD session around wellbeing was led by Madeline Taylor for staff. Madeline also presented a parent session organised by the PTA as a fundraiser.

Next Steps:
 Moving forward the 2020-22 Strategic Plan includes, under the goal 'OUR STAFF - Support all Staff to Succeed', in initiative 1: Build a cohesive, positive and happy teaching team by supporting all staff, including leaders and support staff, to develop personalised learning plans to support them to contribute to the achievement of our strategy, student learning, their ongoing professional growth and well-being.

Initiative B: Continue to develop & strengthen collaborative practices across the school (Moving from "My Learners" to "Our Learners")

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> ● Staff are able to articulate what collaborative teaching and learning looks like at Ngaio School ● Established ways of working to enable collaboration across the school. ● A shared language for 'Our Ngaio Way', e.g. group vs workshops, tools vs equipment. 	<p>Develop shared understanding of 'collaboration' (as opposed to cooperation) and shift pedagogy - across school progression.</p> <p>Develop our school vision for 'Collaborative teaching and learning'</p> <ul style="list-style-type: none"> ○ Using teacher strengths ○ Using common language ○ Managing student differentiation collectively 	<p><i>This is an ongoing project that will continue on into 2020.</i></p> <p><i>We re-established the collaborative teams in Tui for 2019, following reflection on the review of Tui in 2018.</i></p> <p><i>To start the year, 3 of the original teachers from 2018 remained in the team and one of these three, has since left to travel overseas. The school has been unable to find a full time teacher to fill this position and therefore ongoing staffing changes have impacted on the momentum of this initiative.</i></p> <p><i>A new team leader was appointed in 2019.</i></p> <p><i>This team leader continues to build a cohesive and collaborative teaching team while also juggling personal matters. The school has committed additional support to this leader and consequently SS has been seconded to support Tui from Week 5 of Term Three.</i></p> <p>October Update: <i>A new teacher has been appointed to begin in week 3 of term 4. A long term reliever is covering for James during his leave of absence in term 4.</i></p>

		This work will be ongoing and is included in a strategic initiative for 2020 'Develop a shared understanding of how to work collaboratively for the benefit of the children'
Explore best practice (MoE publications, research, other schools)		<p><i>Rata visited Island Bay School with James. We have a visit to Khandallah School coming up.</i></p> <p><i>Tui have engaged in some reading around innovative learning.</i></p> <p><i>Writing development is focusing on shared beliefs and best practice.</i></p> <p>October Update:</p> <p>Abie Smalley visited Island Bay to look at their collaborative programmes. Provisionally registered teachers are encouraged to make the most of their release time and visit other schools while they have this release time. Abie is interested in trying out teaching collaboratively and may have the chance to work in a shared space in the future so I commend her for taking this initiative. Sarah Simpson will visit schools with ILE spaces to inform best practice for 2020. The focus of these visits will look at: student agency within the spaces, collaborative planning, tracking and assessment models, shared language and use of furniture to support ergonomics.</p>
Agree on shared ILE language (unpack this as a staff) - for use across the school. (Have a series of staff meetings to help develop this language)		<p><i>As a whole staff, we have begun the journey to collate shared beliefs and understanding in relation to classroom writing programmes. This has been led and supported by Jacqui Clayton as part of our professional development.</i></p> <p><i>Specific ILE language is yet to be addressed.</i></p> <p>October Update:</p> <p>There remains an awareness that a shared ILE language needs to be developed. Jacqui Clayton is leading a staff meeting on November 4 to help embed our beliefs around good writers and how this transfers into teaching writing practices.</p>
Explore and refine systems for planning, monitoring and data gathering		<p><i>Staff continue to unpack the EastTLe writing tool. We have completed:</i></p> <ul style="list-style-type: none"> - two rounds of writing sample, - professional conversations, - writing observations as demonstrated by Jacqui - cross syndicate PLG- (Professional Learning Groups) to moderate our writing sample data. - Share online planning - refer to Goal 4: Initiative A

- monitoring student achievement - a focus has been to use online tracking sheets across the school to monitor target student progress in highlighted areas. This information is also centrally stored on eTap.

October Update:

PLG (Professional Learning Groups) are continued to be used to establish our writing beliefs. Tui syndicate continues to plan closely within their respective cohorts particularly to group students and monitor progress across whanau groups.

End of Year Summary

The establishment of Professional Learning Groups (PLG) has provided authentic opportunities for teachers to engage in meaningful collaborative conversations. Jacqui Clayton led PD several sessions for teachers to collate shared understandings, beliefs and practices around the teaching of writing.

Next Steps:

Continue development in 2020 through the new strategic plan within 'OUR STAFF - Support all staff to succeed' initiative 1: Build a cohesive, positive and happy teaching team by developing a shared understanding of how to work collaboratively for the benefit of our learners.

Strategic Goal 4: Excellence is encouraged, supported and celebrated across the school

Focus: Excellence

Initiative A: Strengthening assessment, data analysis and effective use of data

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> We have communicated the assessment tools used at Ngaio School to measure student progress. Consistent use of assessment data to inform teaching decisions All teachers are planning online and recording data to track student progress 	<p>Review the assessment schedule to ensure it better supports our cycle of assessment, analysis and reporting to the Board.</p> <p>Develop consistent (embedded) practice for the recording and collection of assessment data across the school.</p> <p>Ensure assessment data is being used effectively to inform teaching.</p>	<p><i>Assessment has been updated with support from Jacqui Clayton, Eval</i></p> <p><i>Whatever assessment carried out - data must be used. Fit for purpose and used by teachers to support learning.</i></p> <p><i>Moving forward we will be using EastTtle maths and reading as it provides more information including specific next steps, patterns and gaps.</i></p> <p><i>EastTtle also provides adaptive testing so better supports the learner. Students are not going through unnecessary testing and will be extended if appropriate</i></p> <p>October Update:</p> <p>Kirsten Reid and Sarah Simpson attended an Essentials of e-asTTle for Reading and Mathematics' workshop. This workshop outline how to use the e-asTTle tool to assess reading and writing.</p>

		<p>Kirsten Reid and Sarah Simpson ran a staff meeting Using EastTle to inform teaching on Monday 14th October.</p> <p>Jacqui Clayton lead PLG sessions focused on using tabular reports to identify specific next steps to inform teaching. Teachers took this information back to syndicate meetings and it helped to look at trends for students needs across the team.</p>
	<p>Move all teachers to online assessment and planning. (current teacher experts to be released to support other teachers.)</p>	<p><i>Everyone is using shared Google Sheets for their planning and new staff are inducted into this over time if they are not familiar with working online. A positive outcome is for part time teachers who can have access to the planning. Teachers are appreciating this for improved communication. It also gives the part time teachers ownership as they feel better connected and can contribute more readily.</i></p> <p><i>Teachers are continuing to tweak and adapt so the systems are continuing to improve.</i></p> <p>October Update: Online assessment and planning continues to be used successfully. It has been particularly useful for relieving teachers and new staff moving into existing classrooms to continue from the previous teacher/s.</p>
	<p>Inform BoT and parents of the assessment tools used at Ngaio School (share in school newsletter and on new website).</p>	<p><i>New schedule will be shared and discussed with staff to confirm before sharing with the board.</i></p> <p>October Update: There was a positive parent response to the new mid year report. Parents particularly liked being informed about the progress on learner goals from the beginning of the year. The visual graph displaying student achievement against NZC levels for mid year progress was also well received by parents. The new end of year report is similar to the mid of year report but provides greater information on the wider curriculum and school involvement for Years 4-6. Progress of learners against the NZC will continue to be tracked in the end of year report. Going forward, next year the mid-year report will include the levels for 2019 along with the new judgement for 2020. The same will happen at the end of the year. (ie mid year to mid year, then end of year to end of year).</p>
<p>End of Year Summary</p>		

Teachers have built their understanding and ability of administering E-asTTle Writing, as well as developing more accurate and consistent marking through effective moderation across the school.

We have updated our assessment schedule, recorded now as our 'Ngaio School Assessment for Learning +Reporting Map'.

Teachers are planning online and using tracking systems, anecdotal notes and formal assessment data to monitor student progress.

Next steps:

Jacqui Clayton will continue to work with us to gain consistency with moderating easTTle writing across the school and extend this to E-asTTle Reading and Mathematics.

Initiative B: Strengthening reporting to parents (Celebrating student progress)

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> ● School reports are effective in sharing student achievement and progress ● Seesaw is a valid platform for reporting student achievement and progress 	<p>Continue to review the report systems.</p> <ul style="list-style-type: none"> ○ Consult with parents regarding the current end of year reporting processes and report formats.(What do they want to know?) ○ Explore options for more effective and efficient reporting (e.g. graphics showing placement against curriculum, checklists. (Use a 'Design Thinking' model to share with groups of parents during development) ○ Ensure school-wide shared understanding of Seesaw use 	<p><i>Mid year reports updated - now completed through ETap.</i> <i>Positive (anecdotal) feedback from parents.</i> <i>Seesaw use still to be addressed</i></p> <p>October Update: The draft strategic Plan 2020-22 includes a goal 'OUR COMMUNITY - Weave STRONG partnerships with our community' and includes the following initiatives:</p> <ul style="list-style-type: none"> ● Empower families/whanau to be engaged in their child's learning journey by creating opportunities for engagement, communication and involvement. ● Strengthen communication <p>Through this goal we will continue to engage with the community to ensure we are meeting their aspirations for their children. There is still a need to strengthen teacher capability and consistency in the use of Seesaw. The school procedures for ICT are being expanded to include expectations for Seesaw and other digital technology across the school.</p>

End of Year Summary

Parents responded positively to the new mid and end of year reports. The tracking of progress against the NZC on the reports was well received and communicates clearly national expectations against individual student progress. Seesaw was used successfully across the school as a tool to inform, celebrate and share next steps for learning.

Next Steps:

Engage parents through relationship meetings at the beginning of the year instead of the usual academic goal setting meetings. “Knowing Me Knowing You” templates will go home and be completed by students with their parents. Learning Maps will focus on goals around the values and Key Competencies.

Strategic Goal 5: To strengthen the development of a culture of continuous learning for teachers and educational Leaders

Focus: Continuous learning and Leadership development

Initiative A: Leadership team strengthening

- i. Team leadership
- ii. SLT roles

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> ● Leadership agreement is adhered to ● Job descriptions reflect the team leader roles ● SLT are working effectively together as a team to support Our Ngaio Way (the way we do things around here) ● Effective parental communication systems, including a new school website 	<p>Review team leader job descriptions</p> <ul style="list-style-type: none"> ○ Clearer roles and expectations ○ Strengthening Culture <p>Data analysis and reporting (rich discussion and link to supporting teaching & learning)</p> <p>Curriculum (weaving together Our Ngaio Way)</p> <p>Parent Communication - follow up recommendations from Communications Review in 2018</p> <p>Continue to work with support from Chris Rowan (continuation of work in 2018 with Mark Sweeney, both Impact Education)</p> <p>James, Karen and Sarah attend Leading Edge Course with Mark Sweeney</p>	<p><i>JDs are still being developed.</i></p> <p><i>Thursday meetings have been a real success in bringing the team together and on the same page.</i></p> <p><i>Karen Schofield, Raewyn’s Capacity partner for the Springboard Trust work she is doing worked with the team. This was well received and useful to make progress in strategic planning and growing understanding of strategy .</i></p> <p><i>Change in the structure of the team is in transition with Amanda leaving. Sarah Simpson has been picking up 2 days as Acting DP.</i></p> <p><i>Tui team leader responsibilities are still being developed as they are somewhat shared at the moment.</i></p> <p><i>Being together for the Thursdays has made working together easier</i></p> <p><i>Karen, Sarah and Bronwyn attended the Leading Edge course. They have found it really valuable in their leadership development.</i></p> <p>October Update:</p> <p>Jacqui has spent two days working with the Leadership Team on Literacy Leadership.</p> <p>Chris Rowan worked with Sarah Simpson to provide clarity for developing a shared vision for Tui in 2020.</p>

End of Year Summary

The SLT reflected on and suggested changes to the school website. These amendments will be made in 2020. Jacqui Clayton and Chris Rowan worked to support the leadership team to strengthen ways of working.

Next Steps:
Continued work in 2020 through the goal 'OUR STAFF - Support all staff to succeed' Initiative 1: Build a cohesive, positive and happy teaching team by supporting all staff, including leaders and support staff, to develop personalised learning plans to support them to contribute to the achievement of our strategy, student learning, their ongoing professional growth and well-being.

Initiative B: Northern Zone Schools Cluster [Equipping all students for the future](#)

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> All staff will have attended a cluster group workshop Teaching as inquiry goals will link to the cluster goals 	<p>Cluster Group Development</p> <ul style="list-style-type: none"> 3 out of 4 cluster goals fit with our goals. Teachers to self select area of focus for teacher inquiry (prevents doubling up) 	<p><i>This initiative has been difficult on top of the other demands of our annual plan. Some teachers have engaged more than others - mainly because they ended up in an effective and relevant group. The formation of the groups was not effective and made it hard to get teacher buy in. The cluster principal group are evaluating the year and meeting in term 4 to work out next steps for 2020. The general consensus is that teachers do want to collaborate across the cluster but it must be relevant and useful, and not added on top of a heavy workload. The principals are committed to making this work.</i></p> <p>October Update: All staff will attend a Cluster PLG on October 30. Teachers will complete a survey about the 2019 cluster inquiry initiative. Groups will present their inquiry findings via a gallery walk. The Cluster will take a new direction for 2020. This will be presented at the Cluster PLG. Raewyn has continued to engage with the cluster principal group who are currently preparing an application to become a Community of Learning.</p>

End of Year Summary

All staff attended a Cluster PLG on October 30. This initiative was difficult to incorporate as the overall direction of the cluster was difficult to align with teachers personal inquiry and professional needs.

Next Steps:

The Cluster will take a new direction for 2020 in their newly established Kahui Ako.

Strategic Goal 6: To develop further development of Equity and Diversity

Focus: Diversity, Equity & community engagement

Initiative A: Inclusion

Expected Outcomes:	Actions	Progress
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<ul style="list-style-type: none"> Teacher aides are being used effectively to support teachers in their classrooms to enhance student achievement. 	<p>Continue inclusion work started in 2018</p> <ul style="list-style-type: none"> Teacher aide - systems, continue working with TAs - TAs in the classrooms. Inclusive Practices. <p>ETap being used more effectively to track students</p> <p>Teacher aide job descriptions developed</p> <p>Regular TA meetings</p> <p>Relocation of resources</p> <p>Resources in staffroom</p> <p>Sharing resources</p> <p>Outside agencies providing info and support</p> <p>Providing student access (through financial support) to agencies - SLT</p>	<ul style="list-style-type: none"> <i>Teacher Aides are currently working across all syndicates</i> <i>TA meet every 3 weeks.</i> <i>Teacher Aide job descriptions have been developed (Term 1)</i> <i>Professional Development for Teacher Aides. TAs have had numerous Professional Development Opportunities this year (SPRING into Maths, SLT, Quick 60)</i> <i>All Teacher Aide resources have been centralised to the Teacher Workroom</i> <i>In Term one Kirsten worked with Andy McFarlane (From Collaborative and Connected Learning) to create a Special Needs Register on our Student Management System ETAP. Using ETAP to do this enables better tracking of Students and the support they have received beyond the regular differentiated classroom programmes. On ETAP we are able to store any information, resources etc received for child. This will ensure better transition of students to their next teacher.</i> <i>All SENCO resources are now in the Staffroom so they can be used and a Database has been established.</i> <i>Within the Special Needs Register we are able to track our Target Students throughout the year. Teachers are able to add detailed notes about how they are accelerating their target students and record Deliberate acts of teaching suited to the child.</i> <i>Through the Special Needs budget we have partially funded SLT assistance for two students whose families were unable to provide support</i> <i>Two Staff Meeting were held in Term 1:</i> <i>Selecting Target Students</i> <i>Target Students (The Special Needs Register and tracking of Target Students)</i> <p>October Update:</p> <ul style="list-style-type: none"> Target Students continue to be monitored Set 1 of the Quick 60 Programme has been purchased. Teacher Aides have received training in the Quick 60 programme.
<p>End of Year Summary</p> <p>Teacher aides worked across all syndicates and meet every three weeks. Professional development for Teacher Aides included SPRING into Maths, SLT and Quick 60. Kirsten worked with Andy McFarlane (From Collaborative and Connected Learning) to create a Special Needs Register on our Student</p>		

Management System ETAP. Using ETAP to do this enables better tracking of Students and the support they have received beyond the regular differentiated classroom programmes.

Next Steps: Continue this work through the goal 'OUR LEARNERS - Create inspiring and meaningful pathways for learning' Initiatives 1 and 4.

1. Provide rich learning experiences and pathways to engage students and ensure their wellbeing and learning needs are catered for.

4. Foster the identity, language, culture and uniqueness of all students to ensure they have a sense of belonging and reach their full potential.

Initiative B: Formalise and document our Gifted and Talented programme

Continue work started in 2018 reviewing and implementing programmes to cater for Gifted students.

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> ● Teachers will have a framework for identifying gifted and Talented students ● Gifted and talented students will be identified and supported in their learning 	<ul style="list-style-type: none"> ● Work towards using the 'Teacher Observation Scales' (NZCER) to assist teachers to identify student strengths. ● Create a specific policy - develop a Ngaio Definition of what it means to be gifted ● Survey staff to gauge understanding ● Hold a staff meeting to <ul style="list-style-type: none"> ○ further develop teacher understanding ○ Upskill teachers in identification and therefore enable better provision for Gifted and Talented students ● Karen to work with Christina to adapt the Science Capabilities unit plan to align with the REACH planning framework. 	<p><i>Karen Lathan has been leading this piece of work. She has reviewed the information contained within GATE review 2015 completed by L. Merewater and A. Rees. This folder was discovered in term 1, week 8, 2019. A decision was made to halt the GATE programme at Ngaio in 2015. 2015 proposed the acronym, NGATAE (Ngaio Gifted And Talented And Enrichment). Ngatae means extend, reach, overcome.</i></p> <p><i>Staff completed a Google Survey at the end of Term 1, 2019 to guide the development of our G&T programme. Teachers agreed that professional development around the needs of Gifted students would be beneficial, as well as policy around identification, assessment and provision.</i></p> <p><i>A referral was made to RTLB service for whole staff PD. Karen reached out to several schools to ask for copies of G&T policies. She is still collecting examples/talking with other schools to assist in developing our policy.</i></p> <p><i>Karen liaised with Anna Meuli (Gifted Aotearoa) re: support she can offer school in developing policy and procedures. Possibly as a 'guide on the side'.</i></p> <p><i>Tui are trialing a new planning framework, focused on developing conceptual understanding of students (using the REACH model adapted for Ngaio).</i></p> <p><i>Karen has spoken with Kirsten Reid (acting SENCO) re: adding a parent survey to the school enrolment pack. Can use the REACH survey and others as a starting point. Need to develop links with ECE to share information on students. The parent survey has been created in draft.</i></p> <p>October Update:</p> <p><i>Karen Lathan has advised staff by e-mail that our GATE register is now up and waiting for any entries. Teachers can access this through the Learners Hub -</i></p>

		<p>Guidance. At this stage teachers have been asked to make an entry for students in their class if:</p> <ul style="list-style-type: none"> ● they have received an assessment (usually from an Educational Psychologist) regarding ability/learning ● they have been told by a child's previous teacher that they have been assessed as gifted ● a student attends Mindplus/one day school or is a member of Tall Poppies (New Zealand Association for Gifted Children) <p>The next step will be to provide professional development in the use of the identification matrix.</p>
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End of Year Summary
A GATE register has been established with Etap Learner Hub. Support with identifying Gifted and Talented students is ongoing.
Next Steps:
Karen has organised a staff meeting for term 1 with support from Tony Kirby, RTLB. This includes identification, provision and monitoring.

Initiatives C, D, E: Māori Whanau partnerships for learning, Asian whanau partnerships for learning, Pacific Island partnerships for learning

Expected Outcomes:	Actions	Progress
<ul style="list-style-type: none"> ● Māori, Asian and Pasifika families/whanau/fanau have engaged with the school to share their aspirations for their children ● The school will establish a leadership programme for our Māori students ● A plan is developed to effectively acknowledge and support our Asian and Pasifika students 	<p>Engage and collaborate with Māori whānau to create a school plan to meet the aspirations of Māori whanau for their tamariki.</p> <p><i>Check in with Tātaiako: Cultural Competencies for Teachers of Māori Learners, Teaching Council Publication</i></p> <hr/> <p>Engage and collaborate with parents of Asian students to create a plan to meet the aspirations of Asian families for their children.</p> <p><i>(Possible support through Asia NZ Foundation https://www.asianz.org.nz/our-resources/educational-resources/)</i></p>	<ul style="list-style-type: none"> ● <i>Survey sent to Maori parents (two responses)</i> ● <i>Planning in place to hold a whanau hui for all groups. (Breakfast meeting in Term 4)</i> <p>October Update: Moving forward to 2020 a wider team of staff to implement partnerships will be beneficial for this initiative to gain momentum. Addressing how to engage and connect with whanau requires further investigation. Two responses to a survey is not sufficient information to gauge opinions on aspirations for Māori, Asian and Pasifika students. We want to establish lasting relationships with all areas of our community and to effectively meet the needs of Maori whanau, Asian and Pasifika families.</p> <p>This will also be supported if the Northern Zone schools become a become a Kāhui Ako. We have also included a goal in the draft 2020-22 Strategic Plan to ‘Empower families/whanau to be engaged in their child’s learning journey by creating opportunities for engagement, communication and involvement’ and ‘Strengthen communication’, so this will be an ongoing piece of work.</p>

	Engage and collaborate with Pasifika parents to create a school plan to meet their aspirations for their fanau. <i>Refer Tapasā Cultural competencies framework for teachers of Pacific learners</i>	
	Year 5 and 6 students will visit a Marae.	<ul style="list-style-type: none"> ● <i>This has not been organised</i> October Update: This won't occur in 2019
<p>End of Year Summary This initiative did not occur in 2019.</p> <p>Next Steps: Pick this up in the goal 'OUR COMMUNITY - Weave strong partnerships with our community' Initiatives 1 and 2.</p> <ol style="list-style-type: none"> 1. Facilitate richer family/whanau engagement in children's learning and 2. Strengthen communication between home and school. 		

Team Allocation for Term 2

Sportstart	Gifted & Talented	Science Capabilities	Environment	ICT	Behaviour Review	Partnerships
2d Sportstart Link to working doc	6b Formalise and document our Gifted and Talented programme Link to working doc	2b Science Capabilities Link to working doc	Continue to develop expectations and understandings around the school Link to working doc	2c Digital Technology T2 Review ICT procedures Link to working doc	1.c Develop school-wide model for Positive Behaviour management Link to working doc	6c Maori Whanau partnerships for learning 6d Asian whanau partnerships for learning 6e Pasifika whanau partnerships for learning Link to working doc
Leader: Dan Bronwyn Tessa	Leader: Karen L Karen D James	Leader: Christina Abi	Leader: Harriet Sam New Tchr	Lucy Liz Raewyn	Leader: Sarah Simpson Chantal Morag	Leader: Kirsten Sarah Smart Gillian
Term 3						
Leader: Dan Bronwyn Tessa	Leader: Karen L Karen D James	2 intensive days with Christina and Sarah then staff meeting to share.	Leader: Sam Abi	Lucy Liz Raewyn	Leader: Sarah Simpson Chantal Morag	Leader: Kirsten Sarah Smart Gillian, Maz

Summary of Focus Learner Data for 2019

Prepared for Board of Trustees February 2020

2019 was a year of professional learning and change. We were using a Ngaio School rubric which was outdated, not standardised and did not inform teaching and learning. We identified the need for greater consistency with gathering and analysing data in writing to inform OTJs and next steps in learning, as well as developing a shared understanding of effective writing across the whole school. We are fortunate to have effective, knowledgeable teachers at Ngaio School who are fostering effective literacy and learning environments and are continually looking for ways to improve teaching and learning.

The introduction of a standardised tool opened up the possibilities of how we use the data more effectively to support learning and progress. The elements of the EastTtle rubric provide a good framework for writing across the curriculum and across all levels of schooling. This information can be reliably passed on as the student progresses through the school and on into intermediate and secondary school. This allows for more consistency and reliability from year to year.

2019 was a year of growth when teachers were supported to share and align their understanding about effective practice in writing through professional development. We introduced PLGs (Professional Learning Groups), observations and conversations with teachers making goals, adapting their teaching and being more responsive to their learners.

We developed a shared understanding of effective standardised assessment tools and how to use scale scores to measure progress and acceleration. Because EastTtle writing was a new tool for most Ngaio teachers, we spent time learning to moderate writing samples with consistency across the school. The PLGs are now established as a way of working at Ngaio School and support will continue in 2020 to embed this practice.

In 2019 we know there were inconsistencies in our data while teachers were learning to assess using the eastTtle tool. We will continue to build the reliability of our Overall Teacher Judgements. Improved use of our student management system, ETap will also help with progress reporting.

2019 Focus Students

Writing			
Year	Number of Focus Students	Progress	Accelerated Progress
Year 1	9 *(8) <i>1 student left</i>	8	4
Year 2	7*(6) <i>1 student left 1 Māori Student</i>	5	3
Year 3	13	13	10
Year 4	10 (9) <i>1 student left 2 Māori Students</i>	9	5
Year 5	9	9	9
Year 6	6*(8) <i>2 added 1 ESOL (Syrian)</i>	8	7
TOTAL	54 (53)	52	38

Reading			
Year	Number of Focus Students	Progress	Accelerated Progress
Year 1	10*(9) <i>1 student left</i>	9	4
Year 2	10*(9) <i>1 student left 1 Māori Student</i>	9	9
Year 3	9	9	7
Year 4	8 (7) <i>1 student left 1 Māori Student</i>	7	6
Year 5	8*(15) <i>7 added 1 Māori Student</i>	15	4
Year 6	2 <i>1 ESOL (Syrian)</i>	2	1
TOTAL	45*(51)	51	31

Mathematics			
Year	Number of Focus Students	Progress	Accelerated Progress
Year 1	7 <i>1 Māori Student 1 ESOL (Syrian)</i>	5	0
Year 2	6 <i>1 Māori Student</i>	6	4
Year 3	12*(13) <i>1 added</i>	12	0
Year 4	7*(6) <i>1 student left 3 Māori Students</i>	6	6
Year 5	9*(11) <i>2 added 2 Māori Student</i>	6	6
Year 6	7*(8) <i>1 added</i>	7	5
TOTAL	48(51)	42	21

Writing

Summary

Of the 53 students, 38 made accelerated progress. Further support in 2020 will help these students continue on their acceleration trajectory.

6 students reached the curriculum expectation and one exceeded it.

The learning programmes for the 14 students who made progress, but not accelerated progress, and the student who did not make progress, will be evaluated to see if any other, or different support strategies could be put in place. The families of focus students are contacted with the goal of working in partnership to support the students in their learning journey.

Yr 1	<p>9 (8)</p> <p>1 Māori Student 1 ESOL (Syrian)</p> <p>1 of the 9 students left Ngaio School</p>	<p>All 8 students made progress. 4 made accelerated progress, which means they achieved more than the expected progress.</p> <p>4 of the 8 students had extra learning support (2 of 8 RTLB, 1 Private SLT, 1 Reading Recovery)</p> <p>These 8 students did not reach the curriculum expectation and will continue to be supported and monitored in their learning.</p>
Yr 2	<p>7 (6)</p> <p>1 Māori Student</p> <p>1 of the 7 students left Ngaio School</p>	<p>5 of the 6 students made progress. 3 of the 5 made accelerated progress, which means they achieved more than expected progress.</p> <p>All students received extra learning support (1 of 6 Literacy Support & Kimi Ora, 1 of 6 Reading Recovery, 4 of 6 TA)</p> <p>The student who did not make expected progress will continue to be a focus student. This student had substantial extra learning support (Private & MOE Speech Language Therapy, TA, RTLit, Kimi Ora, RTLB, Child Development).</p> <p>These 6 students did not reach the curriculum expectation and will continue to be supported and monitored in their learning.</p>
Yr 3	<p>13</p>	<p>All 13 students made progress. 10 made accelerated progress, which means they achieved more than the expected progress.</p> <p>7 of 13 received extra learning support (7 Literacy Support and TA, 1 RTlit, 2 SLT, 1 Reading Recovery)</p> <p>1 student with extreme learning needs remains at an emergent writing level. (Literacy Support, TA, In-class support application accepted for 2020, modified classroom programme, RTLB, Child Development)</p> <p>3 students reached the curriculum expectation. 10 students did not reach the curriculum expectation. All 13 students will continue to be supported and monitored in their learning.</p>
Yr 4	<p>10 (9)</p> <p>2 Māori Students</p> <p>1 of the 10 students left Ngaio School</p>	<p>All 9 students made progress. 5 made accelerated progress, which means they have achieved more than the expected progress.</p> <p>2 had extra learning support (Reading Recovery & Literacy Support, 2 Kimi Ora, 1 SLT) All students received modified learning programmes.</p>

		<p>1 student reached the curriculum expectation. 8 students did not reach the curriculum expectation. All 9 focus students will continue to be supported and monitored in their learning.</p>
Yr 5	<p>9 <i>1 ESOL (Afrikans)</i></p>	<p>All 9 students made accelerated progress, which means they achieved more than the expected progress. 3 received extra learning support (2 Literacy Support, 2 RTLB, 1 TA, 1ESOL) 1 student is above curriculum expectation. 8 students did not reach the curriculum expectation. All 9 focus students will continue to be supported and monitored in their learning.</p>
Yr 6	<p>6 (8)* <i>1 ESOL (Syrian)</i> <i>*2 students were added to the focus student list.</i></p>	<p>All 8 students made progress, 7 made accelerated progress, which means they achieved more than the expected progress. 3 received extra learning support (1 ESOL and 1 Developmental Needs). 2 students reached the curriculum expectation. 6 students did not reach the curriculum expectation. All 8 focus students were transitioned into Y7 with supporting learning and assessment information forwarded.</p>
TOTAL 54 (53)		

Reading		
<p>Summary Of the 51 students, 31 made accelerated progress. Further support in 2020 will help these students continue on their acceleration trajectory. 31 students reached the curriculum expectation. The learning programmes for the 20 students who made progress, but not accelerated progress, will be evaluated to see if any other, or different support strategies could be put in place. The families of focus students are contacted with the goal of working in partnership to support the students in their learning journey.</p>		
<p>Year 1 <i>1 Māori Student</i> <i>1 ESOL (Syrian)</i></p>	<p>10 (9) <i>1 of the 10 students left Ngaio School</i></p>	<p>All 9 students made progress. 4 made accelerated progress which means they achieved more than the expected progress. 5 students are now on the Reading Recovery programme. 4 students reached the curriculum expectation. 5 students did not reach the curriculum expectation. All 9 focus students will continue to be supported and monitored in their learning.</p>
<p>Year 2 <i>1 Māori Student</i></p>	<p>10 (9) <i>1 of the 10 students left Ngaio School</i></p>	<p>All 9 students made accelerated progress, which means they achieved more than the expected progress. 3 received extra learning support (3 Reading Recovery, 2 TA, 2 Literacy Support, 1 Quick 60) 2 students reached the curriculum expectation. 7 students did not reach the curriculum expectation.</p>

		All 9 focus students will continue to be supported and monitored in their learning.
Year 3	9	<p>All 9 students made progress.</p> <p>7 made accelerated progress, which means they achieved more than the expected progress.</p> <p>7 had extra learning support (3 Reading Recovery, 6 Literacy Support, 6 TA, 2 RTLB, 2 RTLit)</p> <p>1 of 9 is well below expectation and remains a pre-reader. This student has extreme learning needs and remains a pre-reader. (Literacy Support, TA, Quick 60, In-class support application accepted for 2020, modified classroom programme, RTLB, Child Development)</p> <p>5 students reached the curriculum expectation. 4 students did not reach the curriculum expectation. All of these 9 focus students will continue to be supported and monitored in their learning.</p>
Year 4 <i>1 Māori Student</i>	8(7) <i>(1 student left)</i>	<p>All 7 students made progress.</p> <p>6 made accelerated progress, which means they achieved more than the expected progress.</p> <p>3 received extra learning support (2 Reading Recovery, 2 Literacy Support, 3 TA).</p> <p>6 students reached the curriculum expectation. 1 student did not reach the curriculum expectation. All 7 focus students will continue to be supported and monitored in their learning.</p>
Year 5 <i>1 Māori Student</i>	8(15)* <i>*7 students were added to the focus student list.</i>	<p>All 15 students made progress.</p> <p>4 made accelerated progress, which means they achieved more than the expected progress.</p> <p>3 received extra learning support (2 private tutor, 3 Literacy Support).</p> <p>14 students reached the curriculum expectation. 1 student did not reach the curriculum expectation. All 15 focus students will continue to be supported and monitored in their learning.</p>
Year 6 <i>1 ESOL (Syrian)</i>	2	<p>Both students made progress.</p> <p>1 made accelerated progress which means they have achieved more than the expected progress.</p> <p>Both received extra learning support (2 TA, 2 Literacy Support, 1 ESOL).</p> <p>These students did not reach the curriculum expectation. Both focus students were transitioned into Y7 with supporting learning and assessment information forwarded.</p>
TOTAL 45 (51)		

Mathematics

Summary

Of the 51 students, 26 made accelerated progress. Further support in 2020 will help these students continue on

their acceleration trajectory.

23 students reached the curriculum expectation and 3 exceeded it.

The learning programmes for the 21 students who made progress, but not accelerated progress, and the 4 students who did not make progress, will be evaluated to see if any other, or different support strategies could be put in place. The families of focus students are contacted with the goal of working in partnership to support the students in their learning journey.

<p>Year 1</p>	<p>7</p> <p><i>1 Māori Student</i> <i>1 ESOL (Syrian)</i></p>	<p>5 of 7 students made progress.</p> <p>5 students reached the curriculum expectation. 2 students did not reach the curriculum expectation. All 7 focus students will continue to be supported and monitored in their learning.</p>
<p>Year 2</p>	<p>6</p> <p><i>1 Māori Student</i></p>	<p>All 6 students made progress.</p> <p>4 made accelerated progress which means they have achieved more than the expected progress.</p> <p>1 student reached the curriculum expectation. 5 students did not reach the curriculum expectation. All of these 6 focus students will continue to be supported and monitored in their learning.</p>
<p>Year 3</p>	<p>12(13)*</p> <p><i>*1 student was added to the focus student list.</i></p>	<p>12 of 13 students made progress.</p> <p>1 student is well below expectation. This student has extreme learning needs (Literacy Support, TA, In-class support application accepted for 2020, modified classroom programme, RTLB, Child Development).</p> <p>5 students reached the curriculum expectation. 8 students did not reach the curriculum expectation. All of these 13 focus students will continue to be supported and monitored in their learning.</p>
<p>Year 4</p>	<p>7 (6)</p> <p><i>3 Māori Students</i></p> <p><i>1 student left Ngaio School</i></p>	<p>All 6 students made accelerated progress which means they have achieved more than the expected progress.</p> <p>4 students reached the curriculum expectation. 2 students did not reach the curriculum expectation. All of these 7 focus students will continue to be supported and monitored in their learning.</p>
<p>Year 5</p>	<p>9 (11)*</p> <p><i>*2 students were added to the focus student list.</i> <i>2 Māori Students</i></p>	<p>All 11 students made accelerated progress which means they have achieved more than the expected progress.</p> <p>6 received SPRING into Maths additional support.</p> <p>2 students are now above expectation. 5 students reached the curriculum expectation. 4 students did not reach the curriculum expectation. All of these 11 focus students will continue to be supported and monitored in their learning.</p>
<p>Year 6</p>	<p>7(8)*</p> <p><i>*1 student was added to the focus student list.</i></p>	<p>7 of 8 students made progress.</p> <p>5 of the 7 made accelerated progress which means they have achieved more than the expected progress.</p>

		<p>3 of 8 students received SPRING into Maths additional support.</p> <p>1 student is now above expectation.</p> <p>3 students reached the curriculum expectation.</p> <p>4 students did not reach the curriculum expectation.</p> <p>All 8 focus students were transitioned into Y7 with supporting learning and assessment information forwarded.</p>
TOTAL 48 (51)		

Final Comment

Teachers have continued to grow their understanding of acceleration and the need to ensure any additional support is on top of their usual classroom programme (not instead of). Our provision of special needs support has been enhanced by the use of ETap, which has given all teachers better access to information about their students. A more collaborative way of working across the school has also meant information is passed on and information shared more readily between teachers.

Kirsten Reid (SENCO), has set up ETap, provided training opportunities for teacher aides, supported teachers and worked with families to ensure a team approach to supporting student needs. We have a good range of programmes in place to support learning and Kirsten is prompt in applying for external support through the Ministry of Education and works with parents to support other agency involvement.

We look forward to continuing all the effective practice that has developed over the past year through our commitment to professional development and the support we receive from Jacqui Clayton, Evaluation Associates. In 2020 there will be a shift in focus from writing to reading as we continue to be supported with Ministry of Education PLD funding.

Report prepared by Sarah Simpson and Raewyn Watson
February 2020