

PAPAKURA HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 101

Principal: John Rohs

School Address: Willis Road, Papakura, AUCKLAND 2110

School Postal Address: PO Box 72 080, Papakura, AUCKLAND 2244

School Phone: (09) 2964400

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Members of the Board of Trustees

Name	Position	How Position Gained
Deanna Howard-Afeaki	Chair Person	Elected
John Rohs	Principal	Appointed
Peter Goldsmith	Elected Member	Elected
Rosalie Freeman	Elected Member	Elected
Allen Kukutai	Co-opted Member	Co-opted
Jerome Mika	Elected Member	Elected
Aaron Davidson	Elected Member	Elected
Daniel Newman	Elected Member	Elected
Rev. James Matamua	Co-opted Member	Co-opted
Beverley Matamua	Staff Rep	Elected
Eakalafi Taeloa	Elected Student Rep	Elected Sept 2017
Micah Savea	Elected Student Rep	Elected Sept 2018

Accountant / Service Provider: Karee Lilley

PAPAKURA HIGH SCHOOL

Annual Report - For the year ended 31 December 2018

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Papakura High School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

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

Deeana Howard-Afeaki

Full Name of Board Chairperson



Signature of Board Chairperson

27/05/2019

Date:

John Rohs

Full Name of Principal



Signature of Principal

27/5/2019

Date:

Papakura High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	8,001,656	8,117,098	8,152,696
Locally Raised Funds	3	408,922	317,939	279,660
Interest Earned		41,803	50,000	49,950
Other Revenue		1,140	1,035	1,050
		<u>8,453,522</u>	<u>8,486,072</u>	<u>8,483,356</u>
Expenses				
Locally Raised Funds	3	165,509	112,250	134,163
Learning Resources	4	5,176,332	5,444,662	5,210,971
Administration	5	645,843	502,117	484,614
Finance		5,583	5,000	25,136
Property	6	2,358,207	2,289,440	2,324,675
Depreciation	7	212,361	220,000	221,016
		<u>8,563,834</u>	<u>8,573,469</u>	<u>8,400,575</u>
Net Surplus / (Deficit) for the year		(110,312)	(87,397)	82,781
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(110,312)</u>	<u>(87,397)</u>	<u>82,781</u>

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



Papakura High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	2,436,492	2,436,492	2,321,309
Total comprehensive revenue and expense for the year	(110,312)	(87,397)	82,781
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	32,402
Equity at 31 December	2,326,180	2,349,095	2,436,492
Retained Earnings	2,326,180	2,349,095	2,436,492
Equity at 31 December	2,326,180	2,349,095	2,436,492

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



Papakura High School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,472,530	1,716,796	1,674,121
Accounts Receivable	9	331,405	282,805	282,805
GST Receivable		26,695	10,137	15,137
Prepayments		3,776	20,973	20,973
Inventories	10	11,222	12,392	12,392
Investments	11	20,186	20,504	19,504
Funds held on capital works projects	18	38,994	-	-
		<u>1,904,807</u>	<u>2,063,607</u>	<u>2,024,932</u>
Current Liabilities				
Accounts Payable	13	390,134	461,951	461,951
Revenue Received in Advance	14	130,698	215,524	215,524
Provision for Cyclical Maintenance	15	140,216	138,500	138,500
Finance Lease Liability - Current Portion	16	28,770	49,708	44,708
Funds held in Trust	17	158,419	-	-
		<u>848,236</u>	<u>865,683</u>	<u>860,683</u>
Working Capital Surplus/(Deficit)		1,056,571	1,197,924	1,164,249
Non-current Assets				
Investments	11	-	-	1,502
Property, Plant and Equipment	12	1,325,585	1,242,378	1,355,006
		<u>1,325,585</u>	<u>1,242,378</u>	<u>1,356,508</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	43,903	51,068	51,068
Finance Lease Liability	16	10,130	26,608	21,608
Funds held in Trust	17	1,942	1,942	-
		<u>55,975</u>	<u>79,618</u>	<u>72,676</u>
Net Assets		<u><u>2,326,180</u></u>	<u><u>2,360,684</u></u>	<u><u>2,448,081</u></u>
Equity		<u><u>2,326,180</u></u>	<u><u>2,349,095</u></u>	<u><u>2,436,492</u></u>

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



Papakura High School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,806,894	2,468,118	2,761,440
Locally Raised Funds		335,745	370,164	408,247
International Students		-	-	(2,753)
Goods and Services Tax (net)		(11,558)	(10,137)	(4,505)
Payments to Employees		(1,555,267)	(1,509,374)	(1,592,060)
Payments to Suppliers		(1,723,860)	(1,377,958)	(1,433,104)
Cyclical Maintenance Payments in the year		-	-	(233,848)
Interest Paid		(5,583)	(5,000)	(25,136)
Interest Received		42,621	50,000	58,440
Net cash from / (to) the Operating Activities		(111,007)	(14,187)	(63,279)
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(152,509)	96,585	(127,395)
Purchase of Investments		820	(20,504)	-
Proceeds from Sale of Investments		-	-	804,634
Net cash from / (to) the Investing Activities		(151,688)	76,081	677,239
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	32,402
Finance Lease Payments		(57,873)	37,875	(17,122)
Funds Administered on Behalf of Third Parties		160,360	1,942	-
Funds Held for Capital Works Projects		(41,383)	11,589	11,589
Net cash from Financing Activities		61,104	51,406	26,869
Net increase/(decrease) in cash and cash equivalents		(201,590)	113,300	640,829
Cash and cash equivalents at the beginning of the year	8	1,674,121	1,603,496	1,033,292
Cash and cash equivalents at the end of the year	8	1,472,531	1,716,796	1,674,121

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.



Papakura High School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Papakura High 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 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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



h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable 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) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.



v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	2,076,623	2,183,654	2,092,149
Teachers' salaries grants	3,738,766	3,732,552	3,680,078
Use of Land and Buildings grants	1,417,088	1,512,816	1,512,812
Resource teachers learning and behaviour grants	25,065	11,675	-
Other MoE Grants	173,237	62,334	142,425
Other government grants	570,878	614,067	725,232
	<u>8,001,656</u>	<u>8,117,098</u>	<u>8,152,696</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	14,743	7,250	66,586
Bequests & Grants	85,345	120,000	-
Activities	230,759	134,162	88,911
Trading	57,206	45,510	98,661
Other Revenue	20,869	11,017	25,502
	<u>408,922</u>	<u>317,939</u>	<u>279,660</u>
Expenses			
Activities	130,091	86,150	102,839
Trading	35,417	26,100	31,324
	<u>165,509</u>	<u>112,250</u>	<u>134,163</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>243,414</u>	<u>205,689</u>	<u>145,497</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	488,711	465,513	380,120
Equipment repairs	22,728	59,900	104,164
Library resources	3,424	5,000	2,819
Employee benefits - salaries	4,644,138	4,889,749	4,710,735
Staff development	17,331	24,500	13,133
	<u>5,176,332</u>	<u>5,444,662</u>	<u>5,210,971</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	10,526	8,828	8,745
Board of Trustees Fees	8,220	8,200	5,560
Board of Trustees Expenses	2,671	2,750	2,134
Communication	32,410	35,550	29,621
Consumables	53,210	50,000	39,656
Operating Lease	3,139	1,000	932
Other	49,667	32,409	25,179
Employee Benefits - Salaries	474,513	355,111	365,118
Insurance	11,488	8,269	7,669
	<u>645,843</u>	<u>502,117</u>	<u>484,614</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	154,315	148,704	141,655
Cyclical Maintenance Expense	65,753	-	31,710
Grounds	50,466	45,550	32,088
Heat, Light and Water	211,062	153,850	127,156
Rates	479	500	505
Repairs and Maintenance	325,394	293,775	312,025
Use of Land and Buildings	1,417,088	1,512,812	1,512,812
Employee Benefits - Salaries	133,650	134,249	166,724
	<u>2,358,207</u>	<u>2,289,440</u>	<u>2,324,675</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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	21,149	22,000	21,149
Furniture and Equipment	84,576	90,000	89,956
Information and Communication Technology	50,589	46,000	45,558
Motor Vehicles	13,148	10,000	11,575
Textbooks	10,544	10,000	10,545
Leased Assets	24,310	33,000	33,109
Library Resources	8,043	9,000	9,124
	<u>212,361</u>	<u>220,000</u>	<u>221,016</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	300	300	300
Bank Current Account	1,472,230	1,716,496	473,821
Short-term Bank Deposits	-	-	1,200,000
Cash and cash equivalents for Cash Flow Statement	<u>1,472,530</u>	<u>1,716,796</u>	<u>1,674,121</u>

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	66,878	69,988	38,478
Interest Receivable	5	-	824
Teacher Salaries Grant Receivable	264,522	212,817	243,503
	<u>331,405</u>	<u>282,805</u>	<u>282,805</u>
Receivables from Exchange Transactions	66,883	69,988	39,302
Receivables from Non-Exchange Transactions	264,522	212,817	243,503
	<u>331,405</u>	<u>282,805</u>	<u>282,805</u>



10. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	8,005	12,392	9,173
School Uniforms	3,217	-	3,219
	<u>11,222</u>	<u>12,392</u>	<u>12,392</u>

11. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	20,186	20,504	19,504
Non-current Asset			
Long-term Bank Deposits	-	-	1,502

12. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	Balance (NBV)					
2018	\$	\$	\$	\$	\$	\$
Land	25,000	-	-	-	-	25,000
Building Improvements	687,466	-	-	-	(21,149)	666,317
Furniture and Equipment	398,745	65,434	-	-	(84,576)	379,603
Information and Communication Technology	108,579	72,322	-	-	(50,589)	130,312
Motor Vehicles	44,615	-	-	-	(13,148)	31,467
Textbooks	7,589	8,545	-	-	(10,544)	5,590
Leased Assets	48,986	30,431	-	-	(24,310)	55,107
Library Resources	34,026	6,208	-	-	(8,043)	32,191
Balance at 31 December 2018	<u>1,355,006</u>	<u>182,940</u>	<u>-</u>	<u>-</u>	<u>(212,361)</u>	<u>1,325,585</u>

	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value
2018	\$	\$	\$
Land	25,000	-	25,000
Building Improvements	845,948	(179,631)	666,317
Furniture and Equipment	1,065,420	(685,817)	379,603
Information and Communication Technology	840,933	(710,622)	130,311
Motor Vehicles	120,518	(89,051)	31,467
Textbooks	145,095	(139,505)	5,590
Leased Assets	356,636	(301,529)	55,106
Library Resources	108,241	(76,050)	32,191
Balance at 31 December 2018	<u>3,507,790</u>	<u>(2,182,206)</u>	<u>1,325,585</u>

The net carrying value of equipment held under a finance lease is \$55,106 (2017: \$48,986)



	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	25,000	-	-	-	-	25,000
Building Improvements	708,615	-	-	-	(21,149)	687,466
Furniture and Equipment	433,038	55,663	-	-	(89,956)	398,745
Information and Communication Technology	137,462	16,675	-	-	(45,558)	108,579
Motor Vehicles	8,997	47,193	-	-	(11,575)	44,615
Textbooks	18,134	-	-	-	(10,545)	7,589
Leased Assets	82,095	-	-	-	(33,109)	48,986
Library Resources	35,286	7,864	-	-	(9,124)	34,026
Balance at 31 December 2017	1,448,627	127,395	-	-	(221,016)	1,355,006

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	25,000	-	25,000
Building Improvements	845,948	(158,482)	687,466
Furniture and Equipment	999,986	(601,241)	398,745
Information and Communication Technology	768,611	(660,032)	108,579
Motor Vehicles	120,518	(75,903)	44,615
Textbooks	136,550	(128,961)	7,589
Leased Assets	326,205	(277,219)	48,986
Library Resources	102,033	(68,007)	34,026
Balance at 31 December 2017	3,324,851	(1,969,845)	1,355,006

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	105,038	111,951	73,370
Accruals	20,053	-	19,244
Employee Entitlements - salaries	249,905	350,000	350,070
Employee Entitlements - leave accrual	15,138	-	19,267
	390,134	461,951	461,951
Payables for Exchange Transactions	390,134	461,951	461,951
	390,134	461,951	461,951

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	54,403	93,311	93,311
Other	76,295	122,213	122,213
	130,698	215,524	215,524



15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	189,568	189,568	391,706
Increase/ (decrease) to the Provision During the Year	65,753	-	31,710
Use of the Provision During the Year	(71,202)	-	(233,848)
Provision at the End of the Year	184,119	189,568	189,568
Cyclical Maintenance - Current	140,216	138,500	138,500
Cyclical Maintenance - Term	43,903	51,068	51,068
	184,119	189,568	189,568

16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	29,676	2,050	47,307
Later than One Year and no Later than Five Years	13,858	3,250	26,986
Later than Five Years	-	-	-
	43,534	5,300	74,293

17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	158,419	-	-
Funds Held In Trust on Behalf of Third Parties - Non-current	1,942	1,942	-
	160,360	1,942	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



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:

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Drainage 2013	<i>completed</i>	(69,485)	80,000	(10,515)	-	-
Drainage 2016	<i>in progress</i>	2,752	-	(79,320)	-	(76,568)
Emergency Drainage	<i>completed</i>	(2,080)	2,080	-	-	-
L Block	<i>completed</i>	(13,525)	13,525	-	-	-
T Block	<i>completed</i>	(9,473)	9,473	-	-	-
Spouting	<i>in progress</i>	25,021	-	-	-	25,021
Heating	<i>completed</i>	8,476	-	(8,476)	-	-
Admin Block	<i>completed</i>	(4,000)	4,000	-	-	-
MA Block	<i>in progress</i>	44,337	-	-	-	44,337
A Block	<i>completed</i>	(4,234)	4,234	-	-	-
S Wing	<i>completed</i>	33,800	3,000	(37,000)	200	-
Rosehill Special Needs Driveway Canopy	<i>completed</i>	-	84,978	(99,461)	5,045	(9,438)
Rosehill Special School Satellite Classrooms	<i>completed</i>	-	93,200	(97,246)	-	(4,046)
Rosehill Special School Classrooms	<i>completed</i>	-	85,639	(103,939)	-	(18,300)
Drama Suite Damage	<i>completed</i>	-	31,544	(31,544)	-	-
Totals		11,589	411,673	(467,501)	5,245	(38,994)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

38,994

(38,994)

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Drainage 2013	<i>in progress</i>	(27,305)	-	34,340	(4,283)	2,752
Drainage 2016	<i>in progress</i>	-	-	69,485	-	(69,485)
Emergency Drainage	<i>in progress</i>	(2,080)	-	-	-	(2,080)
Electrical	<i>completed</i>	(11,007)	-	-	11,007	-
L Block	<i>in progress</i>	51,475	-	65,000	-	(13,525)
T Block	<i>in progress</i>	(10,218)	-	745	-	(9,473)
Gym Classroom	<i>completed</i>	(7,140)	5,340	1,800	-	-
M Block	<i>completed</i>	(8,975)	8,975	-	-	-
Spouting	<i>in progress</i>	32,521	-	7,500	-	25,021
Heating	<i>in progress</i>	7,090	1,386	-	-	8,476
Wharenui Floor	<i>completed</i>	(1,899)	1,899	-	-	-
Carpeting	<i>completed</i>	(27,937)	-	-	27,937	-
Admin Block	<i>in progress</i>	-	36,000	40,000	-	(4,000)
MA Block	<i>in progress</i>	-	44,337	-	-	44,337
A Block	<i>in progress</i>	-	60,606	64,840	-	(4,234)
S Wing	<i>in progress</i>	-	54,000	20,200	-	33,800
Totals		(5,475)	212,543	303,910	34,661	11,589



19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	8,220	5,560
Full-time equivalent members	0.16	0.15
<i>Leadership Team</i>		
Remuneration	533,353	525,339
Full-time equivalent members	4	4
Total key management personnel remuneration	541,573	530,899
Total full-time equivalent personnel	4.16	4.15

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	200 - 210
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	2.00	2.00
110 -120	1.00	1.00
	3.00	3.00

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



21. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	117,064
Number of People	-	4

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

23. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$164,000 contract for Fale Pasifika to be completed in 2019, which will be fully funded by Trillian Trust grant. \$164,000 has been received of which \$5,581 has been spent on the project to date; and

(b) \$300,646 contract to have the Rosehill Special School Classrooms upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$263,817 has been received of which \$300,646 has been spent on the project to balance date. This project has been approved by the Ministry

(Capital commitments at 31 December 2017: 99,578)

(b) Operating Commitments

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

(a) operating lease of a laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	1,138
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>1,138</u>



24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	1,472,530	1,716,796	1,674,121
Receivables	331,405	282,805	282,805
Investments - Term Deposits	20,186	20,504	21,006
Total Loans and Receivables	<u>1,824,121</u>	<u>2,020,105</u>	<u>1,977,932</u>

Financial liabilities measured at amortised cost

Payables	390,134	461,951	461,951
Finance Leases	38,900	76,316	66,316
Total Financial Liabilities Measured at Amortised Cost	<u>429,034</u>	<u>538,267</u>	<u>528,267</u>

26. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF PAPA KURA HIGH SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Papakura High School (the School). The Auditor-General has appointed me, Kurt Sherlock using the staff and resources of Crowe Horwath New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure.

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Annual Report to the Board of Trustees, Annual Kiwisport and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Kurt Sherlock
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

ANNUAL REPORT TO THE BOARD OF TRUSTEES 2018

2018 has been a year of consolidation and growth for our school. Our first roll count on 1 March gave us a year 9 roll of 181 (which later rose to 184) following a Ministry prediction of only 138, with an overall roll count of 623, in contrast to the Ministry of Education's prediction of 510. This steady climb in our school roll is a very pleasing indication of our school's progress, particular with the increase of 30 students in year 9.

Over the course of the year, we have been in the process of reviewing and developing a new curriculum for our school. This has been a major undertaking for the staff, who have devoted many hours in both after school meetings as well as extended workshop times and a teacher only day to this task. A substantial amount of work was completed, with our Papakura Pedagogy ready for implementation in 2019. There are six overarching and guiding principles or pou, which are to be the distinctive features of all teaching and learning in our classes.

The senior alternative Taimana ("Diamond") programme continued throughout the year, which was a considerable commitment on the part of all the staff who were involved. Many of these students present particular challenges at school, and a significant number of these would not have lasted the distance had it not been for this programme. At the end of the year there was a graduation event for the departing year 13 students. It was very pleasing to see the number who gained their level 3 NCEA or who came very close. The triumphs of individual students in remaining at school and reaching their goals left a lasting impression. The leadership of Deputy Principal Kelly Peterson was the driving force behind the success of the Taimana programme.

With support from the Ministry of Education and the Board of Trustees, we were able to create a fixed term position in 2018, to track a group of 23 year 11 and 12 students who were at risk of failure at school. Katarene Potae worked with this group, with pleasing results. Twenty-two out of 23 achieved their Level 1 literacy and numeracy, and 15 gained their level 1 NCEA.

The adoption of our new set of school values was a very satisfying task, which involved consultation throughout the year: Te Kaunihera ā Ākonga, staff, whānau hui and parents were invited to contribute to these before they were finally confirmed. What is also very pleasing about the exercise was the completion of carefully worked statements about the values which are written in English, Te Reo Maori, Samoan and Tongan.

2018 saw the ongoing work of the Kia Rangatira programme, very ably facilitated and supported by whaea Tamara Elliott. The funding for this peer mentoring is provided by the Graham Dingle Foundation, with the funding source actually being Supre NZ. This programme enables all senior students who participate in the training, to take on the Kaiawhina role. The Kia Rangatira programme is an important element of our student support.

The school Whānau Haka competition in the middle of the year was an outstanding success in further cementing the new culture of Papakura High School. Begun in 2017 the competition involved months of preparation, with the very significant enhancement to the competition of staff involvement in both the waiata and haka sections. The Kahurangi trophy ended up graciously passing from Kirikiri to Otuuwairoa whānau on the day.

In 2018, for the second time, we ran a term 4 programme to give year 10 students a taste of NCEA level 1. Of the year 10 cohort, 142 students gained credits. This was a very useful way of introducing students to the challenges of external qualifications for the first time and has grown in its success from its introduction in 2017.

We again had a very successful level of participation in Polyfest, with Kapa Haka, Samoan and Tongan groups participating. Our kapa haka group continued to show improvement in its rankings with an outstanding early morning performance. The group also performed at the annual Te Mauri, (which was hosted by our school) and Te Ahurea, the Auckland wide kapa haka festival, at James Cook High School.

During the second half of this year, the school was invited to work with Local Board chair Brent Catchpole and representatives of the New Zealand police to establish a Police Academy in our school. Deputy Principal Lisa Mortimer quickly took on responsibility for this initiative, and committed many hours to working with police and UNITEC staff to complete the planning for the commencement of the academy in 2019. We are looking forward to the introduction of this new feature in our school.

In the second half of the year we were fortunate to receive extra resourcing from the Ministry of Education to appoint an additional Deputy Principal to support the development of teaching and learning in the school. It has been very effective having this additional support with Alison Taylor from Pakuranga College seconded to this role for three terms.

After years of decline in student numbers engaged in Te Reo Maori classes in our school, I am very pleased to report that during the year we saw very large numbers returning to participate in Te Reo classes under the dynamic leadership of Matua Ian Marino-Tauhinu. This has been an area of great concern for our school, with a very happy turnaround in a vital and important area.

Over the course of the year, the school has continued to have very strong support in its sports activities through the leadership of Fabian Broughton and his helpers. His strong and positive messages, assisted by weekly promotion of sport in assemblies, has been very helpful. Highlights of the year in sport include our 1st XV Rugby team's promotion to the Premier grade; our junior boys' volleyball team's strong performance at the Auckland championships; the growth of U15 rugby in the school and its future potential; Sione Tomu and Elijah Moala made the U17 Chiefs squad; a very successful campaign at the Rugby League nations with Tui Kapeli Sua being selected for the Warriors U20's development squad; the junior netball girls winning their competition.

Our school has continued in its engagement with the Kootuitui cluster of schools in Papakura, with a strong connection not only related to digital learning and use of chromebooks in classrooms, but also through the Health and Home strands. We were very pleased to host a meeting with Mayor Phil Goff to the staff and whānau involved in the home strand early in the year. Our school has continued to benefit from the generous funding from the CMDHB and Middlemore Foundation, which enables us to run our nurses and youth worker service.

There is a distinct and growing sense of momentum in progress which our school is making. Despite the fact that we have not yet made the improvements in our NCEA achievement which we wish for, there have been a number of indicators that our school's direction is a sound one. During the course of the year, our whānau culture has become solidly embedded into the life of our school, and the conditions in our school are becoming increasingly conducive to moving forward. There is an increasing sense of pride in our school and in the new identity which it has been forging for itself. As visitors to our school arrive, they are confronted by the large school logo on the assembly hall, with the Kia Rangatira motto proudly displayed underneath it. This is a strong visual statement, which, along with our magnificent mural completed during the year, reflect what we stand for as a school. I have every confidence that 2019 will be a very exciting year for our school.

ANNUAL PLAN AND ACHIEVEMENT TARGETS 2019

The Turn Around Plan which has been prepared and presented to the Education Review Office and to the Senior Manager, (South) of the Ministry of Education, forms the school plan for 2018. The Plan highlights a number of key targets and the action plan to effect these. This Plan is attached.

The key achievement targets in the Plan are:

Year 9

Shift student curriculum levels for reading by at least one curriculum level

50% of year 9 students achieve PAT reading at average gained for NZ year 9 cohort by end of year

Shift student curriculum levels for numeracy by at least one curriculum level.

50% of year 9 students achieve PAT maths at average gained for NZ year 9 cohort by end of year.

Year 10

Shift student curriculum levels for reading by at least one curriculum level by end of year

50% of year 10 students achieve PAT reading at average gained for NZ year 10 cohort by end of year

Level 1

2019 Level 1 NCEA achievement is same as or better than national data for decile 1 – 3 schools.

2019 Year 12 NCEA achievement is same as or better than national data for decile 1 – 3 schools.

2019 Year 13 NCEA achievement is same as or better than national data for decile 1 – 3 schools.

2019 Attendance Target: 85%

*Student Greater than 90% Attendance
2019 Target 35%*

The entire Plan can be accessed below:

https://docs.google.com/document/d/12sQqJa7g7nvD_oSt1MzK29peEGHGTgUJyLWRXAMoWRY/edit#heading=h.qjdgxs

Raising Student Achievement 2019 Initiatives – FINAL 2019-02-21

Year 9

Goal/target	Baseline data	Initiative	How measured	Term 1 Progress	Person responsible	Draft ERO Special Review	Carol Email 2019-01-23	PHS Special Review Evidence Sources Sept 2018
Shift student curriculum levels for reading by at least one curriculum level 50% of year 9 students achieve PAT reading at average gained for NZ year 9 cohort by end of year	insert breakdown of year 9 2019 data from PAT, e-asttle, <u>Term 1 PATs/e-asttle writing</u>	PHS pedagogy & staff teaching as inquiry PD focusing on literacy including collegial/SLT/HOD/kaiarahi observations	<ul style="list-style-type: none"> PAT beginning & end of year E-asttle reading T2 & 3 Yr 9 teacher LIPs presentations Yr 9 teacher LIPs is evidence for appraisal Report to BOT Woolf Fisher analysis and interpretation of data to school to assist with choices about teaching approaches 	<ul style="list-style-type: none"> (98% of students starting on 12/2 with PAT reading/math results) Process in place for testing all junior students when they enrol late - process is written & in school enrolment documentation (Enrolment Officer) HOD feedback about Learning Intentions Planners (LIPs) at HOD meeting generally positive - not all Yr 9 teachers using LIPs regularly yet. 2 Staff meetings to analyse class data and interpret scores 	MRI/ HoD CORE subjects	5.2 5.3 5.4	a. e.	a. b. c. d. e. f. g. h. i.
	Teaching & Learning review T3 2018	Year 9 planning: Learning Intentions Planner	<ul style="list-style-type: none"> Lesson observations - 	<ul style="list-style-type: none"> SLT, HoD's & Kaiarahi observing Term 1 - doing lesson observations for 	SLT HoD's Kaiarahi	5.2 5.4	a. e.	b.

				<ul style="list-style-type: none"> student engagement HOD/SLT monitoring Report to BOT 	<ul style="list-style-type: none"> Implementation of Papakura Pedagogy Culturally Responsive observations to take place by end of term 1 				
	Yr9 - contributing school data	Established Year 9 (9ONAR) class for students with significant gaps as indicated in reading and maths data from contributing schools getting additional support from Learning Centre & specialist literacy/numeracy teachers	<ul style="list-style-type: none"> YoY - PAT/e-asTTle data pre/during/post test to monitor progress Report to BOT 	<ul style="list-style-type: none"> Meetings with contributing schools in previous year to gather student information. Information forwarded to Kaiarahi, Pastoral Team & Teachers. Staff meeting sharing information from contributing schools. Appointment pending of Literacy, Numeracy Support Teacher. 	SLT, & Pastoral Team	5.1 5.3	a. e.	a. b. g. i. e.	
		Increased Teacher Aide support in Yr9 classes	<ul style="list-style-type: none"> teacher feedback 	<ul style="list-style-type: none"> Teacher Aide provision. Link: <u>ALLOCATION OF TEACHER AIDES AND STUDENT SUPPORT</u> 	EGL/DRO (Senco)	5.1	a. c. e.		
Literacy / Numeracy Class	Yr9 - contributing school data Yr10 - 2018 PAT, e-asTTle YoY data	Link: <u>Literacy</u> Link: <u>Numeracy</u> class - composite Yr9/10 class - in Learning Centre. Removed from classes P2-3 Mon-Thu for term.	<ul style="list-style-type: none"> Pre/during/post test to monitor progress (power-up & asTTle) Report to BOT 	<ul style="list-style-type: none"> 9ONAR Other students are withdrawn on needs basis. 	MRI/DRO	5.1 5.3	a. c. e.	a. b. h. e.	

<p>Shift student curriculum levels for numeracy by at least one curriculum level.</p> <p>50% of year 9 students achieve PAT maths at average gained for NZ year 9 cohort by end of year.</p>	<p>Link: Term 1 2019 Junior Data</p>	<p>Individual student progress reviewed at end of term.</p>	<ul style="list-style-type: none"> PAT, e-asTTle beginning & end of year Report to BOT Wolf Fisher analysis and interpretation of data to school to assist with choices about teaching approaches 	<ul style="list-style-type: none"> (98% of students starting on 12/2 with PAT reading/math results) process in place for testing all junior students when they enrol late - process written & in school documentation for enrolment process (Enrolment Officer) see above 	<p>DP/HOD maths</p>	<p>5.2 5.3 5.4</p>	<p>a. b. h.</p>
<p>2018 - Teaching and Learning review</p>	<p>Curriculum development: Papakura Pedagogy & literacy strategies</p>	<ul style="list-style-type: none"> PP/literacy strategies evident in schemes HOD/SLT monitoring HOD report to BOT mid year Dept review EOY 	<ul style="list-style-type: none"> Baseline data gathered Papakura Pedagogy developed with staff. Staff PLD on Papakura Pedagogy 1x per week To be presented to BoT. wk 1-6 - satisfactory junior engagement Problems with devices and weak teacher routines are 	<p>SLT/HODs</p>	<p>5.1 5.2 5.3 5.4</p>	<p>a. c. e.</p> <p>a. b. d. f. e. g.</p>	

				<ul style="list-style-type: none"> lesson observations showed improved student engagement 	<ul style="list-style-type: none"> becoming apparent now students have been given chromebooks. Kaiarahi feedback and TYR observations in place for junior classes with clear lines of consequences TYR collecting student voice from year 9's 				
<i>Improve attendance and engagement</i>	<p>Link: Historical - Attendance - Historical Data Report - All Years</p> <p>Link: 2019 - attendance Year 10-wk 9 - weekly individual attendance data</p> <p>Link: 2018 - Attendance Stats - Term 1 - 2018</p>	Attendance initiative to target 65 – 79% attendance.	<ul style="list-style-type: none"> compare 2019 attendance data each term with data for previous year Term reports to BOT 	<ul style="list-style-type: none"> letters sent for attendance weeks 1-6 Term 1. letters to go again for weeks 7-11 Term 1. started tracking of weekly attendance by individual focus on strengthening kaiarahi/kaitohutohu follow up Term checkpoints for contacting whanau (letters concern & congrats 2X term) System for kaiarahi/kaitohutohu follow up and contact home & parent meetings Termly awards to classes Individual awards (95%+) Attendance Management Plan 	VNE	5.3 5.4	c. e.	a.	
	Contributing school & Yr 9 diagnostic data	Specialist Year 9 classes for STEM & Te Reo (for more authentic &	<ul style="list-style-type: none"> analyse achievement, participation & engagement 	<ul style="list-style-type: none"> Follow up Te Reo PAT. Employ staff to expand immersion class hours. 	ROH/MRI	5.1	a. c. e.	e. i.	

					<ul style="list-style-type: none"> 9K/MAA increase Tikanga-a-lwi (SoS) x 5hrs. 				
			<ul style="list-style-type: none"> data for these classes & compare with rest of cohort. Report to BOT 	<ul style="list-style-type: none"> Review initiative eoy (SLT, kaiarahi, kaitohutohu) 	<ul style="list-style-type: none"> Implemented as component of 3 Way Conferences process. 	SLT, kaiarahi, kaitohutohu	5.1	c.	d.
			<ul style="list-style-type: none"> monitor attendance & engagement data termly Report to BOT 			SLT, Kaiarahi of Whanau	5.1	c. e.	
Dept learning programmes /contexts modified to better engage all students especially Maori boys Enhancing opportunities for Maori boys to enjoy success as		<ul style="list-style-type: none"> Utilise resource of Maori staff to guide development of new initiatives HOD & whole staff analysis of PAT data. Start a Maori staff leadership team to lead this initiative. New initiatives including Tukotahi programme 	<ul style="list-style-type: none"> Junior scheme development 2019 SLT/HOD Maori staff leadership team established by end of Term 1 Proposals discussed T2 & 3 and implemented if possible Report to BOT 	<ul style="list-style-type: none"> Focus group to be established Staff approached to be in focus group. To be led by Maori staff. Possible focus for Kahui Ako. 		ROH Maori Staff	5.1 5.4	c. b. a.	e. a.

<p><i>Maori in this school -</i></p>		<p>(outside facilitators). e.g. programmes/camp? OPC or at school.</p>						
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Year 10

Goal/target	Baseline data	Initiative	How measured	Person responsible	Draft ERO Special Review	Carol Email 2019-01-23	PHS Special Review Evidential Sources Sept 2018
Shift student curriculum levels for reading by at least one curriculum level by end of year 50% of year 10 students achieve PAT reading at average gained for NZ year 10 cohort by end of year	insert breakdown of year 10 data from PAT (T1 2019) and 2018 e-asttle writing cohort data as well as curriculum level data for all 2018 subject areas <u>Term 1 PATs/e-asTTle writing</u>	PHS pedagogy - collegial SLT/HOD/kaiarahi observations	<ul style="list-style-type: none"> PAT beginning (94% of students starting on 12/2 with results) & end of year (98% of students starting on 12/2 with PAT reading/math results) process in place for testing all junior students when they enrol late - process is written & in school enrolment documentation (Enrolment Officer) Kaiarahi/TYR Observations Termly reports to BOT 	MRI/HoD English	5.2 5.3 5.4	a. e.	a. b. h.
	2018 - Teaching and Learning review	Year 10 planning guidelines (part of Papakura Pedagogy)	<ul style="list-style-type: none"> HOD/SLT observations (no formal monitoring as for LIPs yr 9) 	SLT	5.1 5.2 5.3 5.4	a. e.	b. f.

			Te Tohu Rangatira graduation diploma (see booklet & tracking sheets)	<ul style="list-style-type: none"> Dec 2019 will give us baseline of numbers of students who achieve Gold/Excellence, Silver/Merit, Bronze/Achieved & Non graduating Termly report to BOT 	MRI	5.1 5.2 5.3 5.4	a. c. e.	a. b. d.
			Year 10 curriculum & assessment development: term planners, assessment clarity for students (skills & knowledge) (Part of Te Tohu) learning contexts & programmes modified to better engage all students especially Maori boys	<ul style="list-style-type: none"> Year 10 learning & assessment programmes show assessment of key skills/curriculum strands HOD/SLT attendance & achievement tracking (cohort & subject tracking) report to BOT 	MRI/SLT	5.1 5.2 5.3 5.4	a. c. e.	a. b. e. d.
			Year 10 (10WLN) extension class - (mixed whānau class)	<ul style="list-style-type: none"> analyse achievement, participation & engagement data for these classes & compare with rest of cohort Report to BOT 	MRI	5.1	a. c. e.	e.
			Lit/Num composite class programme in Yr9 in Learning Centre.	<ul style="list-style-type: none"> testing pre/during & post to track progress Report to BOT 	MRI/DRO	5.1	a. c. e.	a. d.
Shift student curriculum levels for numeracy by at least one	Insert breakdown of year 10 data from PAT T1 2019 and 2018 cohort data <u>Term 1 PAIS</u>		see dept plan Papakura Pedagogy teaching as inquiry	<ul style="list-style-type: none"> compare PAT beginning (95% of students starting on 12/2 with results) & end of year HOD/SLT monitoring Report to BOT 	MRI/HoD Maths	5.2 5.3 5.4	a. e.	a. b. d. e. g.

<p><i>curriculum level by end of year</i></p> <p><i>50% of year 10 students achieve PAT math at average gained for NZ year 10 cohort by end of year</i></p>						
<p><i>Improve attendance and engagement</i></p>	<p>cohort attendance data from 2018</p>	<p>Attendance initiative to target 50 – 79% attendance. Term checkpoints for contacting whanau (letters concern & congrats 2X term) System for kaiarahi/kaitohutohu follow up and contact home & parent meetings Letters in community languages (Tongan) Measure Te Tohu Rangatira attendance points system to see if it is having positive effect on attendance. investigate Year 10 attendance competition based on Te Tohu points for whanau / individuals / kaitohutohu groups.</p>	<ul style="list-style-type: none"> ● compare 2019 attendance data each term with data for previous year ● Term reports to BOT ● letters sent for attendance weeks 1-6 Term 1. ● letters to go again for weeks 7-11 Term 1. ● started tracking of weekly attendance ● kaiarahi/kaitohutohu follow up needs to be strengthened - and look at how appraisal can support this ● develop and send letters in other languages (see above attendance initiative) 	<p>VNE</p>	<p>5.3 5.4</p>	<p>c. e.</p>
						<p>a.</p>

		Focus on Positive behaviours for learning - enhanced acknowledgement system in development.	<ul style="list-style-type: none"> • lesson observations show improved student engagement • Te Tohu points system - student achievement • ROH has done regular observations • TYR record of obs is attached • HODs & SLT observing HODs • Term 1 - doing lesson obs for appraisal 	SLT	5.1 5.3 5.4	c. e.	d.
	number of credits & ethnicity/gender data 2018	Year 10 NCEA programme look at how NCEA year 10 success contributes to Year 11 success at Level 1.	<ul style="list-style-type: none"> • comparison of 2019 year 10 NCEA credit achievement with 2018 Year 10 data • compare credit success with asTTLe & PAT data • report to BOT 	MRI	5.1 5.3 5.4	a. c.	a. b. d.

Year 11 & 12

Goal/target	Baseline data	Initiative	How measured	Progress	person responsible	Draft ERO Special Review	Carol Email 2019-01-23	PHS Special Review with Evidence Sources Sept 2018
2019 Level 1 NCEA achievement is same as or better than national data for decile 1 – 3 schools.	Link: <u>2018 NCEA Achievement Data Year 11-summary analysis</u> . Includes gender & ethnicity data.	Tracking & monitoring of achievement	<ul style="list-style-type: none"> termly - NCEA achievement data compare with previous year. Use NZQA 2018 credit accumulation data Report to BOT 	<ul style="list-style-type: none"> MRI will do this week 10 Term 1 and at end of term. Dates for Term 2-4 to be decided. 	ROH/ MRI	5.1 5.2 5.3 5.4	b. e.	a. b.
		Structured HOD achievement analysis and reporting to BOT (new plan based on introduced model by LSM)	<ul style="list-style-type: none"> HOD Reports to BOT 	<ul style="list-style-type: none"> In place. System to be refined to ensure consistency and follow up on effective & ineffective courses 	ROH	5.3 5.4	a. b. e.	a. b. e.
		School checkpoints for home communication regarding assessment concerns & congratulations and	Plan to devise way of counting letters of concern & congratulations to ensure reliable reporting of home contact to BOT	<ul style="list-style-type: none"> Group conference included information on NCEA. Whanau / fono meetings for NCEA to be held T2. 	ROH/MRI MRI	5.3 5.4	b. c. e.	a. d.

Increase parent engagement		NCEA whanau/fono information meetings	<ul style="list-style-type: none"> Put letter communication in community languages where possible – Tongan, Samoan Student tracking of achievement: kaitohutohu & Kaiarahi mentoring conversations Principal messages at assembly promoting achievement & school values 	<ul style="list-style-type: none"> collect parent attendance data at report evenings 2019 student achievement 2019 student voice review T3 Student tracking in kaitohutohu - dates to be established T2&3. student achievement 2019 student voice review T3 	<ul style="list-style-type: none"> 43% whanau attendance of group conference day. Term 1. There have been conversations about this but it is not formalised yet. Congratulatory letters sent to whanau of Yr11 students for Yr10 NCEA Achievement completed in T1. Certificates awarded at assembly for students achieving over 20 credits. TYR random sample week 5 - inconsistent student understanding and knowledge - needs follow-up. eg reminders to teachers to refer to course planner. 	VNE	5.3 5.4	c.	a.
						EGL/MRI EGL	5.3 5.4	b. c. e.	d.
						ROH		b. c. e.	a.
						SLT		b. e.	a. d.

<i>All courses provide opportunity for students to achieve credits</i>	Identified successful & unsuccessful courses 2018.	All subjects work to provide learning contexts relevant to student interests especially Maori boys. Review successful & unsuccessful courses.	<ul style="list-style-type: none"> SLT/dept review & report to BOT. compare attendance for cohort 2018 with attendance in 2019. NCEA achievement. Look at correlation between achievement and attendance. 		ROH		b. c. e.	a. b. d. e. g. i.
	Insert attendance and success numbers 2018 cohort	term 3 spring holiday programme	<ul style="list-style-type: none"> compare 2019 attendance and success numbers with 2018 cohort 		MRI All staff			a.
<i>Improve participation & success in External exams</i>	See HoD BoT reports for 2018 Yr 11 external data - achievement & participation	All year 11 courses offer a compulsory external standard where possible	<ul style="list-style-type: none"> Compare achievement 2018/2019 Report to BOT 		ROH MRI			a.
<i>Improve attendance and engagement</i>	insert cohort attendance data from 2018	attendance initiative to target 65 – 79% attendance	compare 2019 attendance data each term with data for previous year	<ul style="list-style-type: none"> Letters sent for attendance weeks 1-6 Term 1. Letters to go for weeks 7-11 Term 1. started tracking of weekly attendance kaiarahi/kaitohutohu to follow 2019 Student 	VNE		c. e.	a.

Year 12

All initiatives as for year 11 and initiatives below

Goal/target	Baseline data	Initiative	How measured	Progress	person responsible	Draft ERO Special Review	Carol Emall 2019-01-23	PHS Special Review Evidence Sources Sept 2018
2019 Year 12 NCEA achievement is same as or better than national data for decile 1 – 3 schools.	Link: 2018 NCEA Achievement Data Year 11-summary analysis . Link: Yr 12 Current students 2018 NCEA	Tracking & monitoring as for Year 11. Ensure we are tracking level 1 & 2 success in Year 12 Track success of Taimana students	<ul style="list-style-type: none"> 2019 year 12 cohort achievement of Level 1 & 2 NCEA 2018 evaluation & 2019 Termly - NCEA achievement data compare with previous year Report to BOT 	<ul style="list-style-type: none"> Over 60% of 3 year PHS students gained NCEA L1 Link: 2019-Year 12 previous school and start date-NCEA-achievement 	MRI		b. e.	see Yr 11
		Students with more than 30 credits needed - gateway, careers to track and support.	<ul style="list-style-type: none"> Measure success of target students Report to BOT Term 1 		MRI			a. i. e.
		Catch up programme for students less than 10 credits away from Level 1 / 2	<ul style="list-style-type: none"> Measure success of target students report to BOT term 1 	<ul style="list-style-type: none"> In 2019 catch-up programme 2 students gained level 1 and 4 students gained level 2 	MRI		b. e.	a. i. e.

		Continue with incremental awards - recognising success throughout the year at assemblies	<ul style="list-style-type: none"> 2019 achievement data 	<ul style="list-style-type: none"> Students recognised for NCEA achievement at assemblies 	MRI ROH			d.
	Level 1 NCEA data for cohort	<p>Kaiarahi/kaitohutohu tracking and Mentoring: Students with less than 30 credits away - Kaiarahi to track.</p> <p>Kaitohutohu mentoring to establish tight goals for students.</p> <p>students complete credit tracking sheets in NZQA handbook</p>	<ul style="list-style-type: none"> Report to BOT each term 	not started yet	EGL		b. e.	d. a.
		Investigate multi-level assessment opportunities. (in-house, academies, vocational pathways)			ROH			a. i.
		Continued tertiary pathway programmes. Build connections with other vocational pathways			MRI/ Careers			a. i.

Year 13

All initiatives for Yr 11 and initiatives below

Goal/target	Baseline data	Initiative	How measured	Progress	person responsible	Draft EIO. Special Review	Carol Email 2019-01-23	PHS Special Review Evidence Sources Sept 2018
		Catch up programme for students less than 10 credits away from Level 1 / 2		done - see Yr 12	MRI		b. c. e.	a. i.
	Link: <u>Yr 11 Current students 2018 NCEA</u>	Kaiarahi/Kaitohutohu tracking and mentoring: Students with less than 30 credits away - Kaiarahi to track. Kaitohutohu mentoring to establish tight goals for students. Students complete credit collection sheets		Not in place yet.	EGL		b. c. e.	a. i.
		Te Hotaka Piri Kura - PHS Police Academy	Track success of Yr 13 police academy		MRI/		b. c. e.	a. i.

	2018 Year 13 tertiary pathway participation & success	Continued tertiary pathway programmes.	Track success and participation of 2019 students involved in tertiary pathways	MRI/ Careers		b. c. e.	a. i.
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Other Initiatives

Goal/target	Baseline data	Initiative	How measured & progress	person responsible			
		Kia Rangatira programme building student leadership capacity	<ul style="list-style-type: none"> Student Voice through Graeme Dingle Foundation 				
		Tu KoTahi student well being	<ul style="list-style-type: none"> External Group through Malatest International 	EGL			
		Staff appointments	<ul style="list-style-type: none"> Staff appointments remain challenging: school unable to replace staff who leave with experienced, qualified subject specialists 	ROH			
Student in classes on time	very few bells see 2018 timetable structure	Change of bell times, period times, kaitohutohu, assembly times (replaced full school assembly with junior & senior). Bells ringing at beginning & end of every period.	<ul style="list-style-type: none"> Kaiarahi/SLT monitoring & teacher feedback 				a.
		Distributed Department line management and appraisal responsibilities between DPs	<ul style="list-style-type: none"> in place 				
		Investigate curriculum & qualifications pathways - how are we providing pathways to university & tertiary courses, including UE literacy and University Entrance. Including other "academy style 'in house' curriculum solutions" for less	<ul style="list-style-type: none"> Establish group to look at this Term 2 2019 				i.

		engaged & lower achieving students as suggested by ERO for Yr 11 & 12.						
		Develop HOD leadership by including a development strand in HOD meetings	<ul style="list-style-type: none"> Leadership development identified in minutes 					
		Upskill staff use of KAMAR & data and how it can be interpreted. Analysis of KAMAR entries by staff - contact with whanau	<ul style="list-style-type: none"> PLD session for staff using KAMAR throughout year 	SLT Kaiarahi				h.
		Access MOE leaver data						
Wellbeing at School NZCER survey			<ul style="list-style-type: none"> completed Term 1 2019. Waiting for analysis 	EGL kaitohutohu				
Attendance Initiative	Previous Years Data		<ul style="list-style-type: none"> Link: <u>2019 - Student Absences - T1 - Wk06</u> Letters sent based on data. 	VNE				

ANALYSIS OF VARIANCE: 2018 Achievement Targets

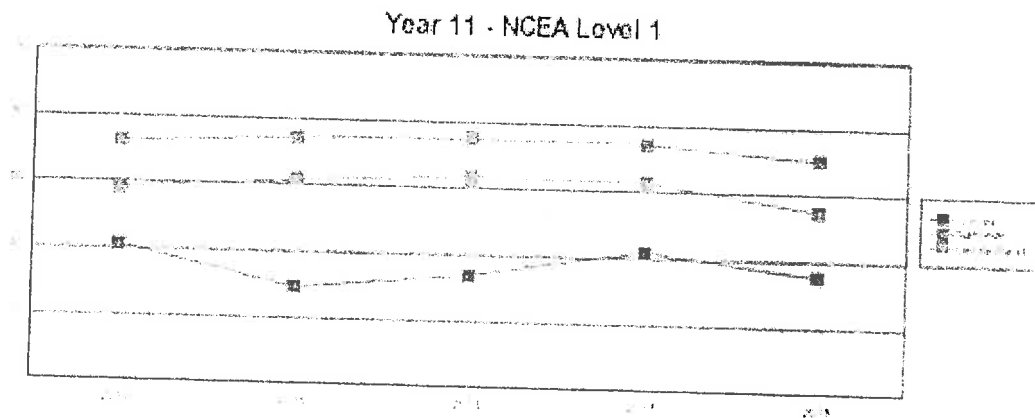
NCEA LEVEL 1

Target - 65 % Participation, 50% roll based

Actual Result: 35% (new NZQA reporting model)

Male: 31.7%

Female: 38%



Commentary:

The low achievement of Level 1 students has a number of key contributing factors:

1 The change in NZQA's reporting, which seriously impacts on schools with a high roll turnover/transience, (an analysis of the performance of students arriving during year 11 reinforces this trend). Students who attended Papakura High School for their 3 years of secondary education had a pass rate of over 60% in NCEA Level 1; Students who enrolled in 2017 had a 46% pass rate but the students who arrived in 2018 who only attended for the year (or less) had a 30% pass rate. This clearly indicates the downward drag of transient students and late arrivals to our school.

2 The very poor performance of a small number of curriculum areas. It is a high priority for the senior leadership team to work with these departments this year.

Literacy and Numeracy (Yr 9&10)

Target - Target: 65% of juniors being at/above national average in their subject areas

Actual Result:

At or above national average

Year	Writing e-asTTle	Reading PAT	Maths PAT
9	22.4%	18.5%	16.6%
10	7%	25.9%	21.9%

1 Year level below or above national average

Year	Writing e-asTTle	Reading PAT	Maths PAT
9	68%	52.4%	29.8%
10	22.4%	58.3%	30.5%

Commentary:

The Woolf Fisher Research centre data collection for years 9 and 10 shows that our students are still well below the national average in these core skills. The new pedagogy adopted in 2019 has literacy as one of its six key areas of focus.

Year 9 PAT Reading

For the 102 students who sat both the beginning and end of year assessments in PAT Reading, the data shows that on average they made slightly more than the expected gain in Year 9.

In PAT Reading the Year 10 group on average made about a year's worth of extra progress on top of the expected progress.

Despite this progress in 2018, both year levels started and finished below the national norm scores.

In the 2018 term 4 PAT Reading assessment results, we have some outliers above and below the school range but the majority of students have not yet met the national norm score.

If the progress was to continue at an accelerated rate like in the Year 10 data for 2018, then the PHS results could be closer to the national norm scores by the end of 2019.

Attendance

2018 Target 85% Achieved 78.5%

2019 Target 85%

Student Greater than 90% Attendance

2018 Target 35% Achieved 20.8%

2019 Target 35%

Papakura High School

Kiwisport

For the Year Ended 31 December 2018

Kiwisport is a government funding initiative to support students' participation in organisation sport. In 2018, the school received total Kiwisport funding of \$14,597.32 (excl GST).

The funding was utilised towards the Sports Co-ordinator's salary.

Balances above not material – accept