

INDEPENDENT AUDITOR'S REPORT

**PALMERSTON NORTH INTERMEDIATE NORMAL SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017**

The Auditor-General is the auditor of Palmerston North Intermediate Normal School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly, 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 19, that comprise the statement of financial position as at 31 December 2017, 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 2017, 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 29 May 2018. 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 arises from the Public Audit Act 2001.

Other information

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


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

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

Independence

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

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



Vivien Cotton
Cotton Kelly
On behalf of the Auditor-General
Palmerston North
New Zealand

PALMERSTON NORTH INTERMEDIATE NORMAL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: 56 Linton Street, Palmerston North

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

School Phone: 06 358 0548

School Email: office@pnins.school.nz

Ministry Number: 2419

PALMERSTON NORTH INTERMEDIATE NORMAL

Financial Statements - For the year ended 31 December 2017

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Palmerston North Intermediate Normal

Statement of Responsibility

For the year ended 31 December 2017

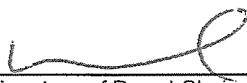
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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 2017 fairly reflects the financial position and operations of the school.

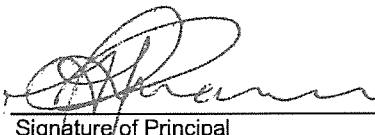
The School's 2017 financial statements are authorised for issue by the Board.

Carletta Macdonald
Full Name of Board Chairperson


Signature of Board Chairperson

29th May 2018
Date:

Hannah Guin Rawson
Full Name of Principal


Signature of Principal

29 May 2018.
Date:

Palmerston North Intermediate Normal
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,783,728	4,600,014	4,770,726
Locally Raised Funds	3	609,035	296,065	394,287
Interest Earned		15,548	6,770	16,447
Gain on Sale of Property, Plant and Equipment		-	-	2,684
International Students	4	44,974	32,420	32,700
		<u>5,453,285</u>	<u>4,935,269</u>	<u>5,216,844</u>
Expenses				
Locally Raised Funds	3	459,008	48,180	190,245
International Students	4	1,350	-	1,886
Learning Resources	5	3,421,238	3,408,869	3,419,438
Administration	6	343,657	329,018	364,060
Finance Costs		6,142	5,010	5,002
Property	7	1,118,502	977,556	1,042,659
Depreciation	8	149,243	135,000	144,974
		<u>5,499,140</u>	<u>4,903,633</u>	<u>5,168,264</u>
Net Surplus / (Deficit)		(45,855)	31,636	48,580
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(45,855)</u>	<u>31,636</u>	<u>48,580</u>

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



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

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>1,023,293</u>	<u>1,023,293</u>	<u>952,261</u>
Total comprehensive revenue and expense for the year	(45,855)	31,636	48,580
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	36,788	-	22,452
Equity at 31 December	<u>1,014,226</u>	<u>1,054,929</u>	<u>1,023,293</u>
Retained Earnings	1,014,226	1,054,929	1,023,293
Equity at 31 December	<u>1,014,226</u>	<u>1,054,929</u>	<u>1,023,293</u>

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

Palmerston North Intermediate Normal Statement of Financial Position

As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	211,437	47,350	153,761
Accounts Receivable	10	206,423	238,420	187,606
GST Receivable		32,819	30,759	42,282
Prepayments		12,495	15,407	22,514
Inventories	11	4,279	-	92
Investments	12	462,708	446,351	446,351
Funds owed for Capital Works Projects	18	6,300	-	29,280
		<u>936,461</u>	<u>778,287</u>	<u>881,886</u>
Current Liabilities				
Accounts Payable	14	252,128	274,306	234,951
Revenue Received in Advance	15	21,792	29,406	29,015
Provision for Cyclical Maintenance	16	234,750	45,000	191,878
Finance Lease Liability - Current Portion	17	24,803	2,317	18,469
		<u>533,473</u>	<u>351,029</u>	<u>474,313</u>
Working Capital Surplus/(Deficit)		402,988	427,258	407,573
Non-current Assets				
Property, Plant and Equipment	13	729,292	692,015	724,540
		<u>729,292</u>	<u>692,015</u>	<u>724,540</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	67,931	64,344	97,602
Finance Lease Liability	17	50,123	-	11,218
		<u>118,054</u>	<u>64,344</u>	<u>108,820</u>
Net Assets		<u>1,014,226</u>	<u>1,054,929</u>	<u>1,023,293</u>
Equity		<u>1,014,226</u>	<u>1,054,929</u>	<u>1,023,293</u>

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



Palmerston North Intermediate Normal Statement of Cash Flows

For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,120,163	1,143,810	1,143,278
Locally Raised Funds		627,358	296,065	411,429
International Students		33,004	32,420	32,670
Goods and Services Tax (net)		9,463	-	(11,523)
Payments to Employees		(610,611)	(627,425)	(601,834)
Payments to Suppliers		(1,063,442)	(773,633)	(813,155)
Interest Paid		(6,142)	(5,010)	(5,002)
Interest Received		17,287	6,770	10,711
Net cash from / (to) the Operating Activities		127,080	72,997	166,574
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	2,684
Purchase of PPE (and Intangibles)		(82,010)	(151,050)	(163,677)
Purchase of Investments		(16,357)	-	(9,294)
Net cash from / (to) the Investing Activities		(98,367)	(151,050)	(170,287)
Cash flows from Financing Activities				
Furniture and Equipment Grant		36,788	-	22,452
Finance Lease Payments		(21,095)	(28,358)	(14,261)
Painting contract payments		-	-	(9,183)
Funds Held for Capital Works Projects		13,270	-	(16,211)
Net cash from Financing Activities		28,963	(28,358)	(17,203)
Net increase/(decrease) in cash and cash equivalents		57,676	(106,411)	(20,916)
Cash and cash equivalents at the beginning of the year	9	153,761	153,761	174,677
Cash and cash equivalents at the end of the year	9	211,437	47,350	153,761

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 omitted.

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



Palmerston North Intermediate Normal

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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



e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.



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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

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

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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



n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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



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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	1,045,186	1,011,350	1,005,627
Teachers' salaries grants	2,762,415	2,743,006	2,839,225
Use of Land and Buildings grants	840,629	709,838	769,800
Resource teachers learning and behaviour grants	573	-	-
Other MoE Grants	117,712	115,145	134,788
Other government grants	17,213	20,675	21,286
	<u>4,783,728</u>	<u>4,600,014</u>	<u>4,770,726</u>

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	96,062	54,930	55,328
Fundraising	200	69,220	69,306
Trading	33,938	28,290	28,703
Activities	478,835	143,625	240,950
	<u>609,035</u>	<u>296,065</u>	<u>394,287</u>
Expenses			
Activities	435,005	27,990	110,852
Trading	24,003	20,190	27,419
Fundraising (costs of raising funds)	-	-	51,974
	<u>459,008</u>	<u>48,180</u>	<u>190,245</u>
<i>Surplus for the year Locally raised funds</i>	<u>150,027</u>	<u>247,885</u>	<u>204,042</u>

4. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	4	3	3
Revenue			
International student fees	44,974	32,420	32,700
Expenses			
International student levy	-	-	1,605
Other Expenses	1,350	-	281
	<u>1,350</u>	<u>-</u>	<u>1,886</u>
<i>Surplus for the year International Students'</i>	<u>43,624</u>	<u>32,420</u>	<u>30,814</u>



5. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	135,333	158,790	141,454
Library resources	9,852	4,588	6,926
Employee benefits - salaries	3,213,427	3,150,931	3,250,449
Staff development	62,229	86,300	12,350
Text Books	397	8,260	8,259
	<u>3,421,238</u>	<u>3,408,869</u>	<u>3,419,438</u>

6. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	4,760	4,800	4,690
Board of Trustees Fees	3,905	4,500	4,350
Board of Trustees Expenses	8,020	3,518	10,344
Communication	13,554	11,550	11,322
Consumables	36,986	36,500	34,669
Operating Lease	40,307	44,850	52,046
Other	57,649	38,800	68,017
Employee Benefits - Salaries	147,216	168,500	150,262
Insurance	15,060	-	12,580
Service Providers, Contractors and Consultancy	16,200	16,000	15,780
	<u>343,657</u>	<u>329,018</u>	<u>364,060</u>

7. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	7,012	5,500	6,785
Cyclical Maintenance Expense	13,201	29,868	(4,629)
Grounds	7,161	4,800	7,996
Heat, Light and Water	57,276	55,000	54,956
Rates	6,110	6,000	5,874
Repairs and Maintenance	40,218	9,550	52,731
Use of Land and Buildings	840,629	709,838	769,800
Security	5,030	5,500	5,116
Employee Benefits - Salaries	46,007	51,000	51,788
Consultancy And Contract Services	95,858	100,500	92,242
	<u>1,118,502</u>	<u>977,556</u>	<u>1,042,659</u>

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

8. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Building Improvements	35,108	32,405	34,799
Furniture and Equipment	54,837	45,726	49,104
Information and Communication Technology	29,227	32,673	35,087
Leased Assets	21,177	15,089	16,204
Library Resources	8,894	9,107	9,780
	<u>149,243</u>	<u>135,000</u>	<u>144,974</u>



9. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	150	150	150
BNZ 00 A/c	208,076	39,471	145,882
BNZ 02 Account	(476)	2,336	2,336
Principal's BNZ Debit Card	1,484	3,195	3,195
BNZ 025 A/C	2,203	2,198	2,198
Cash equivalents and bank overdraft for Cash Flow Statement	<u>211,437</u>	<u>47,350</u>	<u>153,761</u>

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

10. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,100	16,194	7,437
Receivables from the Ministry of Education	17,611	-	6,258
Interest Receivable	7,944	3,947	9,683
Teacher Salaries Grant Receivable	179,768	218,279	164,228
	<u>206,423</u>	<u>238,420</u>	<u>187,606</u>
Receivables from Exchange Transactions	9,044	20,141	17,120
Receivables from Non-Exchange Transactions	197,379	218,279	170,486
	<u>206,423</u>	<u>238,420</u>	<u>187,606</u>

11. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	4,279	-	92
	<u>4,279</u>	<u>-</u>	<u>92</u>

12. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	462,708	446,351	446,351

13. Property, Plant and Equipment

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

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

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	386,546	4,986	-	-	(34,799)	356,733
Furniture and Equipment	168,495	125,666	-	-	(49,104)	245,057
Information and Communication Tech	73,814	20,607	-	-	(35,087)	59,334
Leased Assets	21,938	23,742	-	-	(16,204)	29,476
Library Resources	35,945	7,775	-	-	(9,780)	33,940
Balance at 31 December 2016	686,738	182,776	-	-	(144,974)	724,540

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	602,068	(245,335)	356,733
Furniture and Equipment	872,129	(627,072)	245,057
Information and Communication	431,929	(372,595)	59,334
Leased Assets	77,700	(48,224)	29,476
Library Resources	231,078	(197,138)	33,940
Balance at 31 December 2016	2,214,904	(1,490,364)	724,540



14. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	46,042	42,505	45,763
Accruals	4,760	4,690	4,690
Capital accruals for PPE items	5,356	-	-
Employee Entitlements - salaries	179,768	218,279	164,228
Employee Entitlements - leave accrual	16,202	8,832	20,270
	<u>252,128</u>	<u>274,306</u>	<u>234,951</u>
Payables for Exchange Transactions	252,128	274,306	234,951
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>252,128</u>	<u>274,306</u>	<u>234,951</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income Received in Advance	9,792	5,406	5,045
FFPS Fees Prepaid	12,000	24,000	23,970
	<u>21,792</u>	<u>29,406</u>	<u>29,015</u>

16. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	289,480	289,476	300,279
Increase/(decrease) to the Provision During the Year	13,201	29,868	(4,629)
Use of the Provision During the Year	-	(210,000)	(6,170)
Provision at the End of the Year	<u>302,681</u>	<u>109,344</u>	<u>289,480</u>
Cyclical Maintenance - Current	234,750	45,000	191,878
Cyclical Maintenance - Term	67,931	64,344	97,602
	<u>302,681</u>	<u>109,344</u>	<u>289,480</u>

17. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	24,803	22,095	22,095
Later than One Year and no Later than Five Years	50,123	11,218	11,218
Future finance charges	-	-	(3,626)
	<u>74,926</u>	<u>33,313</u>	<u>29,687</u>



18. Funds Owed (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:

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

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	6,300
	6,300

		Opening	Receipts	Payments	BOT Contribution/ (Write-off to R&M)	Closing
2016		Balances	from MoE			Balances
		\$	\$	\$		\$
Music/Science Modernisation	<i>in progress</i>	(10,029)	410,776	444,485	-	23,680
Fire Alarm Upgrade	<i>completed</i>	13,016	-	(13,016)	-	-
Court Lighting	<i>in progress</i>	-	-	850	-	850
Toilet Upgrade	<i>in progress</i>	-	-	4,750	-	4,750
Blks 1,4 & 12 Spouting, Sill & Window	<i>completed</i>	972	1,800	828	-	-
Totals		3,959	412,576	437,897	-	29,280

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.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,905	4,350
Full-time equivalent members	0.26	0.34
<i>Leadership Team</i>		
Remuneration	361,190	1,108,031
Full-time equivalent members	3.00	12.00
Total key management personnel remuneration	365,095	1,112,381
Total full-time equivalent personnel	3.26	12.34

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	0 - 10	140 - 150
Benefits and Other Emoluments	0 - 1	16 - 17
Termination Benefits	-	-
Principal B		
Salary and Other Payments	140 - 150	-
Benefits and Other Emoluments	4 - 5	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	1.00	1.00
	1.00	1.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-



22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops and photocopier service charges;

	2017 Actual \$	2016 Actual \$
No later than One Year	13,465	23,966
Later than One Year and No Later than Five Years	17,201	7,731
Later than Five Years	-	-
	<u>30,666</u>	<u>31,697</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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	211,437	47,350	153,761
Receivables	206,423	238,420	187,606
Investments - Term Deposits	462,708	446,351	446,351
Total Loans and Receivables	<u>880,568</u>	<u>732,121</u>	<u>787,718</u>

Financial liabilities measured at amortised cost

Payables	252,128	274,306	234,951
Finance Leases	74,926	2,317	29,687
Total Financial Liabilities Measured at Amortised Cost	<u>327,054</u>	<u>276,623</u>	<u>264,638</u>

26. Events After Balance Date

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



Members of the Board of Trustees

For the year ended 31 December 2017

	Position	How position on board gained	Occupation	Term expires
Carletta Macdonald	Parent representative Co-Chairperson	Elected	Teacher	2019
Dr Darryn Joseph	Parent representative Co-Chairperson	Elected	Snr Lecturer	2019
Hamish Giles	Parent representative Treasurer	Elected	Sales Specialist	2019
Anita Bidlake	Parent representative	Elected	Teacher	2019
James Cameron	Parent representative	Selected October 2017	Project Manager	2019
Hamish Ruawai	Principal	January 2017	Principal	2019
Barbara Pritchard	Staff rep	Elected 2016	Teacher	2019

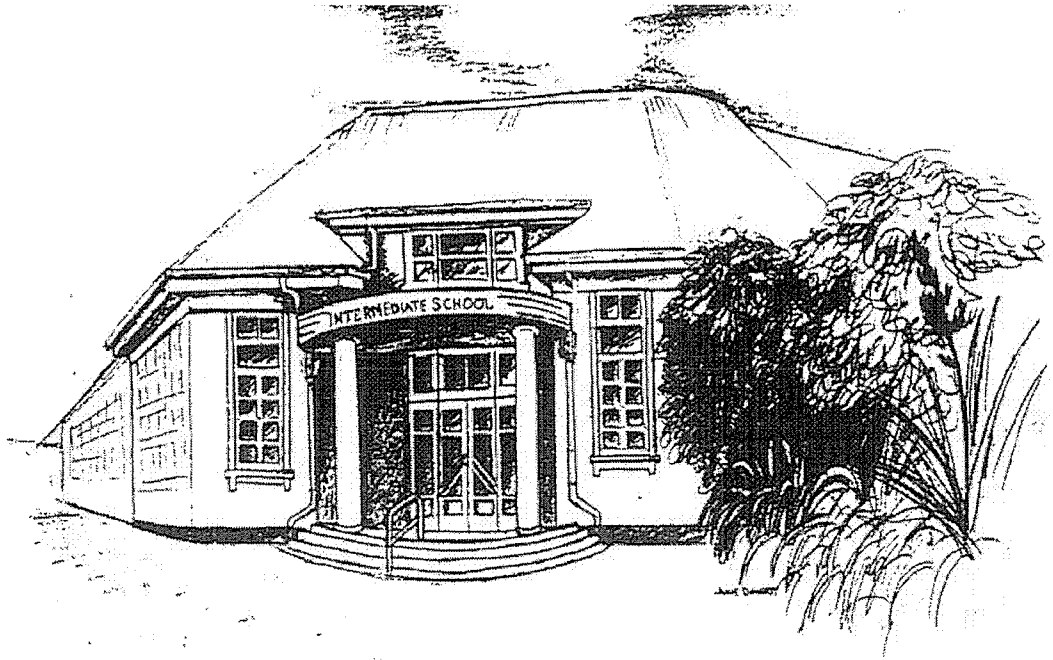
Kiwi Sport Report

For the Year Ended 31 December 2018

Kiwisport is a Government Funding initiative to support student's participation in organised sport. In 2017 school received \$ 9286.68 excluding GST.

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

**PALMERSTON NORTH
INTERMEDIATE NORMAL SCHOOL**



**Analysis of Variance Report
For the Year Ended 31 December 2016**

Palmerston North Intermediate Normal School through its Charter and Strategic Plan describes the school's priority learning issues and its expectation for improved student outcomes.

The 2016 School Annual Plan highlights for each of our eight goals the key area of focus and the strategy and actions required in order to promote achievement towards goal achievement.

In this annual report the Board presents its 'analysis of variance' that describes for our school community how the school has gone about addressing its priorities and how successful its approach has been.

Comment on Cohorts assessed on National Standards in 2016

The National Standards are a description of what all New Zealand children are expected to be able to do in reading, writing and mathematics in Years 1 – 8. They have been developed by the Ministry of Education and subject experts. It is recognised that the standards set for Year 7 & 8 in Reading, Writing and Mathematics are high.

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

The National Standard achievement outcomes for Reading, Writing and Mathematics in 2016 were inclusive of all students at Palmerston North Intermediate Normal School.

A breakdown of our school roll as at 1st November 2016 of students was as follows:

- 732 students – including 358 Year 7 students and 374 Year 8 students
- 344 Female students and 388 Male students
- 116 Maori students
30 Pasifika students
- 139 students for whom English was their second language
- 142 students who were not born in New Zealand but in 35 other countries.
- 32 ESOL students represent students from 15 different countries and 16 languages other than English are spoken at home.
- 20 Year 7 students and 17 Year 8 students were on a Numeracy Support Programme in 2016.
- 22 Year 7 students and 15 Year 8 students were on a Literacy Support Programme in 2016.
- 1 ORS (High)
- 35 students were enrolled during the 2016 school year (Year 7 – 21; Year 8 – 14) and
- 31 students left (Year 7 – 17; Year 8 – 14). This is a net turnover of 66 students in total 9 % of the total school roll.

The above students were assessed against the National Standards in Reading, Writing and Mathematics in November 2016.

•

Literacy – Writing

LOCAL GOAL 1(a)

To focus on Literacy which is the key learning area essential for all forms of communication and learning and to ensure students are on track to meet the National Standards in Literacy.

STRATEGY:

To develop knowledge of spelling/punctuation patterns and how words are constructed; strategies for spelling unfamiliar words, and an awareness of when and how to use these

FOCUS: Writing – Writing – Spelling/Punctuation

TARGET OUTCOMES:

By the end of Year 7, 70 % students will create text in order to meet the writing demands of the NZ Curriculum as they work towards Level 4 and meet the National Standard

By the end of Year 8, 70% students will create text in order to meet the writing demands of the NZ Curriculum at Level 4 and meet the National Standard

By the end of Year 7 / 8 students who are below the National Standards will have moved at least 2 sublevels (e-AsTTle).

Target Groups: Boys – Maori, Pasifika, and All

AREAS OF STRENGTH

77 % of all students are at or above the National Standards in Writing

78% of all Year 7s are at or above the National Standard in Writing

76% of all Year 8s are at or above the National Standard in Writing

84% of all Asian students are at or above the National Standards in Writing (85/101 students)

90% of all Year 7 Girls are at or above the National Standard in Writing

87% of all Year 8 Girls are at or above the National Standard in Writing

AREAS FOR IMPROVEMENT

Maori Boys' Writing – 20/56 students (35.8%) on the school roll as at November 1st were below or well below the National Standards in Writing

All Pasifika Students' Writing – 11/30 students (36.7%) on the school roll as at November 1st were below the National Standards in Writing

BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT

The school has taken several factors into account when determining areas for improvement:

- Analysis of school-wide testing in February and again in October
- Analysis of National Standards progress mid-year
- School-wide testing in February was based on e-asTTle Writing matrix
- Regular marking and feedback/forward on student writing, with students
- Teacher/Student conferencing throughout the year
- The level of writing in their daily work relating to other curriculum areas
- Specific focus on the surface and deeper features of writing
- Moderation of writing within the class, team and across the school
- Using exemplars – 'NZ Curriculum Writing Standards years 1-8,' illustrating the writing standard for years 7/8, also 'The Literacy Learning Progressions' - to identify what good writing at each level looks like as a guide to the moderation process

- Development of a student speak rubric for student and peer understanding and assessment in writing, based on the e-asTTle matrix for marking

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT

- ♦ Teacher Inquiries targeting students who are achieving below the National Standards in Writing (during Term 3) with teacher PLD focussing on acceleration strategies (ALL)
- ♦ Class data analysis will take place, students will be grouped into 3 tiers, targeted interventions put into place for tier 2 students (those achieving just below the National Standards in writing), well below students (tier 3) will be assessed for Literacy Support Programmes
- ♦ Ongoing checkpoints at 5 and 10 weekly intervals to assess how interventions are progressing. Senior leadership and SENCO meetings will follow, to discuss interventions that haven't been successful in raising student achievement.
- ♦ Ongoing Teaching as Inquiry; building teacher cultural competence in demonstrating shared expectations for the inclusion of te ao Maori in the classroom; and strengthening and developing teacher practice in relation to engaging Maori Boys in Writing
- ♦ Regular professional development sessions related to the teaching of writing and student achievement in writing (Term 3)
- ♦ Cultural Writing groups for both Maori and Pasifika Students who are below or well below National Standards in Writing – facilitated by teachers with cultural expertise
- ♦ Staff professional development will also be based on Tataiako and embedding cultural responsiveness into our practice - this identifies areas all teachers can work on in their classrooms that will help improve outcomes for Māori students
- ♦ Learning support programmes are in place to cater for those students who are well below the National Standards in Writing
- ♦ Students at or above the standard will be provided for and challenged within the classroom programme in order to lift their achievement
- ♦ Students well above the standard will be catered for within the classroom programme and be provided with a range of extension opportunities outside of the classroom
- ♦ School-wide Strategic Plan goals for 2017 in Writing will be based on areas identified for lifting achievement. These goals will form the basis of ongoing professional development in Writing and Teaching as Inquiry will feature as part of the annual teacher appraisal process in 2017
- ♦ Through the school's annual self-review process, the effectiveness of the writing programme will be evaluated and identified outcomes for improvement implemented

Literacy - Reading

LOCAL GOAL 1(b)

To focus on literacy which is a key learning area, essential for all forms of communication and learning.

STRATEGY:

To increase students' individual reading mileage for recreation and academic purposes, thus enhancing independent reading skills.

FOCUS:

Reading – Personal

TARGET OUTCOMES:

By the end of Year 7, 80 % students will read, respond to, and think critically about texts in order to meet the reading demands of the NZ Curriculum as they work towards Level 4 and the National Standards

By the end of Year 8, 80% students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4 and the National Standards

AREAS OF STRENGTH:

86.0 % of all students are at or above the National Standard in Reading

87.0 % of all NZ/EUR students are at or above the National Standard in Reading (88%)

85.0 % of all Maori students are at or above the National Standard in Reading (77%)

90.0 % of all Asian students are at or above the National Standard in Reading (86%)

84.0 % of all Year 7 students are at or above the National Standard in Reading

92% of all Year 7 girls are at or above the National Standard in Reading

87.0 % of all Year 8 students are at or above the National Standard in Reading (87%)

83.0 % of all Year 8 boys are at or above the National Standard in Reading (82%)

93.0 % of all Year 8 girls are at or above the National Standard in Reading (90%)

Daily SSR, excellent reading material available in our library, and quality instructional readers that focus on comprehension strategies, have all combined to result in excellent reading achievement across both year groups. The English budget has been spent largely on instructional readers and novel sets, but also acquiring quality resources for independent reading and providing choice. Initiatives and programmes such as Daily 5 and Literature Circles have encouraged self-management and choice for our students, and teacher feedback suggests these are being very successful.

AREAS FOR IMPROVEMENT

70.0 % of all Pasifika students are at or above the National Standard in Reading (74%- 9/30)

77.0 % of all Year 7 boys are at or above the National Standard in Reading (43/186)

In 2017, we will be targeting Year 8 Pasifika (3), and the Year 8 students (13 girls, 43 boys) who are below or well below the National Standard in Reading.

Through continued group teaching, regular shared reading, and a focus on reciprocal teaching the aim is to improve the overall achievement level of the students that have been identified as an area of focus in Reading for 2017. These cohorts, along with other students below or well below the National Standard, will be closely monitored throughout the year. For some students Learning Support Programmes in Reading will be put in place to support their specific learning needs in Reading.

BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT

The school has taken several factors into account when determining areas for improvement:

- ♦ Analysis of school-wide testing in February and again in October.
- ♦ School-wide testing in February was based on nationally normed tests: STAR Year 7/8 and e-asTTle reading
- ♦ Running Records for students who scored stanine 3 or below in the STAR tests.
- ♦ Teacher/Student conferencing throughout the year, small ability group focused teaching
- ♦ Using exemplars/guidance from – ‘NZ Curriculum Reading Standards years 1-8,’ illustrating the reading standard for years 7/8, also ‘The Literacy Learning Progressions’ – identifying what good readers do.
- ♦ Overall teacher judgment based on the student’s reading throughout the year.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT

- ♦ Continued teaching of Reading Comprehension Strategies through ability group teaching (guided and instructional reading) – according to students’ individual needs.
- ♦ Teachers reading to, independent, and sustained silent reading
- ♦ Setting and sharing learning intentions, explicit teaching/modelling aspects of the reading process, and linking learning to students’ prior knowledge and learning experiences, engaging students in rich conversations, giving students’ feedback, and catering for diverse learning needs
- ♦ Student/teacher analysis of e-asTTle reports to identify target areas for teaching comprehension skills
- ♦ Continued Teaching as Inquiry based on beginning of the year data; building teacher cultural competence in demonstrating shared expectations for the inclusion of te ao Maori in the classroom; and strengthening and developing teacher practice in relation to the teaching of Reading
- ♦ Other key areas of focus include Tataiako, and Ka Hikitia.
- ♦ Students who are below, or well below the National Standards in Reading will be tracked throughout the year (identified targeted students) - teachers will target their deficiencies and weave these into their guided and instructional reading programme. Teachers will report on student progress, mid-year and at the end of the year.
- ♦ Class data analysis will take place, students will be grouped into 3 tiers, targeted interventions put into place for tier 2 students (those achieving just below the National Standards in reading), well below students (tier 3) will be assessed for Literacy Support Programmes (Learning support programmes are in place to cater for those students who are well below the National Standards in Reading.)

- ♦ Students well above the standard will be catered for within the classroom programme by engaging with text at a higher level. Student agency will encourage choice and voice in responding to texts.
- ♦ Ongoing Teaching as Inquiry; building teacher cultural competence in demonstrating shared expectations for the inclusion of te ao Maori in the classroom; and strengthening and developing teacher practice in relation to reading
- ♦ Teachers noting each student's reading attitudes and interests through planned interviews and discussions.
- ♦ School wide Strategic Plan goals for 2017 in Reading will be based on areas identified for lifting achievement.
- ♦ Quality reading resources, both instructional and personal, will continue to be purchased to further advance the achievement of all students in reading.
- ♦ Through the school's annual self-review process, the effectiveness of the reading programme will be evaluated and identified outcomes for improvement implemented.

Mathematics

LOCAL GOAL 2

To focus on numeracy as a key learning area necessary for everyday life.

STRATEGY:

To improve student performance in building and maintaining key number knowledge, particularly grouping, place value and basic facts

FOCUS:

Number Knowledge

TARGET OUTCOMES:

By the end of 2016:

60% of Year 7 students will be working at early Stage 7 or above (National Standards)

70% of Year 8 students will be working at or above Stage 7 (National Standards)

**Target Groups: students below the National Standards
(Boys - Maori, Pasifika, and All)**

AREAS OF STRENGTH

73.0 % of all students are at or above the National Standard in Mathematics (69%)

75.0 % of all NZ EUR. students are at or above the National Standard in Mathematics (71%)

63.0 % of all Maori students are at or above the National Standard in Mathematics (55%)

63.0 % of all Pasifika students are at or above the National Standard in Mathematics (55%)

86.0 % of all Asian students are at or above the National Standard in Mathematics (81%)

Year 7 – Mathematics Achieved Outcomes

72.0 % of all Year 7 students are at or above the National Standard in Mathematics

72.0 % of all Year 7 boys are at or above the National Standard in Mathematics

73.0 % of all Year 7 girls are at or above the National Standard in Mathematics

Year 8 – Mathematics Achieved Outcome

75.0 % of all Year 8 students are at or above the National Standard in Mathematics (66%)

75.0 % of all Year 8 boys are at or above the National Standard in Mathematics (68%)

74.0 % of all Year 8 girls are at or above the National Standard in Mathematics (64%)

Improvement in Mathematics achievement has been a result of the following:

- ♦ PCT (beginning) teachers attended two full day workshops run by Accent Education. Topics covered were Numeracy and Teaching the Strands (Statistics, Geometry & Measurement).

- ♦ The school was accepted this year into the MoE's ALIM (Accelerating Learning in Mathematics) programme. The two teachers involved attended workshops and cluster meetings and received extensive mentoring through Cognition Education. The equivalent of approx. 7 days PLD was provided.
- ♦ PCTs and the Numeracy Support Teacher attended two full-day workshops in Feilding, focussing on Numeracy, Rich Tasks and Problem Solving.
- ♦ The current teaching approach in Mathematics means that students are grouped according to their current levels of skill development and are taught in small groups. This supports more effective targeting of those students who have slipped behind their peers over a number of years.
- ♦ This year, a Numeracy Support part-time teacher has given additional targeted support in Numeracy Knowledge to students whose achievement was significantly below expectations. Students attended 4 "Maths Hub" lessons per week. A total of 37 students received support throughout the year. Results are certainly encouraging with 82.5% of Yr8s and 90% of Yr7s having made significant progress. Most significant, has been the increased confidence and positivity towards maths that nearly all these students have shown within their class programmes. The CWSN/Learning Support report provides further details about the Numeracy Support programme.
- ♦ ALiM is a ministry funded intervention for students achieving below the National Standards in Mathematics. Our school was successful in 2016, in being a part of this initiative. Funding is used to release teachers to attend planning days, mentor workshops, report writing for the ministry, and to be released from class to teach a withdrawal group.
- ♦ ALiM involved two teachers and targeted two groups of six students who were taught 4-5 times each week for 12-14 weeks. With the support of a mentor from Cognition Education, both teachers implemented a programme designed to empower their students, improve students' self-perception of themselves as mathematicians, and to build Maths knowledge and language.
- ♦ Students' self-assessment and agency in identifying areas of need or to work on, and self-management of their learning has all aiding in improving levels of mathematical achievement, as well as the teachers' focus on numeracy knowledge through boot camps and targeted teaching.

AREAS FOR IMPROVEMENT

Out of 60 Year 7 (2016) Maori Students, 12 boys and 10 girls are below or well below the National Standard in Mathematics

Out Of 9 Year 7 (2016) Pasifika Students, 2 are below and 1 is well below the National Standard in Mathematics

BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT

The school has taken several factors into account when determining areas for improvement:

- ♦ Analysis of school-wide testing in February and again in October.

- ♦ School-wide testing in February and March - Gloss (Year 7s February, Year 8s October), IKAN, and the Number Knowledge Tests.
- ♦ From teachers working with and observing students during group teaching they were able to determine the specific learning deficiencies for improvement.
- ♦ Ongoing marking of students' workbooks to determine level of skill and understanding, observing students in practical situations where they are applying the strategies that were taught.
- ♦ Group teaching of identified needs.
- ♦ Numeracy learning support programme
- ♦ Students' level of understanding is also reflected in group discussions and their level of involvement in problem solving tasks.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT

- ♦ Our school will again be involved with ALiM (2) in 2017. The intervention strategies will be implemented school-wide so all teachers benefit from the learning and expertise that our ALiM 1 teachers have developed in 2016. They will support other teachers through modelling, and observation and feedback. Our focus next year will be on acceleration strategies rather than remedial teaching for students achieving below the National Standard, in mathematics and writing.
- ♦ A schoolwide development of a CaAP – Curriculum and Achievement Plan.
- ♦ Introduction of 10-week acceleration interventions school wide.
- ♦ The sustaining of Numeracy and the school's approach to delivering a robust numeracy programme to students will continue and is an approach highly valued by the professionals at this school.
- ♦ Setting and sharing learning intentions, explicit teaching/modelling aspects of numeracy strategies, ongoing focus on the teaching of numeracy knowledge and strategies relating to the Numeracy Stages.
- ♦ Small group teaching with students of similar learning needs has proved beneficial in lifting the achievement of most students in numeracy, this approach will continue in conjunction with a learning support programme for students well below the National Standard in Mathematics.
- ♦ Teacher Inquiries targeting students who are sitting below the National Standards in Writing – during Term 2 with teacher PLD focussing on acceleration strategies (ALiM)
- ♦ Class data analysis will take place, students will be grouped into 3 tiers, targeted interventions put into place for tier 2 students (those achieving just below the National Standards in Mathematics), well below students (tier 3) will be assessed for Literacy Support Programmes
- ♦ Ongoing checkpoints at 5 and 10 weekly intervals to assess how interventions are progressing. Senior leadership and SENCO meetings will follow, to discuss interventions that haven't been successful in raising student achievement.
- ♦ Part time Learning Support Teacher in Numeracy will be employed in 2017 – and will again employ acceleration strategies with her groups to raise student achievement
- ♦ Teachers noting each students' attitudes towards mathematics through daily interactions of working with students – in groups or individually.
- ♦ Students at or above the standard will be provided for and challenged within the classroom programme in order to lift their achievement.

- ♦ Students well above the standard will be catered for within the classroom programme and provided with opportunities to engage in a range of extension programmes outside of the classroom.
- ♦ School-wide Strategic Plan goals for 2017 in Mathematics will be based on areas identified for lifting achievement. These goals will form the basis of ongoing professional development in Mathematics and will feature as part of the annual teacher appraisal process in 2017.
- ♦ Quality numeracy resources will be purchased to further advance the achievement of all students in mathematics.
- ♦ Teaching will be informed by the assessed learning needs of each student.
- ♦ Students will be grouped according to assessed needs for all Mathematics learning, in groups by their own classroom teacher. Learning will be supported by regular use of tangible materials, and learning will be further supported by learning support and extension programmes.
- ♦ The school recognizes that strong knowledge is essential for students to broaden their strategies across the full range of mathematics and is a prerequisite for the development of more advanced development – number knowledge together with number strategies will continue to be a major focus of the school's mathematics programme.
- ♦ Through the school's annual self-review process, the effectiveness of the mathematics programme will be evaluated and identified outcomes for improvement implemented.

Recognition and Provision of Students' Needs

LOCAL GOAL 3

To recognise the needs of all students and provide for their needs

STRATEGY:

To ensure that the learning, social and cultural needs of the Pacific Island Students in mainstream are identified and programmes are implemented which meet these students' specific needs in accordance with the new PNINS Pasifika Education Pathway

FOCUS:

Achievement of mainstreamed Pasifika students

EXPECTED OUTCOMES:

The learning, social and cultural needs of Pasifika students in the mainstream are catered for within the classroom context and school wide programmes.

A strong partnership with our Pasifika Community has been established that will be sustainable.

Pasifika students feel valued; are confident; and are achieving at or above the National Standards in Reading, Writing and Mathematics.

Classroom programmes will reflect the Pasifika Education Pathway (The PNINS Learning Framework based on RESPECT)

ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION:

2016 has been a year in which we have sought to affirm cultural heritage, acknowledge the cultural "capital" that our Pasifika students bring to their learning, and establish supportive relationships with our Pasifika students and their families. A significant new focus in our efforts to affirm Pasifika identities has been the establishment of a Pasifika cultural group at PNINS. The new Pasifika cultural group was established at the commencement of term two. It has provided a very effective social framework for supporting Pasifika students at school. In this respect, the cultural group has been meeting many needs identified and expressed by the students throughout the year. The promotion of Pasifika performing arts has, on many occasions, been secondary to the various other types of support given to our Pasifika students via their participation in cultural group activities.

It is important to note that all of the students with Pasifika heritage are gathering regularly as part of the cultural group. Personal contact was made with each of the nineteen students who were identified as having Pasifika heritage based on enrolment data. The school's understanding, arising from close contacts with the Pasifika community, was that there were many more students who also shared a Pasifika heritage. The numbers quickly swelled to 37. Most of these students were boys. A further 2 students with Pasifika heritage formed a loose association with the group. These students attended lunchtime practices and established connections with the other participants, but lacked the confidence to perform cultural items in public.

The members of the cultural group have come from a number of different Pacific Islands. These include Fiji, Tonga, Samoa, Niue, Kiribati, Tokelau, Tuvalu, Cook Islands, and Papua New Guinea. Some students are New Zealand born and some are of mixed ethnicities. The

37 group members soon found they had much in common. Initial shyness was dispelled as they started to share significant aspects of their own cultures. Many students reported that they had previously looked at each other across the school but had felt too shy to initiate conversation. Once connections with each other were established it became very hard to stop the conversations! The students came to view the art room, where their practices were held, as their own “fale Pasifika”. Many students visit this room several times a day. The school has established a wonderful connection with the Samoan community in Palmerston North.

This connection lay behind a special opportunity for the school’s newly formed cultural group to perform the opening item at Pasifika Fusion, the annual inter-school competition for secondary school students throughout the central region. Uniforms were designed, fabric sourced, and costumes created. The grandmother of one of our students sewed all of the garments to fit given measurements under great pressure with numerous time constraints. The school was very appreciative of her support. A young Niuean tutor, was very patient and effective in teaching the students some songs and dances from her own culture. A highlight for the boys was the Niuean takalo, which was originally composed to deter Captain Cook from landing on Niue. The boys learnt to perform this with incredible power and passion. However, their enjoyment when doing so sometimes meant that their supposedly fearsome rendition was often marred by huge smiles. A former student, came from Palmerston North Girls High during her lunch times in order to teach the girls a special Tongan dance. Numerous practices were held during lunchtimes and on Saturdays throughout term 2. Our group performed admirably on the stage in the Regent Theatre. They made their families incredibly proud, and apparently brought tears to the eyes of many adoring mothers.

Unfortunately, changes to work and study schedules meant that the tutors were unable to support our cultural group throughout terms 3 and 4. The teacher in charge of Pasifika has continued to teach the students throughout this time by introducing Samoan songs and dances, and by drawing on her experiences with this sort of activity.

The momentum gathered in the course of preparing for their big moment at Pasifika Fusion sustained the group through several additional performances. An invitation from Dr Lesieli Tongati’o was extended to the group to perform at a Tongan community fundraising event which was held at the Palmerston North City Library. This was a formal occasion featuring many traditional cultural activities. Once again, the Pasifika students of PNINS performed the opening act. They did this with passion and pride. Their performance was filmed by TVNZ for “Tangata Pasifika”. As a token of appreciation, a framed piece of Tongan tapa cloth was subsequently presented to the school.

Cultural group members have been fully involved in the two Pasifika family consultation evenings held this year. These were the first evenings of this type to be held at PNINS. Students presented prepared speeches, in their own languages as well as in English, to the many gathered families. These explained the personal significance of the cultural group and of the various other initiatives introduced to support Pasifika students at school this year. The students also spoke of their increasing confidence as they began to discover that they could express their true identities at school, and have these affirmed by both teachers and students. The speeches impressed the students’ parents and grandparents. They were an effective way of linking aspects of home and school while also acknowledging and affirming the significance of oratory in Pasifika cultures. They were also a fine example for their younger siblings.

Our Pasifika cultural group members served their elders respectfully at these evenings, and introduced them to school protocols. They were also given opportunities to contribute to group discussions. The inclusion of our Pasifika students in every aspect of these evenings was clearly appreciated by the parents and other family members. A highlight of the 2nd consultation evening was a cultural performance in our performing arts centre, Te Tihi. The feedback about these evenings was very positive indeed.

Assemblies throughout the year have provided further opportunities for some of our Pasifika students to exercise their oratory skills. The various Pacific language weeks have been marked by short prepared presentations to the school. A Pasifika themed blue badge assembly was held in term 3. A PNINS Old Boy, who is from Fiji, gave a motivational talk about working hard and having resilience in the face of adversity. The Pasifika students found him to be a wonderful role model and mentor. He also expressed a willingness to continue in this role as long as he remains in Palmerston North. The cultural group performed to the school at this blue badge assembly. They have also performed at each of the performing arts showcases. Two of these performances were for students from contributing schools. The third performance was for parents and family members.

Some of the cultural group members have also participated in a Pasifika literacy support group. This group was established in the middle of the year. The eight participants were selected on the basis of assessment data indicating achievement levels on, or just below, the national standard for age. Most were also students learning to speak English as an additional language. The themes investigated were culturally appropriate and the approach taken was very inclusive. The programme is very popular with the students.

Some writing emerging from the Pasifika literacy programme was recently shared with the PNINS Pasifika Focus Group. The students in the Pasifika literacy group have been very busy composing poems based on concepts they have written about. Some of these poems are short and profoundly meaningful. Others are much longer and designed to tell a story that is personally relevant. Most of the poems are richly imbued with expressions of identity. Almost all of the students have also enhanced the communication of their ideas by accompanying their writing with visual images. The art work was produced during lunch breaks.

An award will be presented at the annual PNINS prize giving ceremony to a student of Pasifika heritage. This new award was suggested by the retiring Principal at a PNINS Pasifika Focus Group meeting early in the year. The focus group were very supportive of the idea. It was decided that it would be a very positive way of acknowledging Pasifika pride and progress. The criteria for selection of the winner of the new Pasifika Pride and Progress award were established in consultation with the families of our Pasifika students. The students were present at the consultation evening and were able to contribute their ideas as well. This award is to be presented to an outstanding year 8 student for demonstrating Pasifika cultural values while striving for excellence in all aspects of school life. The award acknowledges the fact that students are progressing and achieving at school AS Pasifika (and not in spite of their Pasifika heritage).

These are the following criteria was suggested and confirmed at the latest gathering of Pasifika family members, and aligning them with the objectives of our PNINS Pasifika Education Plan (or Pasifika fale).:

- A. The student has demonstrated consistent engagement with learning, and commitment to personal progress.
- B. The student has expressed their cultural identity at PNINS and has shown that cultural values underpin success at school in many ways.
- C. The student has helped to foster a sense of belonging by establishing supportive relationships with others and by being a positive Pasifika role model
- D. The student has shown respect for the protocols of PNINS.

The Pasifika Pride and Progress award is regarded as highly prestigious by our Pasifika students and their families.

Although the Pasifika cultural group was established to teach and promote Pasifika performing arts, it has come to represent so much more than this to the student members. It has been a means of teaching respect for each other and for the protocols of the school. It has established a collective Pasifika identity from a somewhat disparate group representing many Pacific Island cultures. It has been central to establishing a support network, and has provided a means of mentoring students, of developing leadership skills, of providing role models, of teaching literacy, of helping with homework, of reinforcing positive behaviour, of providing pastoral care, and establishing Pasifika pride. For many students it has been an important link between the culture of home and the culture of school. For some students it has been a way of discovering cultural traditions relating to heritages that they barely knew or understood. Their collective pride, passion, and support for each other is very clear to see. There has also been evidence of a “flow on” effect, with many students exhibiting this new-found confidence in other aspects of school life.

A poem, written by Sevelino Hakaumotu as part of the Pasifika literacy class, provides evidence of the significance of the cultural group to him personally. Many other students would echo his sentiments.

*When I was going to perform I practiced in the dusk and dawn.
I practiced every night and day, and hardly ever went to play.*

*Finally, I got a chance to show how I could sing and dance.
I stood up and performed with pride, with a smile that was so wide.*

*I loved to hear the great big cheer. Some Mums even shed a tear.
We performed the best we could, exactly as we knew we should.*

*I showed a special part of me, on stage for everyone to see.
My culture was admired by all, and I felt big instead of small.*

Now that we've become good friends I wish these times would never end!

Be proud of who you really are. Do your best and you'll go far.

By Sevelino Hakaumotu, year 7, PNINS

LOOKING AHEAD TO 2017

It is essential that in 2017 we work to support our staff in becoming more effective as educators of Pasifika students, and in becoming more attuned to the needs of these students. Professional learning and development should focus on these aspects. Members of our PNINS Pasifika focus group are able to suggest inspirational speakers for professional learning and development. They may also share some of their own wisdom with our staff. We are fortunate indeed in having such a wealth of knowledge and experience within our own community!

Gatherings with parents and family members should continue in 2017. It has been great to include the students in these events. The format of a shared meal and discussion seemed to work quite well this year. This format, of course, could be altered according to specific emergent needs. If the school engages the services of guest speakers for our staff we may even be able to arrange for addresses to parents as well (either at the same time, or later in the day). This is something that we could perhaps consider early next year.

The school will need to find cultural group tutors for next year. It is important to introduce our students to the performing arts from a variety of Pacific nations in order to reflect the various ethnicities of Pasifika students at PNINS.

It is anticipated that the Pasifika literacy support programme will continue next year. A group of year eight students has been selected to commence learning in Term One. The programme will be reviewed around the middle of the year. The group will gather in the art room for one afternoon in each 6-day rotation.

The PNINS Pasifika focus group will continue to meet each month. The school is fortunate to have the support and goodwill of our Pasifika families. These relationships are fundamental to our success in supporting Pasifika students. The school will continue to nurture these relationships.

Students Learning and Learning Skills

LOCAL GOAL 3a

To recognise the needs of all students and provide for their needs

STRATEGY:

To ensure that all students, including those with identified special needs develop the confidence to participate, engage and achieve in learning activities within the classroom context and school-wide programmes

FOCUS:

Students with identified special needs (e.g. learning, medical, social-emotional or behavioural) who: -

- 1) may require additional support and / or accommodations, including environmental adaptations, to be safe or to access the same curriculum as their peers, or,
- 2) may require the curriculum to be adapted for them

EXPECTED OUTCOMES:

All learners are expected to develop increasing confidence and independence at school.

All students are expected to continue to make progress as a result of high, realistic expectations.

At risk students will be identified and appropriate support or interventions put in place, to assist them to engage in learning activities, in all curriculum areas. (80% of the students identified, will engage, as evidenced by: their involvement in class, team and school activities and progress towards individual goals and / or learning support / class assessment.

The inclusion of students might 'look' different for different individuals, depending on each student's specific needs and circumstances.

ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION

The twenty-four students listed below have received additional transition and either **regular** SENCO monitoring or shorter term but intensive involvement.

Several students have either required specific planned interventions in the form of individual learning, behaviour or medical support plans or ongoing SENCO monitoring.

- 1 ORS– transition & outside agency liaison
- 2 (including the ORS student above) with sensory (hearing) impairments - transition / monitoring/ outside agency liaison RTD/AODC & transfer of assistive equipment
- 2 MOE – Severe Behaviour – 1 - transition & in-class support, outside agency liaison & ongoing monitoring + 1 - IWS / & in class support / Additional FTTE.

- 2 students under MOE - Physical Service - OT

- 6 RTLB (3 learning and behaviour / 3 learning.)

3 of these students have been categorized as having **High Learning Needs**

(HLN) – transition, ongoing monitoring, mentoring and RTLB liaison. 1 student no longer requires the services of the RTLB.

- 5 target students in 1 team (Tangaroa) who receive TA support. N.B. By having a TA based mainly in one team, several more students have been able to benefit from this arrangement and it allows for flexibility in timetabling.
- 1 student – Strengthening Families process + transition
- 2 target students in Rm15 with T.A. – learning.
- 3 social / emotional or medical

Approximately 10 other students have required shorter term involvement managing medical conditions, anxiety or social / emotional needs which initially affected their presence and participation. However, these students have required no further involvement since settling into and managing in this environment.

This number (34 in total) is a significant increase of students who have required direct SENCO involvement after transitioning into the school.

Of the twenty-four students listed above, six presenting with significant social or behavioural needs, often triggered by anxiety, will continue to need ongoing monitoring, differentiated approaches to behavior management and support. Progress for these students, is indicated by using finer grained progressions than for most students.

For three of these six students, the progress is indicative of the support / interventions they have received; their improved attitudes to learning and their use of the necessary self-regulatory skills to enable them to become more independent learners.

For the other three students, progress at this stage is still reliant on others to co-regulating with them by coaching or accommodating and managing their behaviours. These students' behaviours which have impacted on their presence and participation throughout their schooling, and they will continue to require a high level of support. However, for two of these students, although we have not yet been able to extinguish behavioural incidences, we have managed to reduce the number of incidences and the time needed to de-escalate an event. There is also evidence of increased engagement in learning tasks in the classroom. One student continues to struggle with school expectations for learning and behaviour made more difficult by his lack of engagement with external support agencies resourced to date to

assist him.

In summary, thirty-one of the thirty-four (91%) at-risk students identified as requiring SENCO monitoring or additional support whether it be long term or short term, have developed increasing confidence to participate and contribute in class, team and school activities. These students have been monitored for either learning, behaviour; sensory, physical or medical needs.

An excellent presentation by Leah Vennell, a MOE keyworker working with one particular student, gave all staff present a greater understanding about why students with interrupted brain development as a result of early experiences may present with behavioural challenges. It is important to acknowledge that for these students and several others being closely monitored and supported, social/behavioural goals - including developing emotional regulation and adaptive coping mechanisms - have taken priority over academic learning and one indicator of progress is when increasing focus can be given to their academic needs. Another indicator of progress is when the school-wide management plan can be used with these students and they require fewer accommodations with regards to consequences. The progress made by these students can be partly explained by the focus on restorative rather than punitive consequences and whole class and teacher 'buy into' of the need for differentiated approaches with individual students.

Several staff members have also taken part in Non-Violent Crisis Intervention (NVC) based around a particular student in mind. Research indicates that this approach is only effective if it is focused on a particular student with a support team around him or her. If there are several students, there may be an overlap where the SENCO or a member of Management is part of every team but in the case of two incidences occurring at the same time with different students, there also needs to be different staff members on each team to provide the class teacher with necessary back-up.

However, with the increase of students presenting with behavioural challenges, school-wide professional learning development will be beneficial in not only managing a crisis but in de-escalating situations that could lead to a crisis. Very recent changes to the legislation around restraint and seclusion have resulted in the publication of new guidelines and MOE initiatives to offer training to support schools in 'Understanding Behaviour – Responding Safely'. This P.D. can be delivered by MOE personnel specifically trained to train others. Schools can access this training by contacting the local MOE office.

In 2017 - Goal 3a will continue to remain a focus in school strategic plan, to ensure that as a school, we continue to move forward on the continuum of inclusiveness. The fact that half the school student population changes every year and new staff regularly enter, means that ongoing focus will remain on this in future years. Goal 3a will be slightly modified for 2017 to reflect our ongoing journey towards being an inclusive school and in response to the needs of the students enrolled.

Background Information –

A SENCO is designated to co-ordinate school support programmes and / or liaise with relevant support agencies for those students identified as requiring additional assistance or resourcing to meet their individual needs.

The SENCO is a member of the SENCO Network Steering Committee run in collaboration with the RTLB Service. This committee drives professional development and the sharing of best practise for primary and intermediate school SENCOs.

TRANSITION

Particular focus remains on ensuring that the transition of all students into this school is as smooth as possible.

Also, upon entry to school students are monitored carefully and steps are taken to assist any (other) student identified in this new school environment, as requiring support towards increasing their presence, participation and engagement, across all areas of the curriculum. For some of these students the measuring of finer grained progressions is important in determining progress as evident in either their IEPs or modified action plans but for others, the fact that they no longer require a formal individual educational or behaviour plan (other than the individual goals as per all students) is indicative of progress.

Transition for students with identified specific learning; behavioural or medical needs who may find transitions difficult, is often tailor-made depending on individual's needs.

A notable achievement is how quickly the majority of identified students settle as a result of the transition process followed. There is quite a marked difference between the time it takes these students to settle in the new environment compared to students who enrol at the beginning of the new school year.

There continue to be a number of 'unknown' students entering this school who have needs that we had not been made aware of prior to entry or who have surfaced in this environment. Several of these students have exhibited significant anxiety and have required short term interventions to increase their presence and participation at school.

Still of concern also is the number of students with medical conditions who have entered the school with medical conditions or specific learning difficulties not included on the enrolment form or in the transfer of information from their previous schools. There have also been several incidences when the previous primary teacher had been unaware that a student had a particular medical condition listed on the enrolment form to this school. **Next year being a major camp year, highlights the need to cross check information on ETAP with EOTC / Camp medical forms.** This will also be a usual check of the accuracy of data input also.

An established trend in this city is that the number of students who attract individual funding tend to either by-pass intermediate schools altogether to avoid two transitions or students tend to go to the intermediate that directly feeds into a fund-held high school/college i.e. Awatapu or Freyberg. The former scenario is an established practice between primary school fund-holders and secondary fund-holders.

Families of students who do not attract individual targeted funding but who have significant needs and will require some level of additional support throughout their schooling, are not often offered this option. These students may in some ways present with more challenges by the time they reach intermediate, partly because they may not have received sustained earlier interventions. Determining and accessing resourcing for these students has become a major role of the SENCO at this school.

Equal measure is made in transitioning students onto High School.

It is acknowledged that for parents of students with significant needs, the transition onto high school can be very stressful for both parent and child and may be another stage of

grieving when needing to rethink what goals / aspirations they wish for their child. Where appropriate, parents are accompanied by the SENCO to meet the HODs / Learning Support Co-ordinators of the respective high schools and colleges. Several schools may be visited with each family. This allows for increased confidence by the parents/caregivers to make informed decisions, and allows for information sharing and enables for timely transition to begin for their children.

The SENCO also meets with HODs of some high schools to ensure specific information has been passed on and negotiate possible special assessment conditions for those whose first introduction to their new school needs to be a positive one.

In 2016, the school looked for a means of providing additional (or alternative) evidence of students' progress and achievement for those students whose test scores do not reflect their potential, knowledge and thinking abilities. These are the students who can (with e.g. SACs - special assessment conditions) demonstrate knowledge and understanding of the curriculum content at the appropriate curriculum level e.g. students with specific learning disabilities such as dyslexia and dysgraphia. Unfortunately, not all high schools were prepared to allow any SACs for their entrance tests. Trialling of this was therefore limited to identified students who we knew were to intending to enrol in high schools that were prepared to make accommodations for them. The fact that these schools were prepared to do this, was the deciding factor for these students and their parents, in their choice of high school.

In 2017, the school will continue to look for ways of ensuring this transition process meets the needs of our students and supports both them and their families prepare for the next step in their schooling.

Summaries of interventions / progress for some specific students on the Support Register (with the exception of students on the Guidance Counsellor and ESOL rolls) is provided to the Board of Trustees annually in the SENCO's End of Year Report. Additional information about students on the Guidance counsellor and ESOL rolls are submitted separately by the relevant personnel.

Literacy and Numeracy Support Programmes at PNINS

Literacy Support

Learning Enhancement & Rainbow Reading

37 students were accepted onto one of the Literacy Support Programmes in 2016.

Several students have since left the school and one student has entered throughout the year – There is no comparative data percentages for these students. Growth and achievement for the majority of students is reflected in both school-wide assessment data (STAR) and literacy support (PROBE) data for Reading.

For Writing, school-wide data - e-asTTle is used to compare progress.

In 2016 additional hours were allocated during Term 2 for the purpose of lifting a performance of several students not already on a programme whose writing, based on beginning of the year results, was well below expected (Low level 2 or below). Inclusion in the group was based on discussions with class teachers and beginning of the year results.

Several teachers recognised that the beginning of the year results did not reflect their students' true capabilities and either the student and / or the teacher opted to have them remain in class. Both class teachers and the Learning Enhancement teacher will have contributed to these students' progress and of course the students themselves as they develop self-efficacy skills to support their literacy learning.

It also has to be acknowledged that for a growing number of students beginning of the year results may not reflect their true capabilities therefore, progress in mid-year and end of year assessments, may be partly explained by the fact that they have settled and have become increasingly confident in the new school environment.

The range of improvement within this small group for writing was two to four sub-levels.

Two of the five students improved by **4 sub – levels** which can be considered accelerated progress when the rule of thumb is - that students can be expected to improve 3 sub -levels (1 level) over a two-year period. **Two** more improved by **3 sub-levels** and **one** student had improved by **2 sub-levels**.

Within the literacy support context, using the PROBE Assessment of Reading - all for whom there was comparative data showed progress.

Range of progress for Year 7 students in 2016 - 6 months to 4.0 year's improvement (cf – 6 months to 3.0 years 2015)

All students for whom there is comparative data (19) have made progress (86%).

Fifteen students (68 %) have made **above expected progress** (i.e. 18 months or more) in the 9 months between testing (March to Nov) with six of these fifteen students making well above expected progress (3-4 years improvement).

Two students (9%) have made **expected progress** -1 year. *

*For a number of students accepted onto a support roll, one year's progress is quite significant compared to the limited progress made in the students' previous 5-6 years of schooling, especially when the student upon entry to this school, is reading 3 or more years below their chronological ages.

Two students (9%) have made **6 month's progress**, one student having been newly accepted onto a support programme mid-year.

For 3 students there was either no comparative or no reliable data to indicate progress

Range of progress for Year 8 students in 2014 – 1 year to 3 years plus* improvement (cf 2015 – 6m to 2 years)

*Students promoted off the Rainbow Reading programme at various stages throughout the year are then monitored by their class teachers who may use alternative assessments. These students are only assessed to the point of programme completion i.e. reading independently at the readability level of 11-12 years of age. They may well have improved by more than this by the end of the year.

Fourteen of the fifteen Year 8 students have made expected progress or better (93%).

Eleven students from both support programmes (**73%**) have made better than expected progress in the 9 months between testing - March - Nov (i.e. they have either improved by 18 months or more or they have successfully completed RRP).

Three students (20 %) have made expected progress - i.e. 2 levels – 1 year.

For **one student** there was no comparative data having left the school.

In 2017, it is important to closely monitor students' mileage in both reading and writing. It is recommended that any of next year's Year 8 students on a LS roll, who have shown less than expected progress in writing in 2016, will be very closely monitored (by class teachers and / or the literacy support teacher), to ensure that they are getting enough mileage in and explicit teaching of writing, in **both** the classroom and literacy support settings if they still meet the criteria for inclusion on a literacy support roll.

The exception to this is the Rainbow Reading Programme, where the main focus is on reading. Some writing does occur but class teachers will be reminded to monitor whether or not the students attending, are getting enough explicit teaching and mileage back in class.

It is also important that these students do not always miss out on school activities that allow them to demonstrate their strengths.

If information from the students' previous schools is accurate, more students demonstrate difficulty with writing than for reading upon entry to the school.

In 2017, students who had been on the roll in 2016 will be assessed by the LS team (PROBE) to determine - whether their progress is has continued over the summer break; whether it has been maintained or whether students' progress has fallen back.

School-wide assessment of Reading and Writing will also occur. This will help prioritise which Year 8 students remain on a literacy support roll and determine how they might best be supported. It is anticipated that this process will also identify number of Year 8 students who can be promoted off the programme, because their needs can now be catered for within the classroom programmes. School-wide assessment will also help determine which Year 7 students will require additional assessment with the intention of identifying which students will be prioritised for inclusion on a LS roll.

Ongoing moderation of PROBE Assessment will continue, to be consistent and fair across the school-wide context, consolidating assessment guidelines updated in 2013 (SENCO).

Numeracy Support – Knowledge / Maths Hub

The facilitator teacher of this programme, along with another class teacher have taken part in the ALIM project as part of their Teaching as Inquiry. Results for these students is impressive.

A total of 37 students have attended NS - Maths Hub throughout the year. A second intake in Term 3 was made possible by the promotion of 7 students off the programme mid – year and 2 students on the roll have left the school.

Therefore, students will either have been on the programme since Term 1 or Term 3.

Year 8 students working in Stage 5 were invited onto the programme and Year 7 students not already receiving additional support in literacy and working at Stage 5 were also invited.

N.B. Year 7 students can take time to settle into the new school environment and attending two withdrawal support programmes along with getting used to classroom and school routines can be quite challenging for some and hence a big ask, especially for those students whose lack of time management and organisation skills may partly explain their lack of progress to date. Several Year 8 students also found managing their timetables challenging.

Several teachers opted to cater for specific students in class.

A second smaller intake of student's working at Stage 5 or early stage 6 (Year 8s) occurred in Term 3 made possible by the promotion of several students off the programme. Students were prioritised if their school-wide mid-year results indicated either little or no progress when compared to beginning of the year results.

Individual needs and circumstances of some students in particular were considered in consultation with their teachers, who may have also discussed this with the parents and / or the students themselves before an invitation was given.

Students who were later promoted off the programme were working well within the next stage as determined by both school-wide assessment results and numeracy support information.

Because school-wide assessment was used for establishing entry levels, it was also used for comparative purposes in order to maintain consistency in assessment implementation.

Based on school-wide assessment results

82.5% of the Year 8 students have made significant progress with 65% of these students completing the stage they started on or better (One student who had been promoted off the roll because he had completed Stage 5 has continued to improve in class and has now also completed Stage 6). N.B. This can be considered accelerated progress, as generally students can be expected to be working within one stage for two years.

Those students who have not shown significant movement in the end of year school-wide results, had only begun attending the programme as part of the second intake.

All the students' progress will continue to be monitored until the end of the year and progress may be reflected in the Numeracy Support assessment that will have occurred later in Term 4.

90 % of the Year 7 students have made significant progress (10% - 2 students left the school throughout the year and therefore there is no comparative data for them.) This means that 100% of the Year 7 students remaining on the roll have made significant progress.

75% of these students completed the stage they started on or better (Two students promoted off the programme have continued to improve in class and have now also completed Stage 6 having completed 2 stages).

Special Education Policy & Learning Support Teacher Information booklet

These have been reviewed in 2016 as part of the regular review, to reflect the school's inclusive practices and current changes in the Education Sector related to Special Education. The 'Top Tips' booklet of handy hints has been amended with an extended section on students presenting with behavioural challenges to include information gathered as part of both the SENCO's Inquiry and ongoing P.D. from attending SENCO Network meetings.

Effective Curriculum Programmes

LOCAL GOAL 4

To provide effective and innovative curriculum programmes delivered by competent, positive and caring educators.

STRATEGY:

To put in place an effective professional development programme that will enable teachers to review and refine assessment, planning and teacher evaluation and to strengthen and develop teacher practice and middle leadership through Teaching as Inquiry

FOCUS:

Culturally responsive pedagogies through Teaching as Inquiry; and building Middle Leadership

EXPECTED OUTCOMES:

Through Teaching as Inquiry and building Middle Leadership, team leaders and classroom teachers will strengthen and develop their practice and pedagogies in order to be more culturally responsive both within the classroom and their teams.

Students of Maori and Pasifika origin will have improved outcomes in National Standard areas as a result of teacher inquiries relating to cultural and classroom practice

ACHIEVEMENT OUTCOME / ANALYSIS / REFLECTION

- ♦ Teacher only day at a local Marae (Rangitāne) took place on Friday 29 January. The focus was to enhance local knowledge of Maoritāunga and Tikānga. Speakers and facilitators from around the region shared their knowledge of Rangitāne Iwi and Cultural Responsive Pedagogies to continue to upskill teachers.
- ♦ During terms 1 and 2, a cultural audit was carried out by Iwi to determine 'what direction' we should be taking. We first needed to critique current practice and programmes that were already supporting education for Māori at PNINS.
- ♦ During terms 3 and 4, the school in collaboration with Iwi worked to develop the PNINS Cultural Responsive Framework. This framework was derived from the voice of whānau, staff, iwi and our tamariki. This framework development will continue into 2017 and at that point become a working document to share with all stakeholders. This will guide the PLD for 2017.
- ♦ Teachers had a 'case management' approach to the learning and teaching of priority and target students. Students' progress, strengths and needs were regularly discussed, (evidence based) the effectiveness of teachers' responses were explored on a regular basis and responsive follow-up interventions were designed and evaluated. The cultural competencies and practicing teacher criteria were discussed and reflected upon within this approach.

Looking Ahead to 2017:

The PNINS Cultural Responsive Framework development will continue into 2017. By the end of a term 1 a working document will be shared with all stakeholders for consultation. This framework will guide the PLD for 2017.

- ♦ Teaching as Inquiry Workshops will be held once per term by the schools Professional Learning Coach, and will further focus on building teachers' cultural competencies and demonstrating shared expectations for the inclusion of Maori and Pasifika in the classroom, and strengthening and developing teacher practice aligned with the Cultural Responsive Framework.
- ♦ Our professional learning coach aims to increase levels of priority by her 'touching base' more often, visiting classrooms, talking to target students, providing feedback, supplying relevant readings and brokering visits to other classrooms/schools.
- ♦ Middle leaders' ability to lead learning has the greatest impact on student achievement, because of this, we see our middle leader's forum with Central Normal School continuing into 2017.
- ♦ Several of our teachers are part of a MoE Teacher Led Innovation Fund project. This project entails bringing the Rangitane Curriculum into our school and classrooms. Each teacher is trialing this curriculum in their classroom programmes in 2017 and looking at how they can enhance their cultural responsiveness. Their learnings and experiences will be shared within our school learning community to support the learning of us all.

Sporting and Cultural Opportunities

LOCAL GOAL 5

To provide and promote student participation in a wide range of sporting and cultural opportunities.

STRATEGY:

To continue to involve our students in the Performing Arts with a view to staging a Performing Arts Showcase in 2016 as well as opportunities for students to explore the performing arts through their team programmes

FOCUS:

Student Participation in the Performing Arts

EXPECTED OUTCOMES:

- the establishment of a Pasifika Cultural Group
- a group of students and teachers attending Pasifika Fusion, with an eye to the future
- Kapahaka Group involvement in local Maori Culture Events/Performances
- Celebrating cultural diversity through the Multi-Cultural Festival
- Exposure to outside performances
- Ongoing strength and involvement in the Performing Arts at PNINS
- Three teams present their assemblies to the wider school
- Exploring avenues to involve more students in the Performing Arts

ACHIEVED OUTCOME / ANALYSIS / REFLECTION:

- ♦ The school has a newly formed cultural group who performed the opening item at Pasifika Fusion, the annual inter-school competition for secondary school students throughout the central region. Uniforms were designed, fabric sourced, and costumes created. The grandmother of one of the students sewed all of the garments to fit given measurements under great pressure with numerous time constraints. The school was very appreciative of her support. A young Niuean tutor, was very patient and effective in teaching the students some songs and dances from her own culture. A highlight for the boys was the Niuean takalo, which was originally composed to deter Captain Cook from landing on Niue. The boys learnt to perform this with incredible power and passion. However, their enjoyment when doing so sometimes meant that their supposedly fearsome rendition was often marred by huge smiles. A former student, came from Palmerston North Girls High during her lunch times in order to teach the girls a special Tongan dance. Numerous practices were held during

lunchtimes and on Saturdays throughout term 2. Our group performed admirably on the stage in the Regent Theatre. They made their families incredibly proud.

- ♦ The cultural group also performed to the school at blue badge assemblies. They have also performed at each of the performing arts showcases. Two of these performances were for students from contributing schools. The third performance was for parents and family members.
- ♦ Term 2 saw the Kapa Haka Group compete at the Regent at the Pae Tamariki Festival. At this festival, the Regional organisers invited the PNINS Kapa Haka Group to perform at the Regionals. During the lead up to this the group also had the Taradale Exchange and PNINS Showcase Performances to factor into their busy schedule.
- ♦ The Taradale Performing Arts Exchange saw the Kapa Haka groups from both schools combine to learn and perform two new waiata, each unique to their own regions.
- ♦ The Kapa Haka group performed with pride and passion at the Kapa Haka Regionals. They were placed 10th out of 12 groups performing. The performance level of each group was outstanding and high and it was more important for our students to be part of it and to see everyone at their best.
- ♦ Each week as part of the performing arts programme the Kapa Haka Group come together to practice and learn. Kapa Haka tutors - teachers and parents, share their talents and abilities with our Kapa Haka students in Maori Culture.
- ♦ The annual Multi-Cultural Festival was held in Term 3. This festival provides an opportunity for students representing 35 nationalities to share their culture and customs, based on a particular theme. This year's theme was 'Attractions', which was initially part of the First Voice Writing Programme. This saw mentors from each student's homeland come together, with our students, at the Palmerston North City Library to write their own story about their country's attractions. These individual stories are published in the First Voice Magazine, and presented to each student by a Palmerston North City Library staff member at the Multi-Cultural Festival. The Festival featured dances, musical instruments and song, as well as information about the special attractions from their homelands. The annual Multi-Cultural Festival is well attended by parents and family members as we come together to celebrate the multi-cultural dimension of PNINS.
- ♦ The PNINS Performing Arts Groups have had many opportunities this year to share their performing arts talents, both within the school and outside in the community. Involvement in outside community events including: the PN Rotary Club, Rotary Youth Music Festival, Super Arts (Regional Intermediate Competition) Dance, Drama, Orchestra, and choir, Kids Sing, choir guest performers at Digi Awards, Jazz Band, Drama Group, Choir and Kapa Haka all performed at the school's 75th Jubilee, Traadale Perofrming Arts Exchange (all groups performed), Perofming Arts Showcase (all groups performed to parents and contributing school students).
- ♦ Three teams performed to the wider school and their parents, this year, as part of our Friday assembly programme. These were highly successfula and well attended by over 100 parents at each performance.

Music and the Performing Arts are aesthetic; introducing our students to such opportunities that the Arts offer can only benefit our students, and make them better, more rounded people, in the future. There are certainly students that, as a result of participating in our performing arts groups, school production, and team assemblies, have matured and grown in confidence and stature and some who have found a whole new hobby that they had never considered before.

In today's society, more than ever, we need to be giving our children a way of 'escaping' from the stresses and pressures of everyday life. Music, Dance, Drama, Singing, Visual Art, and performing offer such opportunities and, as such, the importance of teaching and encouraging these disciplines should never be underestimated.

Looking ahead to 2017

- ♦ With an additional Kapa Haka tutor/teacher for 2017, the aim is to continue to build and develop the Kapa Haka Group so that it remains a strength at PNINS and for them to compete both locally and regionally in competitions.
- ♦ To continue to build and develop the newly formed Pasifika Group and diversify their cultural items so that all Pasifika are represented. Also, to continue to take up invitations from the Manawatu Pasifika Community to perform at various cultural events.
- ♦ PNINS has secured the performance rights to Disney's *The Lion King' Junior* for 2017. It is envisaged that this will be performed early Term 4.
- ♦ The school will continue to promote the whole range of performing arts currently offered and provide opportunities for as many students as possible to be actively involved in a performing art whether that be at a class, team or school level.

Social and Emotional Needs of Students

LOCAL GOAL 6

To provide for the social and emotional needs of students.

STRATEGY:

To introduce an organised lunchtime sports participation and activities programme, to engage students of all skill levels in productive, fun, challenging lunchtime activities

FOCUS:

Lunchtime Challenges/Activities

EXPECTED OUTCOMES:

- Students will have access to a wider range of outdoor physical opportunities and activities
- Stage 2 of the 1 km Circuit Track will be completed with up to 10 fitness stations at various intervals around it
- Student overall level of fitness will have improved and their level of involvement in morning tea and lunchtime play/games/challenges will be increased
- School sports coaching will take place across a number of sporting codes throughout the year

ACHIEVED OUTCOME / ANALYSIS / REFLECTION:

With the completion of Stage One of the 1km fitness/running track (around the perimeter of the school), large numbers of students are running this track daily (before, during and after school). Stage Two saw the installation of 10 fitness stations at various intervals around the track. Each station is designed to develop particular fitness and the installation of safety padding beneath these stations will complete this project. A walkathon fundraiser centered on the running track raised \$10,000 to go towards the completion of Stage Two.

In addition to this, students are actively engaged during intervals and lunchtimes in a variety of self-driven physical activities ranging from hand ball, kick ball, touch, inter challenge course, and other personally organized activities.

Extending morning interval to 30 minutes has enabled students to engage in more physical type activities. In addition, inter-team lunchtime challenges are organized by student leaders/teacher, this is aimed at engaging those students and building team spirit. This is also an opportunity for students who are not in organized school sports teams to participate and compete in team related challenges.

Ultimate Challenges of a physical nature are held throughout the year, these also give students opportunities to challenge themselves.

A number of staff and parents dedicate their time to coach and manage a large number of winter and summer sports teams throughout the year. Well over half of our school population, are engaged in a school related sport activities throughout the year.

A number of students are selected for Manawatu Representative Sport Teams and compete at the highest level for their age group. A few students excel at a National and International level and are the recipient of the Principal's Certificate of Excellence (and badge).

Looking Ahead to 2017:

Fitness/Running Track

- ♦ Stage Two will be completed during the Christmas Holiday period; the intention is that this facility will provide ongoing opportunities for students to run but also enable the school to develop three levels of fitness challenge for the students to attempt.
- ♦ Stage Three will be the photographic signage at each station allowing students to visualize the correct usage/technique for the use of each apparatus (PNINS students will be used to model these.)

The school will continue to promote and encourage all students to actively participate in a range of sporting activities that PNINS offers during daily morning intervals and lunchtimes. The school will also continue to promote engagement in individual and team related activities and represent our school in local and regional competitions, be it summer or winter sporting codes.

Community Engagement

LOCAL GOAL 7

To encourage an effective partnership between the school and its community

STRATEGY:

To keep parents informed of National Standards, changes to curriculum, curriculum delivery and aspects of issues relating to the development of emerging adolescents

FOCUS:

Parent Education Meetings and Publications

EXPECTED OUTCOMES:

- Informal Meet the Teacher Team picnics in February will be held
- Inclusion of information in school newsletters, pamphlets and on our school website relating to curriculum and issues relevant to the learning and developmental needs of the emerging adolescent
- MOE Booklets re National Standards (in different Pasifika Languages) will be distributed following a meeting on the National Standards with Pasifika parents, as well as the pamphlet on the Pasifika Learning Fale
- Other Parent Education Meetings to be held throughout the year are: 'Changes at Puberty', 'NZ Aims Tournament', 'Marae Overnight', 'Whanau Hui', Parent/Teacher/Student Conferences (x2), 'Science & Technology', Nga Tohunga (Specialist) Programme Conferences
- Regular newsletter pamphlet inserts will be distributed - these relate to all aspects of school life e.g. Literacy/Numeracy/Learning Support/ GATE programmes/Yu Can Do It! Education/ Behaviour Management/Bullying & Harassment...
- The school will hold a Parent Orientation Evening (in September) to share the philosophy and the school's approach to educating pre-adolescent students. This will focus on the four dimensions to learning at PNINS (Academia, Performing Arts, Sport and Citizenship), as well as the school's social and emotional programme – You Can Do It! Education

ACHIEVED OUTCOME / ANALYSIS / REFLECTION:

- ♦ Each team held a Meet the Teacher Team picnic in February and Boil-Up sessions (held at the Marae) in March – these were well attended by parents who appreciated them

- ♦ School newsletters include information pamphlets relating to curriculum and issues relevant to the learning and development of emerging adolescents
- ♦ Parents were issued with a PNINS booklet that outlined the school's 2016 National Standards Overview
- ♦ The newly designed Pasifika Learning Fale pamphlet (prepared in consultation with our Pasifika Parents) went out to all Pasifika Parents and was very well received
- ♦ Other Parent Education Meetings were held throughout the year, these included: 'Changes at Puberty', 'NZ Aims Tournament', 'Marae Overnight', 'Whanau Hui', Parent/Teacher/Student Conferences (x2), 'Science & Technology', Nga Tohunga (Specialist) Programme Conferences
- ♦ Regular newsletter pamphlet inserts were included- these related to all aspects of school life e.g. Literacy/Numeracy/Learning Support/ GATE programmes/Yu Can Do It! Education/ Behaviour Management/Bullying & Harassment/Cybersafety/BYOD Policy and Guidelines...
- ♦ The 2017 School Propsectus was distributed to all prospective parents of 2017 Year 7s students.
- ♦ Monthly meetings with our Pasifika Parents' Consultation Group were held as were regular Maori Whanau Meetings were held (at school and on the Marae)
- ♦ PNINS in February 2016 signed a Memorandum of Understanding with Rangitaane Iwi that formalised the connection and forward relationship between PNINS and Rangitaane o Manawatu (the recognised tangata whenua iwi of Manawatu)
- ♦ This new relationship has resulted in greater collaboration between iwi and school towards developing the PNINS Cultural Responsive Framework that will centre on the Rangitaane Iwi Curriculum

Looking Ahead to 2017

- ♦ The PNINS Cultural Responsive Framework development will continue into 2017. By the end of a term 1 a working document will be shared with all stakeholders for consultation. This framework will guide the PLD for 2017.
- ♦ Several of our teachers are part of a MoE Teacher Led Innovation Fund project. This project entails bringing the Rangitane Curriculum into our school and classrooms. Each teacher is trialing this curriculum in their classroom programmes in 2017 and looking at how they can enhance their cultural responsiveness. Their learnings and experiences will be shared within our school learning community to support the learning of us all.
- ♦ The Pasifika Parents' Consultation Meetings will continue to further enhance the implementation of the Pasifika Learning Fale, as well as build the cultural Pasifika Group
- ♦ Where possible the school will look to engage both staff and students in Rangitaane Iwi and Pasifika community events
- ♦ Newsletters will continue to provide valuable information to parents both in terms of curriculum, National Standards, Health & Safety, celebration of student achievement (across all four dimensions), as well as, aspects unique to pre-adolescents social and emotional well-being

Students' Learning and Learning Skills

LOCAL GOAL 8

To nurture a strong desire to learn while developing the skills to learn.

STRATEGY:

To provide greater opportunities for students to use their own IT devices at school to further enhance and personalise their learning

FOCUS:

Introducing BYOD school wide

EXPECTED OUTCOMES:

- Greater opportunities for students to use devices in school to further enhance and personalise their learning
- Teachers will blend BYOD into their daily learning programme alongside the traditional approach
- The school's rigorous cybersafety practices will be reflected in each learning environment
- All use agreements are understood and signed by students and staff

ACHIEVED OUTCOMES

- Plan and run an 'ICT Teacher Only Day' to all staff at the beginning of 2016 - to help develop and support staff in the implementation of Google Blogs/use of Google Drive/YouTube Channels/SMART Model etc
- Creation and implementation of the PNINS Digital Citizenship Unit 2016 (included into the TOD)
- Creation and implementation of the PNINS 'Trusted Pass' system 2016 (included into the TOD)
- Implementation of BYOD school wide in 2016, ongoing support for eTap information, importance of forms, recording of serial numbers etc
- Introduction of BYOD in a Communications Assembly beginning of Term 2 (outlined all rules/expectations for PNINS BYOD).
- Safer Internet Day 2016 Term 1, Week 2)- School wide focus on Digital Citizenship/BYOD Implementation/Trusted Passes/Class BYOD Contract and Rules etc in all classes
- School wide ICT Stocktake 2016
- Provide ongoing workshops around the concepts of Google Blogs during lunch hours
- Was trained in/set up Linewise (during school holiday time) a school wide management programme that helped monitor students use of devices in the classroom.
- Provided ongoing emails of support around e-asttle issues and school-wide testing
- Creation and feedback for a BYOD Survey
- Digi Award entries - 2 x 1st places in the Year 7/8 category at the Manawatu Digi Awards
- Managed the repairs, replacements, implementation of new devices
- Promoted the correct use of logging an ICT issue school wide
- Worked closely alongside the ICT Technician

- 2 x pamphlets provided to parents (one for beginning of BYOD and one for 2017 parents)

ANALYSIS/ REFLECTIONS:

PNINS BYOD Numbers Beginning of Term 2, 2016

Arataki		Ikitere		Rangitane				Tangaroa		Kahukura	
Rm 1	14	Rm 5	12	Rm 12	22	Rm 34	14	Rm 22	18	Rm 26	9
Rm 2	20	Rm 6	19	Rm 13	17	Rm 35	17	Rm 23	19	Rm 27	16
Rm 3	16	Rm 7	24	Rm 14	24	Rm 36	29	Rm 24	16	Rm 29	8
Rm 4	15			Rm 15	20	Rm 37	22	Rm 25	19	Rm 33	15
Total	65		55		83		82		72		48

405 Total

PNINS BYOD Numbers Beginning of Term 3, 2016

Arataki		Ikitere		Rangitane				Tangaroa		Kahukura	
Rm 1	17	Rm 5	12	Rm 12	12	Rm 34	11	Rm 22	15	Rm 26	7
Rm 2	21	Rm 6	19	Rm 13	10	Rm 35	10	Rm 23	13	Rm 27	13
Rm 3	18	Rm 7	25	Rm 14	18	Rm 36	20	Rm 24	13	Rm 29	7
Rm 4	17			Rm 15	14	Rm 37	23	Rm 25	13	Rm 33	9
Total	73		56		54		61		54		36

- We need to ask staff why the BYOD numbers dropped over the year. Are they continually promoting and using the BYOD device in the classroom?? And using the SMAR model as much as possible?
- Do staff need to share/have the chance to explore ways to use ICT devices with more purpose in the classroom?
- Whole staff PD around how to implementation and effectively use BYOD devices at school?
- We need to continue to look at the purpose of and the effectiveness of the Google Blogs (using the home sample format). Are we already doing enough to report to parents? Can the blogs be used as a way of celebrating learning school wide?? This needs to be revised before the end of 2016.
- We have some keen, younger staff that are more than happy to move forward and make ICT use in the school more effective and worthwhile. Can we develop an ICT expert in each team??
- Continue to get TLs to regularly update the ICT Stocktake form and log a list of repairs

Proposals for 2017:

- ♦ Implement a two-year cycle 'Digital Citizenship' unit - Bridging the GAP resource - Share this at a Pedagogy Pop Up first few weeks of 2017
- ♦ BYOD school wide in 2017, ongoing support for eTap information, importance of forms, recording of serial numbers etc
- ♦ Safer Internet Day 2017 (Term 1, Week 2)- School wide focus on Digital Citizenship/BYOD Implementation/Trusted Passes/Class BYOD Contract and Rules etc in all classes
- ♦ Shift school wide email server from Office 365 to Gmail Accounts - to streamline the use of email and the use of Google Drive for collaborative planning will be done in Term 4 holidays - use of Gmail will need to be shared with staff at Teacher Only Day
- ♦ Further education for students, staff and parents regarding new laws – 'Cyberbullying Legislation'
- ♦ School wide Google Calendar introduced in 2017
- ♦ Ensure teachers are promoting the use of BYOD school wide (continue reminders are important).
- ♦ Implementation of the PNINS Digital Citizenship Unit 2017
- ♦ Implementation of the PNINS 'Trusted Pass' system 2017
- ♦ Ensure teachers are using the SMAR model effectively in their classrooms to utilise BYOD and school leased devices to their full potential
- ♦ Upskill staff in the use of Chromebooks and iPads - possibly Professional Development for all staff
- ♦ Upskill staff in the use of Class Wize (Programme enabled under our purchase of Linewize, where teachers can effectively monitor the use of devices in their own classrooms/turn their class Wifi access on and off/allocate certain websites only etc). – Professional Development during Teacher Only Day 2017
- ♦ Introduce an ICT expert in each teaching team that works alongside IT Curriculum Leader to implement and support the use of ICT in their team

David Jopson
Principal
31 December 2016

Liam Greer
Chairperson, Board of Trustees
31 December 2016