

# Pillans Point School

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 01894

**Principal:** Matt Simeon

**School Address:** 101 Maxwells Road, Otumoetai, Tauranga

**School Postal Address:** 101 Maxwells Road, Otumoetai, Tauranga

**School Phone:** 07 576 9407

**School Email:** [accounts@pillanspoint.school.nz](mailto:accounts@pillanspoint.school.nz)

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Expiry Date</b>
Scott Hamilton	Chair Person	Elected June 2016	June 2019
Matt Simeon	Principal		
Catherine Connell	Parent Rep	Selected November 2018	June 2019
Luke Stewart	Parent Rep	Elected June 2016	June 2019
Paul Stott	Parent Rep	Elected June 2016	June 2019
Jess Holtom	Parent Rep	Elected June 2016	June 2019
Mel McDonald	Parent Rep	Elected June 2016	June 2019
Simon Potter	Parent Rep	Elected June 2016	September 2018
Christine Winstanley	Staff Rep		June 2019

# Pillans Point School

Annual Report - For the year ended 31 December 2018

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# Pillans Point School

## Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

Scott Hamilton

Full Name of Board Chairperson

Signature of Board Chairperson

Date:

Matthew Leonard James Simeion

Full Name of Principal

Signature of Principal

Date:

**Pillans Point School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	3,420,461	3,056,224	3,337,162
Locally Raised Funds	3	271,615	211,700	303,391
Interest Earned		3,644	500	856
Gain on Sale of Property, Plant and Equipment		1,217	1,000	-
International Students	5	245,031	220,435	187,348
		<u>3,941,968</u>	<u>3,489,859</u>	<u>3,828,757</u>
<b>Expenses</b>				
Locally Raised Funds	3	112,692	106,000	234,658
International Students	5	146,746	142,100	117,972
Learning Resources	6	2,533,399	2,276,917	2,431,547
Administration	7	263,918	248,990	212,012
Finance		11,979	6,500	-
Property	8	673,711	599,679	707,976
Depreciation	9	145,837	110,700	116,730
Loss on Disposal of Property, Plant and Equipment		1,169	-	5,938
		<u>3,889,451</u>	<u>3,490,886</u>	<u>3,826,833</u>
<b>Net Surplus / (Deficit) for the year</b>		52,517	(1,027)	1,924
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>52,517</u></u>	<u><u>(1,027)</u></u>	<u><u>1,924</u></u>

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

## Pillans Point School

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>845,426</u>	<u>857,791</u>	<u>830,170</u>
Total comprehensive revenue and expense for the year	52,517	(1,027)	1,924
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	13,332
<b>Equity at 31 December</b>	<u>897,944</u>	<u>856,764</u>	<u>845,426</u>
Retained Earnings	897,944	856,764	845,426
<b>Equity at 31 December</b>	<u>897,944</u>	<u>856,764</u>	<u>845,426</u>

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

**Pillans Point School**  
**Statement of Financial Position**

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	10	284,425	375,209	447,134
Accounts Receivable	11	184,228	162,613	153,741
GST Receivable			-	4,292
Prepayments		31,014	-	14,141
Inventories	12	24,626	30,000	16,143
Investments	13	100,000		
		<u>624,292</u>	<u>567,822</u>	<u>635,451</u>
<b>Current Liabilities</b>				
GST Payable		1,907	-	-
Accounts Payable	15	222,008	180,000	193,867
Revenue Received in Advance	16	164,869	150,000	115,826
Provision for Cyclical Maintenance	17	-	7,935	1,108
Painting Contract Liability - Current Portion	18	10,830	10,730	11,296
Finance Lease Liability - Current Portion	19	21,397	11,135	13,239
Funds held in Trust	20	5,920	2,100	-
Funds held for Capital Works Projects	24	-	-	48,673
		<u>426,932</u>	<u>361,900</u>	<u>384,010</u>
<b>Working Capital Surplus/(Deficit)</b>		197,360	205,922	251,441
<b>Non-current Assets</b>				
Property, Plant and Equipment	14	747,250	767,000	673,027
		<u>747,250</u>	<u>767,000</u>	<u>673,027</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	17	15,145	74,376	63,432
Painting Contract Liability	18	-	-	4,170
Finance Lease Liability	19	31,522	41,782	11,440
		<u>46,667</u>	<u>116,158</u>	<u>79,042</u>
<b>Net Assets</b>		<u>897,944</u>	<u>856,764</u>	<u>845,426</u>
<b>Equity</b>				
		<u>897,944</u>	<u>856,764</u>	<u>845,426</u>
		-	-	-

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

**Pillans Point School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		708,434	709,578	729,298
Locally Raised Funds		237,075	199,087	308,822
International Students		294,073	270,435	262,174
Goods and Services Tax (net)		6,199	-	71,719
Payments to Employees		(462,955)	(405,879)	(442,326)
Payments to Suppliers		(597,336)	(560,504)	(886,115)
Cyclical Maintenance Payments in the year		-	(7,689)	
Interest Paid		(11,979)	(6,500)	
Interest Received		2,942	500	856
Net cash from / (to) the Operating Activities		176,453	199,028	44,428
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		1,728	1,000	2,609
Purchase of PPE (and Intangibles)		(161,464)	(215,700)	(104,267)
Purchase of Investments		(100,000)		
Net cash from / (to) the Investing Activities		(259,736)	(214,700)	(101,658)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	13,332
Finance Lease Payments		(32,037)	(54,083)	(37,462)
Painting contract payments		(4,636)	(4,270)	(7,710)
Funds Administered on Behalf of Third Parties		5,920	2,100	(123,880)
Funds Held for Capital Works Projects		(48,673)	-	
Net cash from Financing Activities		(79,426)	(56,253)	(155,720)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(162,709)</b>	<b>(71,925)</b>	<b>(212,950)</b>
Cash and cash equivalents at the beginning of the year	10	447,134	447,134	660,084
<b>Cash and cash equivalents at the end of the year</b>	10	<b>284,425</b>	<b>375,209</b>	<b>447,134</b>

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

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

# Pillans Point School

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

###### ***Critical Accounting Estimates And Assumptions***

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

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

###### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.

**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 18.

**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 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.

#### **k) Property, Plant and Equipment**

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

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

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

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

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

#### **Leased Assets**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	18–50 years
Furniture and equipment	5–15 years
Information and communication technology	5 years
Textbooks	8 years

Leased assets held under a Finance Lease  
Library resources

3 years  
12.5% Diminishing value

## **I) Intangible Assets**

### *Software costs*

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

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

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

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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

## **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 international students 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) 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.

#### **r) 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).

#### **s) 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.

#### **t) 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.

#### **u) Budget Figures**

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

#### **v) Services received in-kind**

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

## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	668,951	631,921	616,714
Teachers' salaries grants	2,229,874	2,017,303	2,120,407
Use of Land and Buildings grants	482,154	390,000	487,457
Other MoE Grants	29,610	17,000	-
Other government grants	9,872	-	112,584
	3,420,461	3,056,224	3,337,162

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	30,569	30,000	39,721
Bequests & Grants	-	-	-
Activities	80,741	68,500	163,587
Trading	57,538	46,200	52,650
Fundraising	71,385	52,000	47,433
Other Revenue	31,382	15,000	-
	271,615	211,700	303,391
<b>Expenses</b>			
Activities	46,919	52,000	175,042
Trading	55,893	46,000	51,763
Fundraising costs	9,881	8,000	7,853
Other Expenses	-	-	-
	112,692	106,000	234,658
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	158,923	105,700	68,733

## 5. International Student Revenue and Expenses

	2018	2018	2017
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	15	14	14
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International student fees	245,031	220,435	187,348
<b>Expenses</b>			
Advertising	14,792	12,000	12,512
Commissions	25,533	30,600	23,336
International student levy	3,713	7,300	5,598
Employee Benefit - Salaries	88,586	67,000	66,490
Other Expenses	14,123	25,200	10,036
	146,746	142,100	117,973
<i>Surplus/ (Deficit) for the year International Students'</i>	98,285	78,335	69,376

## 6. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	75,063	75,814	58,101
Equipment repairs	-	-	5,278
Information and communication technology	8,477	10,200	5,120
Library resources	2,895	1,000	505
Employee benefits - salaries	2,418,420	2,164,903	2,337,314
Staff development	28,544	25,000	25,229
	2,533,399	2,276,917	2,431,547

## 7. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,944	5,000	4,800
Board of Trustees Fees	2,200	3,640	1,925
Board of Trustees Expenses	2,104	2,000	3,453
Communication	16,878	17,000	7,835
Consumables	13,237	8,500	7,449
Operating Lease	-	20,300	22,142
Legal Fees	-	-	1,740
Other	40,999	31,100	24,933
Employee Benefits - Salaries	158,788	135,700	124,775
Insurance	10,569	9,750	9,460
Service Providers, Contractors and Consultancy	14,200	16,000	3,500
	<u>263,918</u>	<u>248,990</u>	<u>212,012</u>

## 8. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,304	6,200	58,668
Consultancy and Contract Services	46,016	47,000	
Cyclical Maintenance Expense	(39,805)	-	12,271
Grounds	8,141	7,500	15,733
Heat, Light and Water	35,305	33,000	30,590
Rates	10,469	8,400	8,358
Repairs and Maintenance	62,759	49,000	49,261
Use of Land and Buildings	482,154	390,000	487,457
Security	4,556	3,000	-
Employee Benefits - Salaries	56,812	55,579	45,638
	<u>673,711</u>	<u>599,679</u>	<u>707,976</u>

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

## 9. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	12,281	12,500	12,307
Furniture and Equipment	47,030	41,500	46,006
Information and Communication Technology	53,075	55,000	55,827
Textbooks	239	100	86
Leased Assets	30,707	-	-
Library Resources	2,505	1,600	2,504
	<u>145,837</u>	<u>110,700</u>	<u>116,730</u>

## 10. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	284,425	375,209	447,134
Short-term Bank Deposits	-	-	-
Cash and cash equivalents for Cash Flow Statement	284,425	375,209	447,134

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

## 11. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	27,618	12,613	18,432
Interest Receivable	702	-	-
Teacher Salaries Grant Receivable	155,908	150,000	135,309
	184,228	162,613	153,741
Receivables from Exchange Transactions	28,320	12,613	18,432
Receivables from Non-Exchange Transactions	155,908	150,000	135,309
	184,228	162,613	153,741

## 12. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
School Uniforms	24,626	30,000	16,143
	24,626	30,000	16,143

## 13. Investments

The Group and School's investment's are classified as follows:

	2018 Actual \$	School 2018 (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	100,000	-	-
Non-current Asset			
Long-term Bank Deposits	-	-	-

#### 14. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	152,552	-			(12,280)	140,272
Furniture and Equipment	360,303	96,679	(628)		(47,030)	409,324
Information and Communication Technology	118,687	63,382			(53,074)	128,995
Textbooks	239				(239)	-
Leased Assets	23,718	56,661	(1,053)		(30,707)	48,618
Library Resources	17,528	5,017			(2,505)	20,041
<b>Balance at 31 December 2018</b>	<b>673,027</b>	<b>221,739</b>	<b>(1,681)</b>	<b>-</b>	<b>(145,835)</b>	<b>747,250</b>

2018	Cost or \$	Accumulated \$	Net Book \$
Buildings	342,159	(201,888)	140,271
Furniture and Equipment	788,859	(379,535)	409,324
Information and Communication	384,477	(255,482)	128,996
Textbooks	19,755	(19,755)	-
Leased Assets	87,379	(38,760)	48,619
Library Resources	126,694	(106,654)	20,041
<b>Balance at 31 December 2018</b>	<b>1,749,324</b>	<b>(1,002,074)</b>	<b>747,250</b>

2017	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	164,859	-			(12,307)	152,552
Furniture and Equipment	343,706	62,603			(46,006)	360,303
Information and Communication	114,732	57,269	(8,799)		(44,515)	118,687
Textbooks	325	-			(86)	239
Leased Assets	23,130	14,257	(2,357)		(11,312)	23,718
Library Resources	11,198	8,834			(2,504)	17,528
<b>Balance at 31 December 2017</b>	<b>657,950</b>	<b>142,963</b>	<b>(11,156)</b>	<b>-</b>	<b>(116,730)</b>	<b>673,027</b>

The net carrying value of equipment held under a finance lease is **\$48,619 (2017: \$24,775)**

**15. Accounts Payable**

	<b>2018 Actual</b>	<b>2018 (Unaudited)</b>	<b>2017 Actual</b>
Operating creditors	36,324	30,000	58,558
Accruals	25,320	-	-
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	160,365	150,000	135,309
Employee Entitlements - leave accrual	-	-	-
Due Beyond One Year	-	-	-
	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>

**16. Revenue Received in Advance**

	<b>2018 Actual</b>	<b>2018 Budget</b>	<b>2017 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
International Student Fees	159,196	150,000	115,826
Other	5,674	-	-
	<hr/>	<hr/>	<hr/>
	<hr/>	<hr/>	<hr/>

## 17. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	64,540	64,540	52,269
Increase/ (decrease) to the Provision During the Year	(49,395)	-	12,271
Use of the Provision During the Year	-		
Provision at the End of the Year	<u>15,145</u>	<u>64,540</u>	<u>64,540</u>
Cyclical Maintenance - Current	-	7,935	1,108
Cyclical Maintenance - Term	15,145	74,376	63,432
	<u>15,145</u>	<u>82,311</u>	<u>64,540</u>

## 18. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	10,830	10,730	11,296
Non Current Liability	-	-	4,170
	<u>10,830</u>	<u>10,730</u>	<u>15,466</u>

In **2013** the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in **2013**, with regular maintenance in subsequent years. The agreement has an annual commitment of **\$10,830**. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 19. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	21,397	2,050	13,239
Later than One Year and no Later than Five Years	31,522	3,250	11,440
Later than Five Years	-	-	-
	<u>52,919</u>	<u>5,300</u>	<u>24,679</u>

## 20. Funds held in Trust

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	5,920	2,100	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>5,920</u>	<u>2,100</u>	<u>-</u>

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

## 21. 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.

## 22. Remuneration

### *Key management personnel compensation*

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

	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,200	1,925
Full-time equivalent members	0.18	0.12
<i>Leadership Team</i>		
Remuneration	703,099	595,657
Full-time equivalent members	7	6
Total key management personnel remuneration	<u>705,299</u>	<u>597,582</u>
Total full-time equivalent personnel	<u>7.18</u>	<u>6.12</u>

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:

	<b>2018 Actual \$000</b>	<b>2017 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### *Other Employees*

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:

	<b>2018 Actual</b>	<b>2017 Actual</b>
Total	-	-
Number of People	-	-

### 23. Contingencies

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

#### Holidays Act Compliance – schools payroll

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

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

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

### 24. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
9 Classroom Block	<i>Completed</i>	12,471		33,813	21,342	0
Playground Redevelopment	<i>Completed</i>	36,203		36,942	739	0
		-			-	-
Totals		48,674	-	70,755	22,081	0

#### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

	-
	-
	-

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
9 Classroom Block	<i>In progress</i>	99,876	171,796	259,201	-	12,471
Archeological Investigation - 9 Classroom Block	<i>Completed</i>	15,996	(4,424)	11,572	-	-
Hub Refurbishment	<i>Completed</i>	(1,686)	1,766	80	-	-
Playground Redevelopment	<i>In progress</i>	58,368	-	22,165	-	36,203
Totals		172,554	169,138	293,018	-	48,674

## 25. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has nil contract agreements for capital works.

(Capital commitments at 31 December 2017: \$1,788,685)

### (b) Operating Commitments

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

- (a) operating lease of a Coffee Machine
- (b) Other charges on a CSG photocopier

	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
No later than One Year	6,532	29,991
Later than One Year and No Later than Five Years	12,764	39,338
Later than Five Years		
	<u>19,296</u>	<u>69,329</u>

## 26. 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.

## 27. Financial Instruments

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

	<b>2018 Actual \$</b>	<b>2018 Budget (Unaudited) \$</b>	<b>2017 Actual \$</b>
Cash and Cash Equivalents	384,425	375,209	447,134
Receivables	184,228	162,613	153,741
Total Loans and Receivables	<u>568,653</u>	<u>537,822</u>	<u>600,875</u>

### Financial liabilities measured at amortised cost

Payables	222,008	180,000	193,867
Borrowings - Loans	-	-	-
Finance Leases	52,919	52,917	24,679
Painting Contract Liability	10,830	10,730	15,466
Total Financial Liabilities Measured at Amortised Cost	<u>285,757</u>	<u>243,647</u>	<u>234,012</u>

## 28. Events After Balance Date

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

## Independent Auditor's Report

# To the Readers of Pillans Point School's Financial Statements

## For the Year Ended 31 December 2018

The Auditor-General is the auditor of Pillans Point School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 4 to 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

### Basis for our opinion

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

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

#### CHARTERED ACCOUNTANTS & ADVISORS

Level 2, 60 Durham Street  
Tauranga 3110, New Zealand  
PO Box 222  
Tauranga 3144, New Zealand  
Telephone: +64 7 927 1234

[williambuck.co.nz](http://williambuck.co.nz)

William Buck Audit (NZ) Limited

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

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

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

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

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

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

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

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

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

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

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

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

inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 25 to 44 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.



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand



Alex Higgins

**2019 -2021  
School Charter and Strategic Aims  
2019 Annual Plan**





## What

Use our growing knowledge and understanding of cognitive development (Educational Neuroscience and Theorists) to deliver developmentally appropriate and researched based learning opportunities for children across the school.

## Why

It is important to understand where a child has come from (their home and upbringing) and to know where they are now, in order for a child to be successfully taught. Understanding the basic makeup of the brain as outlined in Bruce Perry's (2004) Neurosequential Model, allows us to choose cognitive and developmentally appropriate teaching programmes within our school. Nathan Mikaere-Wallis (2017) states that "We will get better outcomes for students if we teach them at their cognitive stage, so it is important that we understand a child's brain development and what needs must be met in order for a student to achieve academically"

## How

**See Me, Know Me - Ko Auo**  
NE - transition to school programme  
1st 5 weeks = building relationships  
noticing changes, relationships with whanau

15 – 20 minute fitness , nursery rhymes, bucket drumming, handwriting, P.E. / Go 4 it, dance

1st 5 weeks = building relationships, Adventurous Learner Competencies & pathway. PPS is not punitive and takes a more restorative approach, including mindfulness, fun, memory making, Gobsmacked, Art Exhibition, trips, events, hangi, and Teaching and Learning through Play.

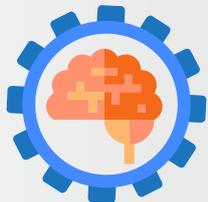
## Actions

1. Continue to develop Teaching and Learning through Play in Y0 - Y2.
2. Begin to develop learning through play ideas and concepts in Y3 - Y6.
3. Reevaluate Adventure Time
4. Introduce Smiling Minds and evaluate the effectiveness of programme
5. Produce a show to allow children to participate in a theatrical performance. (Gobsmacked)

## Evaluation Time Frame

1. Record progress of thinking, actions and outcomes of members from Kiwi/Tui & Fantail/Moa Teams (e.g. the journey) regarding Learning through Play.
2. Develop a school pathway outlining the transition of play throughout PPS Y0 - Y6.
3. Develop collaborative next steps e.g. Outside classroom, enviro garden, learning through play area.
4. Establish an Adventure Time programme that fits with our current thinking and understanding around learning through play and neuroscience.
5. Survey children, teachers and parents about the impacts and effectiveness of Smiling Minds. Over time (e.g. Term 1 & Term 3) determine the effectiveness of the programme.
6. Review Gobsmacked with the Children and community around the opportunity and

# STRATEGIC Goal 1





**What**

Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.



**Why**

The New Zealand Curriculum 2007 outlines using language, symbols and texts as one of its 5 Key Competencies 'that young people need for growing, working, and participating in their communities and society'. (NZC 2007 p38)

This is backed up by the OECD report on 'THE DEFINITION AND SELECTION OF KEY COMPETENCIES' where it asks the question 'What Competencies Do We Need for a Successful Life and a Well-Functioning Society? It lists competency category 1A as 'The ability to use language, symbols and text interactively.' (p10)

This key competency concerns the effective use of spoken and written language skills, computation and other mathematical skills, in multiple situations. It is an essential tool for functioning well in society and the workplace and participating in an effective dialogue with others. Terms such as 'communication competence' or 'literacies' are associated with this key competency.



**How**

- Kahui Ako Oral Language
- Yolanda Soryl Phonics
- Prime Maths
- Ian Hunter Writing
- Learning Interventions including but not limited to Early Words

Numicon  
Steps Web  
Rainbow Reading  
Quick 60

- Assessment Practices
- Setting of Academic related targets and monitoring



**Actions**

1. Maintain the consistency and regularity of Yolanda Soryl Phonics across school
2. Continue to develop formative assessment processes alongside Ian Hunter Writing, building teacher understanding and capability
3. Pr1me Maths supplies an in depth view at each level.

PPS need to develop a snapshot progression of all Maths strands from Y0 - Y6 that is easily understood and clear for teachers e.g. knowing which number strategies are being developed/ mastered according to curriculum levels

4. Develop and implement a basic facts teaching & maintenance programme that is sequential and sustainable.
5. Review assessment tool to ensure the information we are getting is timely, relevant and accurate



**Evaluation Time Frame**

1. Track progress from Y1-Y6 for Yoldanda Soryl Phonics in eTap
2. Develop exemplars and examples of quality formative assessment, share with teachers. Evaluate and write a basic report re: consistency across Y0 - Y6.
3. Develop a simple and coherent pathway e.g. Y0 - Y6 Maths Progression during Term 1 & 2
4. Track progress (summative and formative) of basic number knowledge and strategies and the effectiveness of teaching and maintenance programme. Compare e-asTTle results from 2019 & 2020.
5. Engage and liaise with staff about their needs and wants for assessment aligned to our leadership needs.

**STRATEGIC Goal 2**





**What**

Recognise the unique status and importance of Tangata Whenua in Aotearoa-New Zealand, while also acknowledging all cultures who are represented within our school community and being responsive to their beliefs and needs.



**Why**

Cultural identity is an important contributor to people's wellbeing. Identifying with a particular culture gives people feelings of belonging and security. It also provides people with access to social networks which provide support and shared values and aspirations.

Ka Hikatia - Accelerating Success from The Māori Education Strategy outlines the importance of Māori enjoying and achieving educational successes as Māori while having their identity, language and culture valued and included in their teaching and learning in ways that support them to engage and achieve success.



**How**

- Working alongside school mentor Timoti Harris for his support and guidance for our Te Ao Māori learning
- Making learning visible and verbal in classrooms everyday e.g. displays, integration within teaching and learning programmes, regular use of Te Ao Māori
- Some teaching staff have committed to Te Ara Reo Māori – Level 2 at Te Wānanga o Aotearoa
- Develop further our school kaupapa for welcoming and responding to visitors within our schools both New Zealand and overseas guests.
- Continue to seek pathways for our school to have a stronger connection to a local Marae and/or kaumatua.



**Actions**

1. Develop teaching and learning programmes with the support of Timoti Harris that integrate, highlight and value a Māori worldview or perspective
2. Purchase or collect appropriate Te Ao Māori resources linking with team planning
3. Develop consistent school wide procedures and expectations with whakatauki, powhiri, and karakia
4. Sharing of knowledge, resources, and understandings learnt at Te Wānanga o Aotearoa.
5. Strengthen our relationship further with Te Where Kura o Mauao as part of our Kahui Ako for support, guidance and links within our community.



**Evaluation Time Frame**

1. Develop teaching and learning programmes with the support of Timoti Harris that integrate, highlight and value a Māori worldview or perspective
2. Purchase or collect appropriate Te Ao Māori resources linking with team planning
3. Develop consistent school wide procedures and expectations with whakatauki, powhiri, and karakia.
4. Sharing of knowledge, resources, and understandings learnt at Te Wānanga o Aotearoa.



**STRATEGIC Goal 3**

## What

To celebrate cultural diversity and develop globally connected citizens by providing International Students with an outstanding New Zealand learning experience, and our New Zealand students the opportunity to gain an understanding of other cultures enabling them to grow as global citizens.

## Why

The International Education Strategy 2018-2030 outlines the value of International Student Education for New Zealand. For our school this includes enriching education for all students, increasing cultural capital & cultural diversity and generating economic benefits to the school community. It also includes helping our community to understand and embrace the benefits of international education at home and overseas.

The strategies overarching third goal is to develop global citizens, students who are more aware of and understand the wider world and their place in it. By having international students we provide opportunities for **all** students to develop the skills, knowledge and values they need to engage with the world.

## How

- Ensuring that we continue to be compliant with 'The Code' legislation which in turn ensures that we provide a safe environment for International students and their families.
- Providing learning experiences that are unique, stimulating and positive.
- Supporting students and their families with settling into life in NZ and providing social opportunities for families/parents to get together to enable them to form a support network.
- Providing International families with the opportunity to share their culture with our staff, students and community.
- Providing an ESOL programme for all students to firstly give them the language that they need to survive while living in New Zealand and secondly to help them develop competence in their ability to listen, speak, read and write in English enabling them to achieve the academic goals that they set for themselves.
- Ensuring that our website is up-to-date and accurate.
- Providing an opportunity for our 'kiwi' students to learn a second language.

## Actions

1. To continue to offer a high level of pastoral care to students and families.
2. To maintain our current international student numbers while at the same time planning to broaden our horizons by marketing beyond Korea in order to begin to see more diversity in the nationalities of international fee paying students and their families enrolling at Pillans Point School.
3. To offer an ESOL programme that has a focus on academic English, is of a high standard, sequential, makes it easy to share the learning with families and enables students to leave PPS with an English level that can be recognised worldwide.
4. To develop the International Section of our school website so that it provides anyone who visits it all the information that they require to make a fully informed decision about what PPS has to offer them.
5. To continue to update our Policies, Procedures and other Documentation as needed in order to maintain 'Code' compliant.
6. To begin to look at how we could expose our New Zealand born students to learning a language that will support them to be more globally connected.

## Evaluation Time Frame

1. Survey families and students and keep records of all Pastoral Care provided to students and families.
2. Be present at the Tauranga Korean Times Marketing Fair.
3. Follow up on other marketing opportunities through Smile/CAN group - China and our contacts in Japan and look into other possible markets. Utilise our SIEBA membership to pick up other opportunities through the 'Clearing House'.
4. Investigate ESOL programmes that are recognised worldwide and find one that would work for us as a school.
5. Develop the international section of the website so that all information for prospective families and groups can be found there.
6. Research opportunities for PPS to have a second language being taught to students.
7. Review current policies, procedures and documentation to ensure that we are up-to-date.





# LEARNING SUPPORT / CHILDREN WITH LEARNING DIFFERENCES

## Introduction

Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. P34 NZC

## Learning Support Vision

To provide a fully inclusive education system with an expectation we will value everyone, respect diversity and provide equity for all' - "Success for All"

## How do we do this at PPS?

- Relationships, relationships, relationships - know your kids
- Whanau engagement - know your families
- Certificates and awards - celebrate success &/or progress
- Opportunities - through play, curiosity, and unique interests
- Embrace difference - we've all got something to contribute
- Acceptance - Internationals students, develop new friendships

## Specific Aims for Learning Support Across Pillans Point School

Our aim is to advocate for inclusive educational opportunities for all students, based on individual needs. Students deserve to feel successful and their sense of wellbeing and belonging to our school and learning community is of high priority.

As well as our children being at the fore front we we also advocate for our teachers, support staff and parents so that they feel supported and have a sense of being part of a safe and trusting environment. Communication will be seen to be open, honest and reciprocal for all parties involved with a learning support child.

We will work and apply the learning support delivery model that has been developed and implemented via the Kahui Ako. This includes the use of the Learning Support Co-ordinator and the Learning Support Register.

Our aim is that the needs and support that children are entitled to or should have access to is delivered so that each individual can reach their potential and show progress in their learning, both academic, social and emotional.

**MINISTRY OF EDUCATION**  
Te Kaitiaki o Te Mātauranga

### New Learning Support Delivery Model: six elements

- #### Family and whānau connection points

Learners, families and whānau have someone they can rely on who has information and knowledge about their learning needs and who will co-ordinate support when they need it.

**What parents value is knowing there is someone available who doesn't have to be told their story repeatedly...**

**Bay of Plenty Pilot**

**What will be different**

  - Known contact points enable families and whānau and learners to be informed and gain access.
  - Local learning support team agree with families and whānau on contact points.
  - A regular and known liaison point who is trusted and responsive is able to provide ongoing support throughout a child's learning journey.
  - FINDER, simpler access – parents and whānau will not have to navigate a complex system alone.
- #### One plan

The single plan provides joined-up and tailored services to better support the child or young person's individual needs and is a single point of reference to monitor progress.

**One child may currently have multiple different plans for services they are receiving...**

**Manager, Learning Support**

**What will be different**

  - Agreement between professionals and family and whānau on learning goals.
  - One plan about the child. Sets out agreed goals consistent across all settings – supporters are clear on their role and actions.
  - One plan is owned by child, family and whānau, and travels with them throughout their learning.
- #### Working together

Schools, kura, early childhood education (ECE) me ngā kōwhiri meo, Kāhui Ako, specialists, Kōwhiri and other providers (e.g. alternative education) work together to identify needs across their community, and make decisions on how best to use available resources. Like-needs can be identified and better decisions made for a range of different results for learners. By working together, learners are better supported, learning support needs can be addressed early, learning environments improved and transitions better supported.

**We need something different. We need the opportunity to come to the table and participate as partners to create better support for children...**

**Kāhui Ako**

**What will be different**

  - Inclusive practices, support and resources will be utilised to strengthen the way schools work to improve outcomes for children and young people.
  - Parents and whānau will have a voice and input that can be harnessed.
  - Decision-making is respectful of expertise and knowledge. People do what they do best.
  - Wider Ministry team actively involved.
- #### More flexibility

More flexibility ensures that specialists and decision-makers have the ability to make decisions about the best learning support for that child or young person, rather than relying on rules-based access to support. Local specialists and decision-makers use their judgement and knowledge of the learner to tailor learning support.

**We can find innovative solutions to meet a learner's needs more effectively by relaxing tight criteria for access to support where possible...**

**Ministry of Education staff member**

**What will be different**

  - Practice will manage emerging issues earlier and reflect local needs.
  - Tailored support available for a range of learners.
  - A range of earlier and simpler solutions will be available.
- #### Better facilitation

A designated facilitator convenes local learning support service providers and connects to wider social services. The purpose is to ensure local co-ordination and co-operation to support collaborative practice and improve efficiency and the effective use of resources.

**A coalition of the willing is only the starting point...**

**Bay of Plenty Pilot**

**What will be different**

  - Facilitator function will be provided by Ministry.
  - Facilitator to provide overview of learners' needs and local resources.
  - Able to bring providers together to consider all requests for support and build a more inclusive, flexible and responsive service.
  - Teams of equal partners who can contribute openly.
  - Facilitator provides schools, kura, early childhood education (ECE) me ngā kōwhiri meo, and Kāhui Ako access to a full range of learning support resources available in the local community.
- #### Sharing data

Schools and ECE services share data and information on learning support needs and services to build a clear picture of the strengths and priorities of local learners.

**Our IT systems don't speak the same language...**

**Kōwhiri**

**What will be different**

  - Information sharing will strengthen new delivery model, with the appropriate steps to protect the security and privacy of student information.
  - Clarify across providers and the sector about data collection and use.
  - Clear, online information systems using consistent language.
  - Greater ability to assess local demand, arrange support that meets local demand, and provide feedback to inform system policy.



# ACADEMIC TARGET

## # 1

### Quick 60

**Strategic Goal: 2** - Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.

**Annual Goal:** Deliver the Quick 60 intervention programme providing support for children identified as needing further help with their reading, spelling, and writing.

#### Why:

- Quick 60 provides a structure, sequence, and the ability to cater to a large catchment of children across Year 2 to Year 4.
- The programme is multifaceted and focuses on reading, spelling, and writing.
- Reading Recovery catered for approx. 8-10 students per annum, whereas quick 60 Provides for 48 children per annum
- Quick 60 has had significant impact on student achievement overall when compared with Reading Recovery over the past 2 years.

#### Baseline data

End of 2018 reading curriculum level shows that we have the following children who could do with additional support;

- There are currently 14 children (15%) of Tui Year 2's identified as working at Early Level 1. This will allow targeted Quick 60 intervention for these children. Alongside this, another 10 children at Pre Level 1 will have the same opportunity toward the end of 2019.
- There are currently 9 (12%) of Year 3 children and 2 (3%) of Year 4 children in Fantail working at Early Level 1. Alongside this there are another 7 (8%) of Year 4 children working at Level 1. This will allow targeted intervention for these children alongside another 6 children who have the potential to accelerate progress.

#### Key Improvement Focus

- Identifying children who are developmentally ready for an intervention such as quick 60.
- Teachers to continue tracking and monitoring of the children while on the programme, and also long term for the purpose of longitudinal data.
- Trained teacher aides, working with small groups of children with similar abilities.

Who	What/When	Indicators <i>What will we see?</i>
Tui & Fantail	Term 2, Term 3, & Term 4 - Quick 60 intervention running for 12 groups of 4 (48) children for a period of 10 weeks per group.	Teams identifying children working at a similar level to form Quick 60 groups. Teachers and TA's testing on and off the programme. In class reading programmes will continue at appropriate frequency in relation to Quick 60.
Fantail	Term 2, Term 3, & Term 4 - Use available data to ensure (when possible) no children needing support are missed by the end of Year 4.	Sequence of Learning Support for children e.g. Early Words Maintenance, Rainbow Reading, Quick 60 Previous years data used to make informed decisions.

#### Monitoring

*Teacher taking running record before entry to programme and when exiting.*

*Future teachers running records Term 4.*

*Deputy Principal tracking and collating annual and long term data for evidence of effectiveness.*

#### Resourcing

*Teacher Aide time. Already built into their teacher aide hours offered for 2019. Approx. 12 hours per week x 40 weeks*



# ACADEMIC TARGET

## #2

### Y5 Maths

**Strategic Goal: 2** - Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.

**Annual Goal:** Track and monitor the impact over time of the Prime Maths Programme using our longest standing cohort involved in this initiative. (Y3 2017 - Currently Y5 2019)

#### Why:

- Prime Maths was adopted by PPS in 2017
- Learning is well sequenced and consistent across Year 2 - Year 6.
- A clear progression of concepts & skills taught.
- Concrete materials match with current work. Students can easily revisit work they are unsure about. Teachers are also able to easily fold-back if students struggle with a concept.
- Planning and resourcing lessons are sensible and manageable. Leaving more time for teaching.
- Maths PAT indicates an increase in overall student achievement with current Year 5 cohort (refer AOV)

#### Baseline data

The 2018 Year 4, end of year Maths PAT scores compared with 2017 scores shows the growth and achievement of this cohort over a 2 year period.

The data reveals an;

- Increase in the Mean Scale Score by 9.2 patm
- Increase in the Median Scale Score by 9.2 ptam
- Increase in the Lowest Quartile Score of 8.9 patm
- Increase in the Upper Quartile Score by 11.1 patm

Pillans Point School Year 5 children have increased scores in every area over a 2 year period. It is typical that PAT data remains very similar each year for particular cohorts. Therefore, these results are significant to the success of the Prime Maths programme. It is also important to note that this cohort is working at an average of Stanine 7. This is well above the New Zealand national average.

#### Key Improvement Focus

- Number strategies e.g. addition and subtraction, word problems
- Number knowledge e.g. fast and accurate recall of basic facts (addition/subtraction, multiplication/division, and fractions)

Who	What/When	Indicators <i>What will we see?</i>
In School Teacher & DP	Term 1 & Term 2, Develop a Prime Maths and Basic Facts progression from Year 1 - Year 6.	The development of a sequenced, easy to follow progression overview.
In School Teacher & DP	Term 2, Implementation of sequenced, daily teaching and maintenance of basic facts.	Teachers including a minimum of 10 minute daily teaching & maintenance of basic facts. Appropriate resources collated and distributed.

#### Monitoring

Continue to track and monitor progress and achievement via PAT Maths  
Continue to use e-asTTle as an indicator for number strategies and knowledge  
Student and teacher classroom marking, monitoring, and formative assessment of daily basic facts

#### Resourcing

Maths In School Release - x1 block per week (1.5 hours)



# ACADEMIC TARGET

## #3

### Y6 Writing Cohort

**Strategic Goal: 2** - Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.

**Annual Goal:** Track and monitor the impact over time of the Kahui Ako Writing PLD delivered by Write that Essay using the Kahui Ako target students who are Y6 2019.

#### Why:

- Comparatively, PPS has made excellent progress within our CoL using the externally marked data.
- Teachers are developing new skills and strategies for the teaching of writing to add to their personal and collective kete.
- Ongoing work is being done on developing effective formative assessment strategies that will in turn impact on student achievement

#### Baseline data

The 2018 externally marked writing assessment demonstrated that the Year 5 cohort had performed exceptionally when compared with the CoL data. This data reflects the overall writing achievement at PPS.

- PPS had an increase of 36% of all children writing within the target range. The average increase in words per sentence within the CoL was 16%-27%. Clearly, PPS exceeded the CoL average. Alongside this, a significant number of children were writing correct sentences below the target range, meaning there were far fewer incomplete sentences written.
- Across the CoL there has been a 15-32% increase in the use of different sentence types. PPS are the school that represents the 32% increase.
- All schools experienced a decrease in precision and sequencing. PPS was consistent with this at 16%.

#### Key Improvement Focus

- Continue to develop teacher capability and resources relating to the composition skills (sentence types)
- Introduce 'Writing Guidelines 2019' and 'Writing - Teaching Progression Overview' to all staff
- Focus on precision and sequence with longer pieces of writing
- Continue to improve and develop more robust formative assessment approaches and moderation

Who	What/When	Indicators <i>What will we see?</i>
Ian Hunter Writing Facilitator	Ian Hunter facilitators will be working 1:1 with PPS Year 3 - Year 6 teachers (x3 days Term 1, x2 days Term 2, x2 days Term 3). All new PPS staff will have a full 1 day induction in Term 1.	Ian Hunter facilitators will model and teach with PPS staff according to teacher needs e.g. sentence types, precision, and sequencing. Ian Hunter facilitators will also support the development of resourcing and sharing within the school.
DP	Teacher only day - Introduce 'Writing Guidelines 2019' and the 'Writing - Teaching Progression Overview'	Continued support will be given at team meetings and 1:1 with the implementation of each document.
In School Teacher & DP	During Term 1 & Term 2 - The development of resources to support the teaching of precision and sequence.	Support given at team meetings and 1:1 to develop teacher skill and capability with precision & sequencing. Developing and distributing appropriate teaching resources.
In School Teacher & DP	Throughout 2018, collect and collate examples of quality formative assessment practices.	Support given at team meeting and 1:1, alongside teacher sharing of effective formative assessment and reflective practices. This will ensure the development of consistency across the school.

#### Monitoring

Continue with marking, monitoring, and tracking current Year 6 cohort.

Continue making OTJ according to improved formative assessment practice and 'I Can' sheets

#### Resourcing

Writing In School Release - x1 block per week (1.5 hours)



# ACADEMIC TARGET

## #4

### Y2 Reading Cohort

**Strategic Goal: 2** - Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.

**Annual Goal:** What does progress and achievement look like for children at the end of their second year of schooling which aligns with curriculum level one. This is aligned with the schools decision to adopt more of a developmental approach to NE learners.

**Why:**

- In 2017, 40% of children coming to school were not ready for formalised learning, especially reading.
- Oral language became a focus for literacy to be built upon.
- Longitudinal data showed that during National Standards we would only have between 60-65% of children reach the Y1 standard of Level 12, yet by the end of the second year we would reach 80-85% therefore a more accurate indication of reading attainment would be at the end of year 2.
- 2018 was the first year where we invested in our teaching and learning through play strategies. This was to in regards to providing a more developmentally appropriate learning environment.

**Baseline data**

Pillans Point School have aligned Level 16 - Level 18 as working at Level 1 of the New Zealand Curriculum (End of Year 2). Overall teacher judgements indicate which curriculum level children are working at independently most of the the time.

- The 2017 data showed that 66% (49) Year 1 children were working below Level 16. However, the same cohort as Year 2's in 2018 only have 11% (9) children working below Level 16. For most children there is a significant shift in reading levels between Year 1 and Year 2.
- All Year 2 children in 2018 working below Level 16 are known to Learning Support and have received some form of PPS intervention e.g. Early Words or Quick 60. In some cases outside agencies such as Orange Tamariki, or support companies such as Learning Matters are also supporting these children.

**Key Improvement Focus**

- Developing understanding and skill with assessing and diagnosing children's phonological awareness (auditory discrimination, rhyme identification & generation, syllable blending/segmenting & deleting, initial sound awareness, and blending & isolating sounds).
- Continuing to focus on what Pre Level 1, Level 1, & Level 2 of the curriculum looks like in regards to reading.

Who	What/When	Indicators <i>What will we see?</i>
Kiwi & Tui AP's	Term 1 & Term 2, focus on the PAA (Phonological Awareness Assessment).	AP's to trial PAA (Phonological Awareness Assessment), and develop understanding & insights gained from this diagnostic tool. Report to DP's re: effectiveness of tool & children who would benefit from this assessment.  If appropriate teach Kiwi and Tui teachers how to administer test.
Kiwi & Tui AP's	Term 1 - Term 4, reevaluate & develop resources to supplement the Yolanda Soryl Phonics Programme.	AP's and Literacy Leader to identify & report on gaps in the Yolanda Soryl Phonics Programme in regards to oral language phonological awareness.  AP's and Literacy Leader to develop sequenced activities and resources to supplement phonics programme for children who need further support with phonological awareness.

**Monitoring**

Continue Running Records & Probes according to assessment schedule  
Administer and monitor/track children who are identified as potentially benefitting from the PAA assessment.

**Resourcing**

AP release (0.2)



# ANALYSIS OF VARIANCE 2018

## Target 1

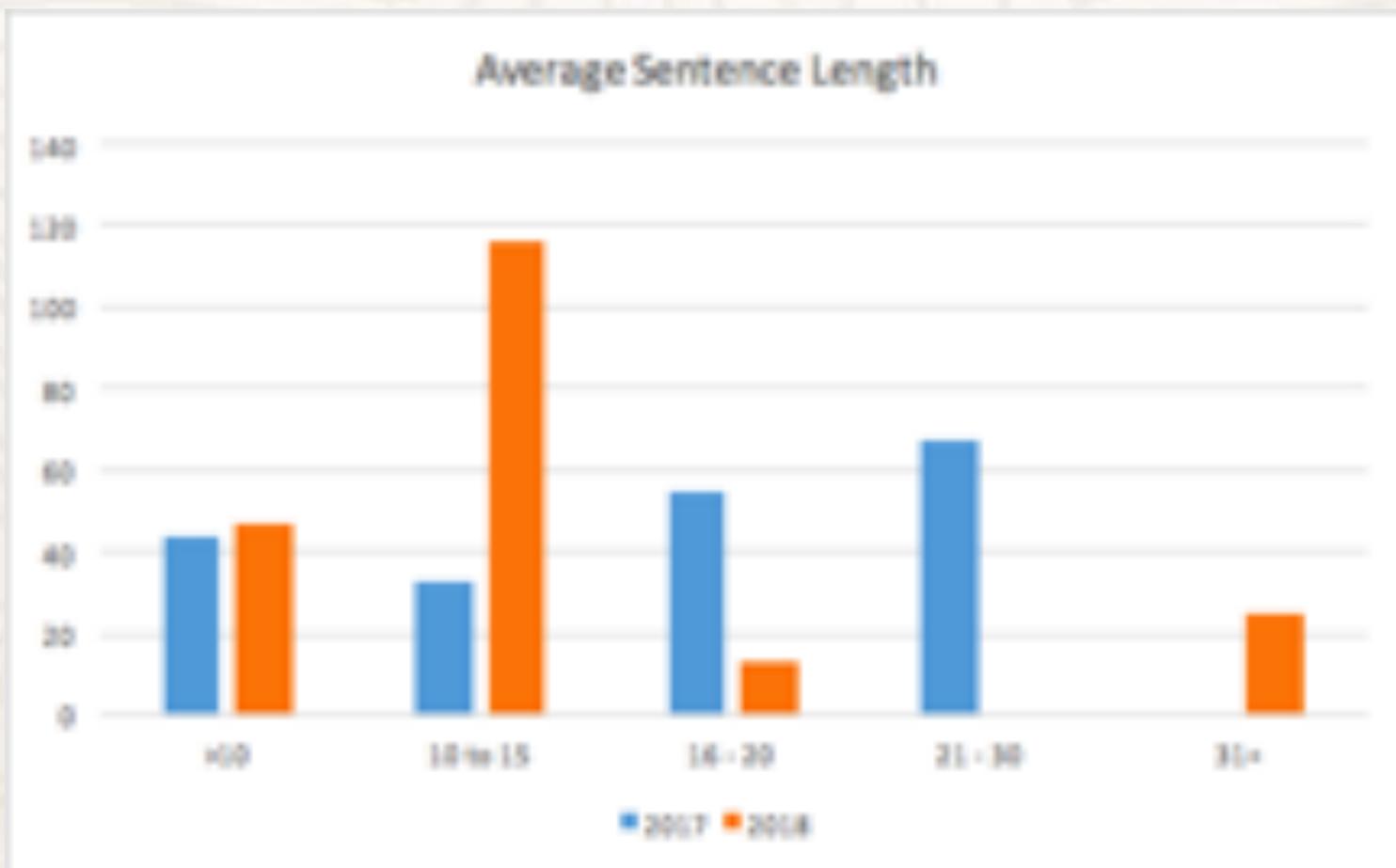
Use selected composition skills as outlined in the Ian Hunter professional learning to track and measure key areas for writing success.

During 2017, a random selection of 25 Year 4 students was chosen by the CoL across school writing teachers. These students had baseline data gathered according to the composition skills outlined by Ian Hunter. The purpose was to track and monitor this cohort from Year 4 - Year 6 for progress and achievement according to the composition skills.

### Actions:

- Lead team were introduced to the Ian Hunter Writing via a one day course in Term 2, 2017
- Whole staff (teachers only day), Term 1 2018
- Ian Hunter facilitators completed 8 in service days, meaning Y3-Y6 teachers had approximately 3 blocks of 1:1 (1 full day) training with the facilitator, and lead teachers 6 blocks (2 full days)
- Teachers taught with partner teachers twice each in Term 3
- In school teacher revised PPS Writing Guidelines, developed Writing Progressions from Year 0 - Year 6, and Formative assessment guidelines to be introduced in Term 1, 2019

### Outcomes:



### Evaluation

- 60% of all students are writing in the target range of 10 to 15 words per sentence
- 78% of all girls are working within the target range, with 22% working below the target range of >10 (this is excellent)
- Pillans Point School had an increase of 36% of all children writing within the target range. The average increase in words per sentence within the CoL was 16-27%, PPS exceeded the CoL average

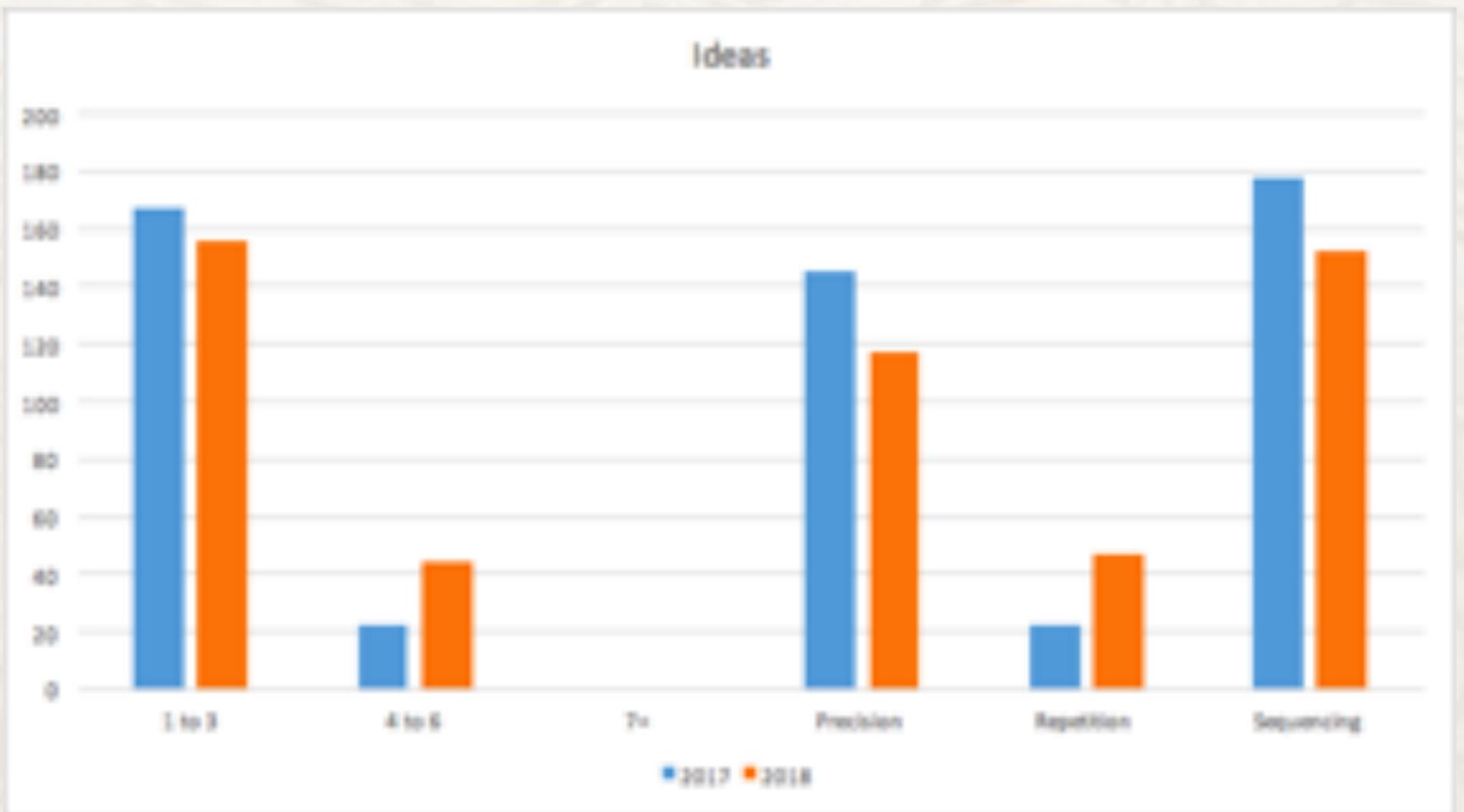
## Outcomes



## Evaluation

- Supporting Information - 56% of all students wrote more than 25% of their 2017 writing samples with incomplete sentences. In 2018, 40% of all students wrote more than 25% of their writing using incomplete sentences. Therefore, in 2018, 16% more sentences were able to be analysed.
- When the data is broken down into male and female. Male students are now using more complete sentences, with 50% or less being simple sentences. This aligns with the general trend of the CoL.
- Across the CoL there has been a 15-32% increase in the use of sentence types. PPS are the school that represents the 32% increase.

## Outcomes



## Evaluation

- There was a 16% decrease in precision and sequencing, this is consistent with the CoL

## Areas to work on (Trends):

- Overall, Pillans Point School are very pleased with the results after only 1 year of professional learning for staff.
- Continue to develop teacher capability and resources relating to the composition skills (sentence types)
- Introduce 'Writing Guidelines 2019' and 'Writing - Teaching Progression Overview' to all staff
- Focus on precision and sequence with longer pieces of writing
- Continue to improve and develop more robust formative assessment approaches and moderation

## Target 2

The Year 3 children in 2017 are the beginning group of children that we are able to track and monitor for progress and achievement over time in relation to their maths performance using PAT as a baseline tool. In 2017 we began to use the Pr1me Maths resource rather than the numeracy project.

We will again track closely this cohort of children as Y4's in 2018, Y5's in 2019, and Y6's in 2020

Does the Mean Scale score increase?

Median Score increase?

Lower quartile decrease?

Upper quartile increase?

Increase in mean stanine?

We will also track all other cohorts of children at PPS. Y4 will be our focus cohort.

## Actions:

- In 2017 Pr1me Maths was trialled by all teachers in Y3 - Y6, with one additional Y2 group during Term 3 and Term 4 of the same year.
- During 2018, all teachers in Y2 - Y6 have adapted and implemented the Pr1me Maths programme into the teaching and learning of mathematics.
- A PAT Maths assessment was administered in Term 1 and Term 4 to all Y3 - Y6 students in both 2017 and 2018.
- The current Y4 students have now completed two full years of Pr1me maths, and two years of PAT data has been collected and analysed.

## Outcomes:

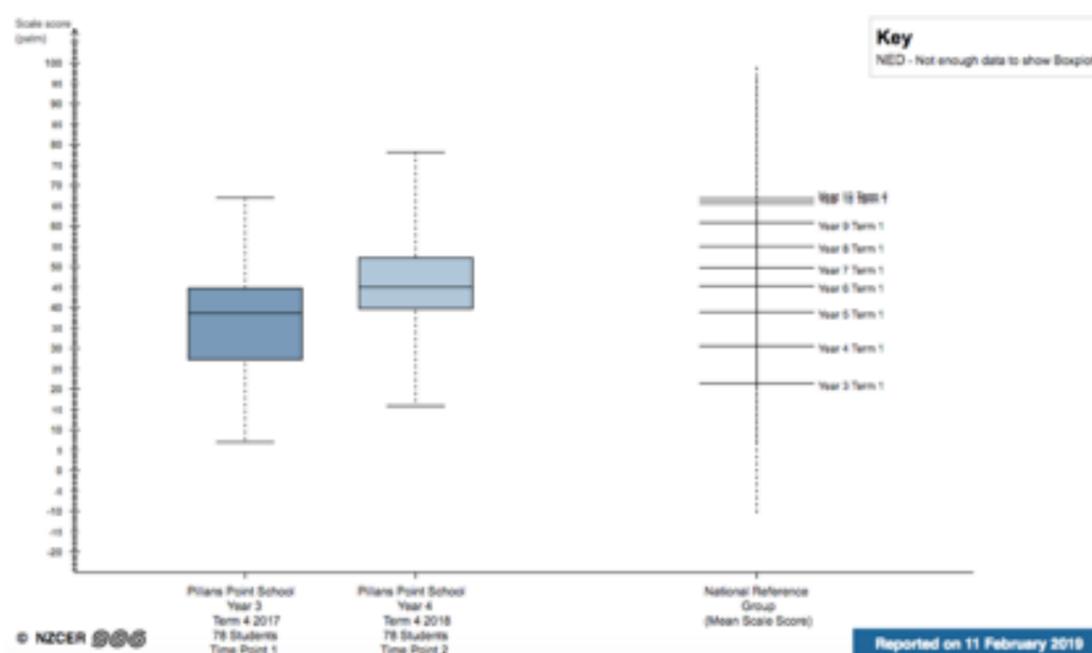
As depicted in the graphs below, it is clear to see:

- An increase in the Mean Scale Score by 9.2 patm, an increase in Median Scale Score by 9.2 patm, an increase in the lowest quartile score of 8.9 patm, an increase in the Upper Quartile score by 11.1 patm. Pillans Point School has increased scores in every area, these usually stay consistent year on year. Therefore, these results are significant to the success of the Pr1me maths programme.
- The Mean Stanine has essentially stayed the same with a 0.1 score difference. This is still well above the national average.

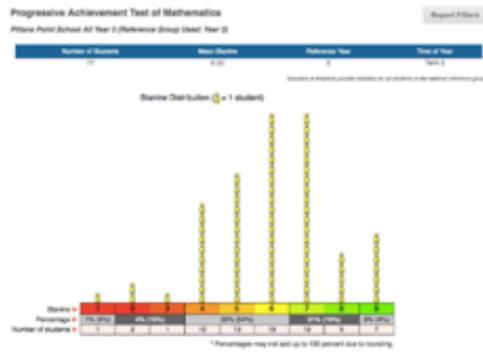
Summary of Results

Time Point	Number of Students	Mean Scale Score(patm)	Standard Deviation Scale Score(patm)	Median(patm)	Lower Quartile(patm)	Upper Quartile(patm)	Lowest Score(patm)	Highest Score(patm)	Mean Stanine
1	78	36.5 (21.4)	12.9 (12.5)	38.5 (21.4)	27.3 (13.0)	44.6 (29.9)	6.9	66.9	7.2 (5.0)
2	78	45.9 (30.6)	13 (12.8)	45.1 (30.6)	39.8 (22.0)	52.3 (39.2)	15.8	78	7.1 (5.0)

Numbers in brackets provide statistics for all students in the national reference group.



**Term 1, 2017**



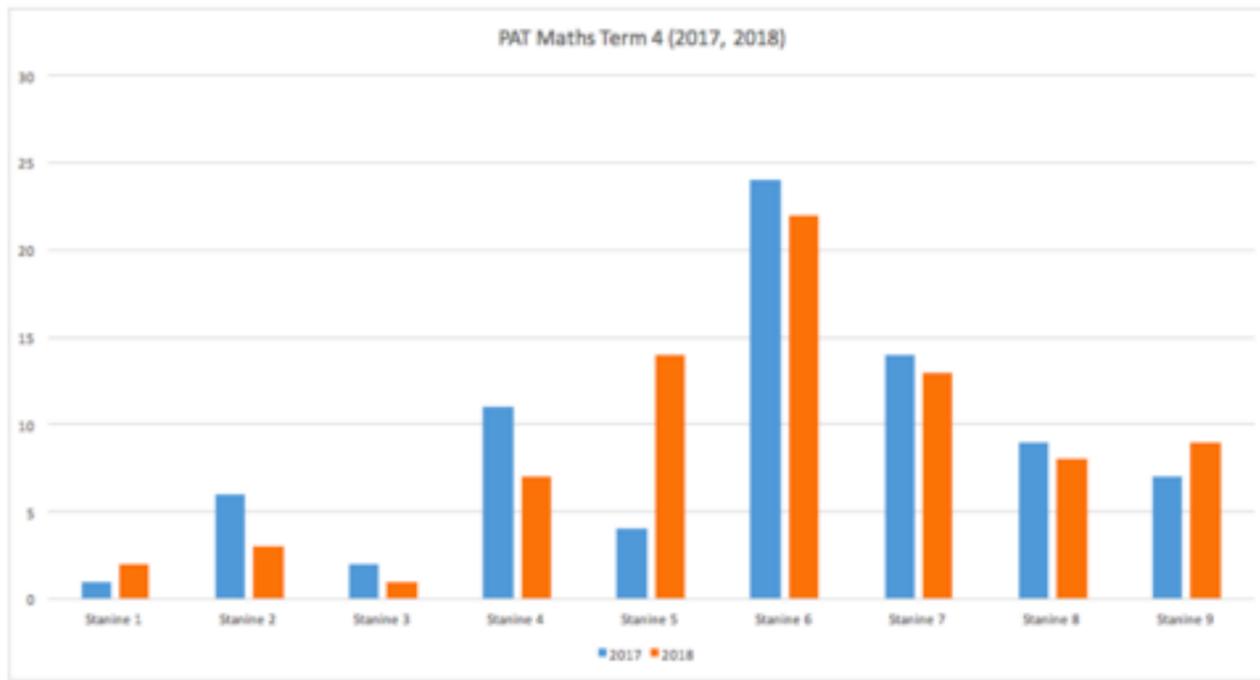
**Term 1, 2018**



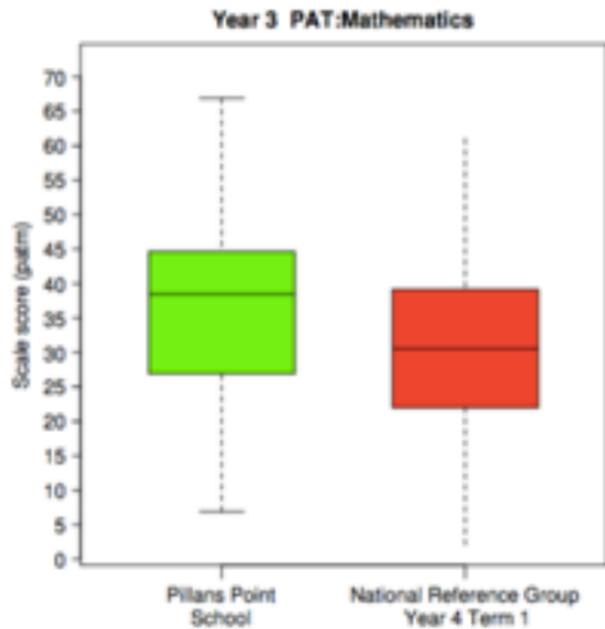
**Term 4, 2017**



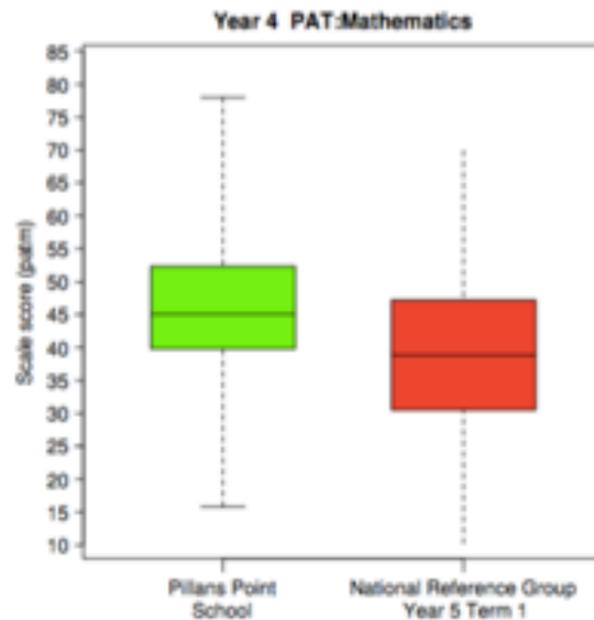
**Term 4, 2018**



**Term 4, 2017**



**Term 4, 2018**



## Evaluation

- Overall the data comparing Term 4, 2017 and Term 4, 2018 is favourable with 9% (7 students) shifting into Stanine 5 or above.
- Each year shows an increase in the overall results between Term 1 and Term 4. As indicated in the Mid Term BOT Maths report this could potentially be due to 'summer slide'
- Pillans Point School sits well above the Year 5 National Reference Group for New Zealand

## Areas to work on (Trends):

- Number strategies e.g. addition and subtraction, word problems
- Number knowledge e.g. fast and accurate recall of basic facts (addition/subtraction, multiplication/division, and fractions)

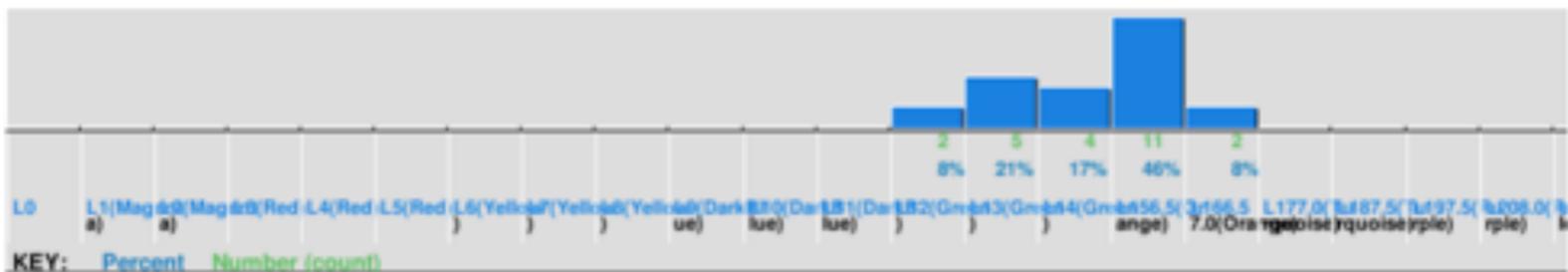
## Target 3

Continue to maintain the level of support for children in Y2-Y4 through the Quick 60 reading intervention.  
 Maintain number of children receiving the intervention  
 Monitor entry/exit levels  
 Monitor average progress made while on the programme  
 Track narrative comments from staff on the impact back in the classroom

## Tui - Quick 60 (Entry Data)

	L0	L1 (Magenta)	L2 (Magenta)	L3 (Red)	L4 (Red)	L5 (Red)	L6 (Yellow)	L7 (Yellow)	L8 (Yellow)	L9 (Dark Blue)	L10 (Dark Blue)	L11 (Dark Blue)	L12 (Green)	L13 (Green)	L14 (Green)	L15-6.5 (Orange)	L16-6.5-7.0 (Orange)	L177.0 (Turquoise)	L187.5 (Turquoise)	L197.5 (Purple)	L208.0 (Purple)
<b>Y2</b>													8% (2)	21% (5)	17% (4)	46% (11)	8% (2)				
<b>Total pupils</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	8% (2)	21% (5)	17% (4)	46% (11)	8% (2)	0%	0%	0%	0%

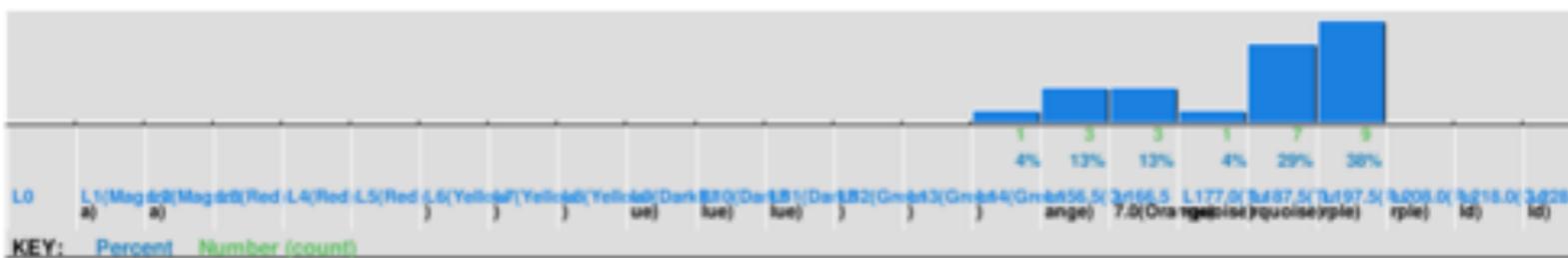
Y2



## Tui - Quick 60 (Exit Data)

	L0	L1 (Magenta)	L2 (Magenta)	L3 (Red)	L4 (Red)	L5 (Red)	L6 (Yellow)	L7 (Yellow)	L8 (Yellow)	L9 (Dark Blue)	L10 (Dark Blue)	L11 (Dark Blue)	L12 (Green)	L13 (Green)	L14 (Green)	L15-6.5 (Orange)	L16-6.5-7.0 (Orange)	L177.0 (Turquoise)	L187.5 (Turquoise)	L197.5 (Purple)	L208.0 (Purple)	L21 8.0 (Gold)	L22 8.5 (Gold)
<b>Y2</b>																							
<b>Total pupils</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4% (1)	13% (3)	13% (3)	4% (1)	29% (7)	38% (9)			

Y2



## Evaluation

- The Tui students who participated in Quick 60 had an average increase of 3 Levels, during the 10 week programme. This is consistent with the 2017 data.
- Pillans Point School has maintained the quantity and quality of the in school Quick 60 intervention programme for Tui Team

## Narrative Comments - Tui Team

- "[Student] has made excellent progress in Quick 60. Her confidence has grown and she is now reading and writing with fluency. Her focus is now on comprehension".
- Parent comment:  
"We've noticed a huge difference in [Students] confidence and willingness to give things ago. He's now willing to try and sound out words and much more confident when reading. Last night [Student] read green eggs and ham to [father]. I didn't think we'd see that this year!!"

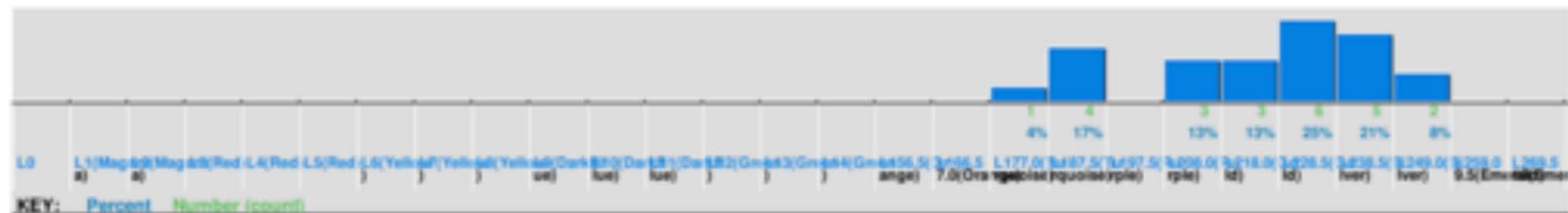
## Fantail - Quick 60 (Entry)

	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26
		(Magenta)	(Magenta)	(Red)	(Red)	(Red)	(Yellow)	(Yellow)	(Yellow)	(Dark Blue)	(Dark Blue)	(Dark Blue)	(Green)	(Green)	(Green)	(Orange)	(Orange)	(Turquoise)	(Turquoise)	(Purple)	(Purple)	(Gold)	(Gold)	(Silver)	(Silver)	(Emerald)	(Emerald)
Y3																14% (2)	36% (5)	7% (1)	21% (2)	7% (1)	14% (2)						
Y4																10% (1)		10% (1)	20% (2)		10% (1)	30% (3)	10% (1)	10% (1)			
Total pupils	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	13% (7)	21% (5)	8% (2)	21% (5)	4% (1)	13% (3)	13% (3)	4% (1)	4% (1)	0%	0%	



## Fantail - Quick 60 (Exit)

	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26
		(Magenta)	(Magenta)	(Red)	(Red)	(Red)	(Yellow)	(Yellow)	(Yellow)	(Dark Blue)	(Dark Blue)	(Dark Blue)	(Green)	(Green)	(Green)	(Orange)	(Orange)	(Turquoise)	(Turquoise)	(Purple)	(Purple)	(Gold)	(Gold)	(Silver)	(Silver)	(Emerald)	(Emerald)
Y3																				29% (4)	14% (2)	14% (2)	14% (2)	21% (3)	7% (1)		
Y4																	10% (1)				10% (1)	10% (1)	40% (4)	20% (2)	10% (1)		
Total pupils	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4% (1)	17% (4)	0%	13% (3)	13% (3)	25% (6)	21% (5)	8% (2)	0%	0%	



## Evaluation:

- The Fantail students who participated in Quick 60 had an average increase of 3 Levels, during the 10 week programme. This is slightly lower than the 2017 data, due to two students who made no progress in reading levels. Both of these students were placed in Quick 60 as maintenance for reading and to support their writing and spelling.
- Overall Pillans Point School has maintained the quantity and quality of the in school Quick 60 intervention programme for Fantail Team

## Narrative Comments - Tui Team

- The Tui students who participated in Quick 60 had an average increase of 3 Levels, during the 10 week programme. This is consistent with the 2017 data.
- Pillans Point School has maintained the quantity and quality of the in school Quick 60 intervention programme for Tui Team

## Narrative Comments - Tui Team

- "[Student] started on L15. At this time he lacked confidence with his reading and lacked any fluency. He also had no enthusiasm for trying and would say things like "I'm dumb ... i'm stupid". He has progressed to L18 and is enthusiastic about reading. He is doing a lot more at home and his fluency has really improved .... He is so much more confident with his reading and his ability to decode new words which is allowing him to be more independent in his learning. This has also shown in his ability to edit his writing looking for grammatical and spelling mistakes".

## Area to Work on (Trends):

- Pillans Point School is very happy with the progress made by children and the success of the Quick 60 programme. As a school, we are now interested in the longitudinal data relating to the long term benefits of Quick 60 e.g. Do children who receive the Quick 60 intervention maintain or continue with progress in reading during Year 5 and Year 6?

## Target 4

Focus on children's reading attainment in line with the colour wheel across the first two years of school vs heavily within the first year.

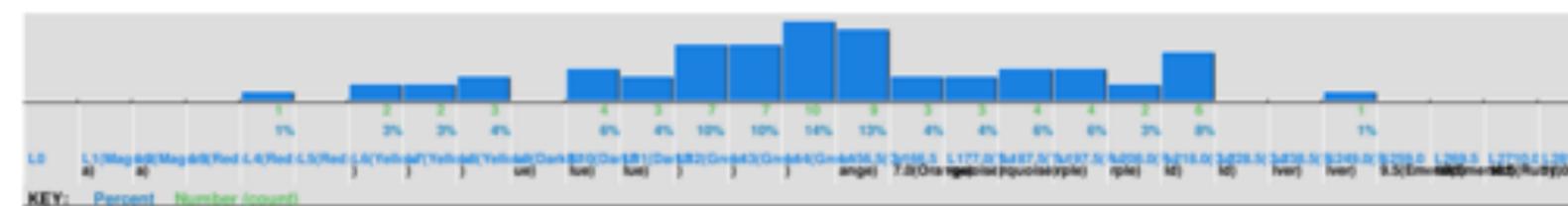
What we have noticed over the last 3 years of data is that when we measure the number of children reaching level 12 of the colour wheel in the first year of school, this is not a true or fair indication of a child's start to reading within school.

We propose to use a broader measure of ½ way to the end of Year 2 which is Levels 10-12 rather than the hard and fast rule of Level 12.

## Current Y2's Term 4, 2017

	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26	L27	L28
	(Magenta)	(Magenta)	(Red)	(Red)	(Red)	(Yellow)	(Yellow)	(Yellow)	(Dark Blue)	(Dark Blue)	(Dark Blue)	(Green)	(Green)	(Green)	(Orange)	(Orange)	(Orange)	(Purple)	(Purple)	(Purple)	(Purple)	(Gold)	(Gold)	(Silver)	(Silver)	(Silver)	(Silver)	(Silver)	(Silver)
Y1				1%	3%	3%	4%		6%	4%	10%	10%	14%	13%	4%	4%	6%	6%	3%	8%				1%					
Y2											33%						33%		33%										
Total pupils	0%	0%	0%	1%	0%	3%	3%	4%	0%	5%	4%	11%	9%	14%	12%	4%	4%	7%	5%	4%	8%	0%	0%	1%	0%	0%	0%	0%	

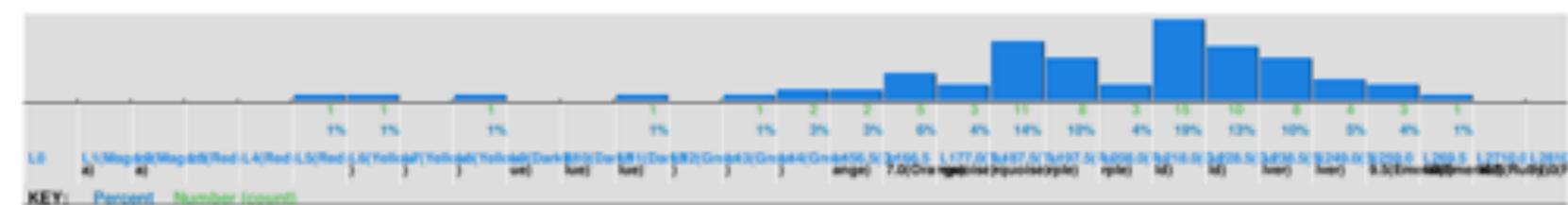
Y1



## Current Y2's Term 4, 2018

	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26	L27	L28
	(Magenta)	(Magenta)	(Red)	(Red)	(Red)	(Yellow)	(Yellow)	(Yellow)	(Dark Blue)	(Dark Blue)	(Dark Blue)	(Green)	(Green)	(Green)	(Orange)	(Orange)	(Orange)	(Purple)	(Purple)	(Purple)	(Purple)	(Gold)	(Gold)	(Silver)	(Silver)	(Silver)	(Silver)	(Silver)	(Silver)
Y2				1%	1%		1%			1%		1%	3%	3%	6%	4%	14%	10%	4%	19%	13%	10%	5%	4%	1%				
Total pupils	0%	0%	0%	1%	1%	0%	1%	0%	0%	1%	0%	1%	3%	3%	6%	4%	14%	10%	4%	19%	13%	10%	5%	4%	1%	0%	0%		

Y2



## Evaluation

- Pillans Point School have aligned Level 16 - Level 18 as working at Level 1 of the New Zealand Curriculum (End of Year 2). Overall teacher judgements indicate which curriculum level children are working at independently most of the time.
- The data shows that 66% (49) of Year 1 students were working below Level 16 in 2017. However, the same cohort as Year 2's in 2018 only have 11% (9) students working below Level 16. For most students there is a significant shift in reading levels between Year 1 and Year 2.
- In Term 4, 2018 there are 24% (19) of students reading between Level 16 - 18, with 66% (52) of students working at or above Level 19. Therefore, 90% of all Year 2 students are working at or above Level 16.
- A further breakdown shows that 8% (6) of students are reading at Early Level 1, with 2% (2) of students working at Pre Level 1.
- All Year 2 children working below Level 16 are known to Learning Support and have received some form of PPS intervention e.g. Early Words or Quick 60. In some cases outside agencies such as Oranga Tamariki, or support companies such as Learning Matters are also supporting these students.

## Area to Work on (Trends):

- To continue to develop our collective understanding of how children's brains develop the acquisition of language (oral, reading, & writing), and to align this thinking with best practice according to our knowledge and understanding. This aligns with the notion of developing a positive disposition to learning e.g. not labeling children as failing, when they are still within the acceptable band of completely normal development e.g. reading at Level 10-12 in Year 2.

## **Pillans Point School**

### **Kiwisport Funding 2018**

Kiwisport is a Government funding initiative to support student participation in organized sport. In 2018 Pillans Point School received \$7,537.98 excl GST.

The funding was used to partly pay for the Sports Coordinators salary.

The goal of this position is to support and encourage as many children as possible to participate in school sports. This is done by:

- Attending assemblies within the school, creating newsletters and updating social media to promote sports
- Liaising with parents regarding coaching, managing and umpiring
- Make regular contact with coaches and managers during the season
- Attending external meetings for the different sporting codes
- Make our students aware of external sporting opportunities