

PAKURANGA HEIGHTS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1416
Principal:	Fintan Kelly
School Address:	77 Udys Road, Pakuranga, 2010
School Postal Address:	77 Udys Road, Pakuranga, 2010
School Phone:	09 576 9209
School Email:	office@pakurangaheights.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Fiona Bailey	Chair Person	Elected	June 2019
Fintan Kelly	Principal ex Officio	Appointed	
Sarah Irwin	Parent Rep	Elected	June 2019
Rachel Makata	Parent Rep	Elected	June 2019
Rikki Solomon	Parent Rep	Elected	June 2019
Amanda Davids	Parent Rep	C-opted	June 2019
Sue Kandasamy	Staff Rep	Elected	June 2019

Accountant / Service Provider: Top Class Financial Management Services

PAKURANGA HEIGHTS SCHOOL

Financial Statements - For the year ended 31 December 2018

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Statement

Analysis of Variance

Kiwi Sport

Pakuranga Heights 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.

FIONA BAILEY
Full Name of Board Chairperson

Fintan Paul Kelly
Full Name of Principal

Fiona Bailey
Signature of Board Chairperson

F Kelly
Signature of Principal

30/5/2019
Date:

30/5/2019
Date:

Pakuranga Heights School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	3,981,330	3,166,126	4,073,442
Locally Raised Funds	3	202,832	228,150	300,523
Interest Earned		17,529	10,500	14,633
		<u>4,201,691</u>	<u>3,404,776</u>	<u>4,388,598</u>
Expenses				
Locally Raised Funds	3	56,155	55,090	58,996
Learning Resources	4	2,479,090	2,295,240	2,461,970
Administration	5	242,286	222,184	247,845
Finance		2,681	3,000	2,475
Property	6	1,168,182	776,000	1,409,927
Depreciation	7	110,672	75,001	96,263
Loss on Disposal of Property, Plant and Equipment		7,423	60	1,500
		<u>4,066,489</u>	<u>3,426,575</u>	<u>4,278,976</u>
Net Surplus / (Deficit) for the year		135,202	(21,799)	109,622
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>135,202</u>	<u>(21,799)</u>	<u>109,622</u>

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

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

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>799,434</u>	<u>799,434</u>	<u>689,812</u>
Total comprehensive revenue and expense for the year	135,202	(21,799)	109,622
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	20,447	-	-
Equity at 31 December	<u>955,083</u>	<u>777,635</u>	<u>799,434</u>
Retained Earnings	955,083	777,635	799,434
Reserves	-	-	-
Equity at 31 December	<u>955,083</u>	<u>777,635</u>	<u>799,434</u>

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

Pakuranga Heights School
Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	345,634	46,737	69,009
Accounts Receivable	9	227,007	134,190	134,190
GST Receivable		5,212	16,611	16,611
Prepayments		6,159	3,281	3,282
Inventories	10	9,391	5,791	5,791
Investments	11	400,000	370,000	350,000
		<u>993,403</u>	<u>576,610</u>	<u>578,883</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	298,927	168,670	168,670
Provision for Cyclical Maintenance	14	92,033	84,011	39,011
Finance Lease Liability - Current Portion	15	15,455	15,690	13,690
Funds held for Capital Works Projects	16	104,423	-	16,474
		<u>510,838</u>	<u>268,371</u>	<u>237,845</u>
Working Capital Surplus/(Deficit)		482,565	308,239	341,038
Non-current Assets				
Property, Plant and Equipment	12	548,955	551,490	551,490
		<u>548,955</u>	<u>551,490</u>	<u>551,490</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	69,083	74,536	74,536
Finance Lease Liability	15	7,354	7,558	18,558
		<u>76,437</u>	<u>82,094</u>	<u>93,094</u>
Net Assets		<u><u>955,083</u></u>	<u><u>777,635</u></u>	<u><u>799,434</u></u>
Equity		<u><u>955,083</u></u>	<u><u>777,635</u></u>	<u><u>799,434</u></u>

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

Pakuranga Heights School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		953,810	948,126	862,989
Locally Raised Funds		202,832	231,918	301,283
Goods and Services Tax (net)		11,399	-	(5,998)
Payments to Employees		(459,360)	(579,540)	(425,425)
Payments to Suppliers		(379,312)	(505,973)	(515,596)
Cyclical Maintenance Payments in the year		-	-	
Interest Paid		(2,681)	(3,000)	(2,475)
Interest Received		16,540	6,732	16,052
Net cash from / (to) the Operating Activities		343,228	98,263	230,830
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(2,423)	(3,097)	(1,500)
Purchase of PPE (and Intangibles)		(107,491)	(71,964)	(225,738)
Purchase of Investments		(50,000)	(20,000)	(150,000)
Proceeds from Sale of Investments		-	-	
Net cash from / (to) the Investing Activities		(159,914)	(95,061)	(377,238)
Cash flows from Financing Activities				
Furniture and Equipment Grant		20,447	-	
Finance Lease Payments		(15,085)	(9,000)	(8,636)
Funds Held for Capital Works Projects		87,949	(16,474)	(36,230)
Net cash from Financing Activities		93,311	(25,474)	(44,866)
Net increase/(decrease) in cash and cash equivalents		276,625	(22,272)	(191,274)
Cash and cash equivalents at the beginning of the year	8	69,010	69,009	260,283
Cash and cash equivalents at the end of the year	8	345,635	46,737	69,009

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.

Pakuranga Heights School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

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	20 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

n) 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).

o) 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.

p) Borrowings

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

q) 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.

r) Budget Figures

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

s) 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	849,990	739,101	703,731
Teachers' salaries grants	2,058,671	1,728,000	2,097,381
Use of Land and Buildings grants	882,671	490,000	1,103,529
Other MoE Grants	189,998	209,025	168,801
	<u>3,981,330</u>	<u>3,166,126</u>	<u>4,073,442</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	26,542	40,500	100,517
Fundraising	33,243	43,000	37,726
Trading	21,959	18,500	29,838
Activities	121,088	126,150	132,442
	<u>202,832</u>	<u>228,150</u>	<u>300,523</u>
Expenses			
Activities	21,403	20,850	12,527
Trading	20,578	20,240	27,845
Fundraising (costs of raising funds)	14,174	14,000	18,624
	<u>56,155</u>	<u>55,090</u>	<u>58,996</u>
<i>Surplus for the year Locally raised funds</i>	<u>146,677</u>	<u>173,060</u>	<u>241,527</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	41,169	63,200	44,988
Information and communication technology	56,215	47,100	44,474
Library resources	1,501	400	702
Employee benefits - salaries	2,320,142	2,124,090	2,329,784
Resource/attached teacher costs	1,717	4,250	2,822
Staff development	58,346	56,200	39,200
	<u>2,479,090</u>	<u>2,295,240</u>	<u>2,461,970</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	6,880	6,940	6,840
Board of Trustees Fees	3,405	3,800	3,295
Board of Trustees Expenses	12,327	12,500	8,303
Communication	6,584	5,000	5,856
Consumables	31,534	28,000	31,140
Operating Lease	-	9,164	29,109
Other	12,215	14,700	13,431
Employee Benefits - Salaries	151,423	130,450	136,532
Insurance	11,018	4,730	5,919
Service Providers, Contractors and Consultancy	6,900	6,900	7,420
	242,286	222,184	247,845

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	19,433	21,500	22,890
Consultancy and Contract Services	62,806	59,000	59,000
Cyclical Maintenance Expense	47,569	45,000	56,817
Grounds	5,191	6,000	18,541
Heat, Light and Water	29,956	27,500	25,409
Repairs and Maintenance	58,506	67,000	60,426
Use of Land and Buildings	882,671	490,000	1,103,529
Security	4,074	7,000	8,411
Employee Benefits - Salaries	57,976	53,000	54,904
	1,168,182	776,000	1,409,927

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	7,808	5,292	7,661
Furniture and Equipment	44,728	30,311	38,517
Information and Communication Technology	37,011	25,082	33,529
Leased Assets	15,259	10,341	10,517
Library Resources	1,384	938	1,949
Motor Vehicle	4,482	3,037	4,090
	110,672	75,001	96,263

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	100	100	100
Bank Current Account	39,200	46,603	68,875
Bank Call Account	306,334	34	34
Cash equivalents and bank overdraft for Cash Flow Statement	<u>345,634</u>	<u>46,737</u>	<u>69,009</u>

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

Of the \$345,634 Cash and Cash Equivalents, \$122,203 held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables from the Ministry of Education	97,563	11,385	11,385
Interest Receivable	4,757	3,768	3,768
Teacher Salaries Grant Receivable	124,687	119,037	119,037
	<u>227,007</u>	<u>134,190</u>	<u>134,190</u>
Receivables from Exchange Transactions	4,757	3,768	3,768
Receivables from Non-Exchange Transactions	222,250	130,422	130,422
	<u>227,007</u>	<u>134,190</u>	<u>134,190</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	1,430	1,513	1,513
School Uniforms	7,961	4,278	4,278
	<u>9,391</u>	<u>5,791</u>	<u>5,791</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	400,000	370,000	350,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	87,796	43,559	(311)		(7,808)	123,236
Furniture and Equipment	284,905	35,696	(1,171)		(44,728)	274,702
Information and Communication Technology	93,765	31,645	(4,359)		(37,011)	84,040
Motor Vehicles	40,729	-	-		(4,482)	36,247
Leased Assets	30,653	5,646	-		(15,259)	21,040
Library Resources	13,642	413	(2,981)		(1,384)	9,690
Balance at 31 December 2018	551,490	116,959	(8,822)	-	(110,672)	548,955

The net carrying value of equipment held under a finance lease is \$21,040. (2017:\$30,653)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	515,597	(392,361)	123,236
Furniture and Equipment	688,685	(413,983)	274,702
Information and Communication Technology	264,250	(180,210)	84,040
Motor Vehicles	44,819	(8,572)	36,247
Leased Assets	47,665	(26,625)	21,040
Library Resources	59,845	(50,155)	9,690
Balance at 31 December 2018	1,620,861	(1,071,906)	548,955

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	95,457	-	-	-	(7,661)	87,796
Furniture and Equipment	185,428	137,995	-	-	(38,517)	284,905
Information and Communication Technology	86,313	40,982	-	-	(33,529)	93,766
Motor Vehicles	-	44,819	-	-	(4,090)	40,729
Leased Assets	14,690	26,480	-	-	(10,517)	30,653
Library Resources	13,647	3,443	(1,501)	-	(1,949)	13,640
Balance at 31 December 2017	395,535	253,719	(1,501)	-	(96,263)	551,490

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	-	-	-
Buildings	-	-	-
Building Improvements	474,700	(386,904)	87,796
Furniture and Equipment	703,183	(418,278)	284,905
Information and Communication Technology	317,666	(223,901)	93,765
Motor Vehicles	44,819	(4,090)	40,729
Leased Assets	42,019	(11,366)	30,653
Library Resources	76,047	(62,405)	13,642
Balance at 31 December 2017	1,658,434	(1,106,944)	551,490

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	142,389	29,446	29,446
Accruals	8,485	8,331	8,331
Employee Entitlements - salaries	140,122	125,548	125,548
Employee Entitlements - leave accrual	7,931	5,345	5,345
	<u>298,927</u>	<u>168,670</u>	<u>168,670</u>
Payables for Exchange Transactions	298,927	168,670	168,670
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
	<u>298,927</u>	<u>168,670</u>	<u>168,670</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	113,547	113,547	78,530
Increase to the Provision During the Year	47,569	45,000	56,817
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	(30,280)	(21,800)
Provision at the End of the Year	<u>161,116</u>	<u>128,267</u>	<u>113,547</u>
Cyclical Maintenance - Current	92,033	84,011	39,011
Cyclical Maintenance - Term	69,083	74,536	74,536
	<u>161,116</u>	<u>158,547</u>	<u>113,547</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	16,740	7,830	16,329
Later than One Year and no Later than Five Years	7,611	7,600	20,045
Later than Five Years	-	-	-
	<u>24,351</u>	<u>15,430</u>	<u>36,374</u>

16. Funds Held for Capital Works Projects

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
New Block Replacement Teaching Spaces	<i>in progress</i>	\$ 16,474	\$ (390,000)	\$ 302,051	-	\$ 104,423
Heating Upgrade	<i>completed</i>	-	(46,909)	53,156	(6,247)	-
Totals		<u>16,474</u>	<u>(436,909)</u>	<u>355,207</u>	<u>(6,247)</u>	<u>104,423</u>
Represented by:						
Funds Held on Behalf of the Ministry of Education						104,423
Funds Due from the Ministry of Education						-
						<u>104,423</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
New Block Replacement Teaching Spaces	<i>in progress</i>	\$ 52,704	\$ -	\$ (36,230)	-	\$ 16,474
Totals		<u>52,704</u>	<u>-</u>	<u>(36,230)</u>	<u>-</u>	<u>16,474</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,405	3,295
Full-time equivalent members	0.13	0.29
<i>Leadership Team</i>		
Remuneration	403,195	338,454
Full-time equivalent members	3.50	3
Total key management personnel remuneration	406,600	341,749
Total full-time equivalent personnel	3.63	3.29

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	0.00	0.00
100 - 110	0.00	0.00
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$0	2017 Actual \$0
Total	0	0
Number of People	0	0

20. Contingencies

There are no contingent liabilities 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2018 there are no Capital Commitments

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

There are no operational leases as at 31 December 2018.

	2018 Actual \$	2017 Actual \$
No later than One Year	-	11,820
Later than One Year and No Later than Five Years	-	1,970
Later than Five Years	-	-
	<u>-</u>	<u>13,790</u>

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	345,634	46,737	69,009
Receivables	227,007	134,190	134,190
Investments - Term Deposits	400,000	370,000	350,000
Total Loans and Receivables	<u>972,641</u>	<u>550,927</u>	<u>553,199</u>

Financial liabilities measured at amortised cost

Payables	298,927	168,670	164,902
Finance Leases	22,809	23,248	32,248
Total Financial Liabilities Measured at Amortised Cost	<u>321,736</u>	<u>191,918</u>	<u>197,150</u>

24. Events After Balance Date

On the 29th April 2019, one of the classrooms Room 23 was damaged in a fire. The classroom is owned by the MOE and as such covered by the MOE's Insurance. The contents are covered by the school's own insurance. The fire therefor has no significant impact on these financial statements. A claim has been submitted to the respective insurers. There were no other significant events after the balance date that impact these financial statements.

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Independent Auditor's Report

To the readers of Pakuranga Heights School's Financial statements For the year ended 31 December 2018

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

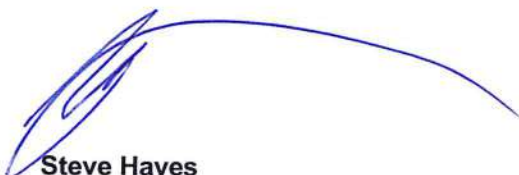
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 Pakuranga Heights School.

A handwritten signature in blue ink, appearing to read 'Steve Hayes', with a long, sweeping underline that extends across the page.

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

CHARTER

2018 -2020

SCHOOL NUMBER 1416

STRATEGIC AND ANNUAL PLAN



The Pak Heights Learner

What do we want for our children's future?

Pakuranga Heights School has consulted with 'Year 6 leaving learner' would look like. entering university or the workforce. We them, what jobs they will have, what know what is going to be vital. We want to when faced with a problem; creative, communicators. This led to the forming of Learner.

The Pak Heights Learner incorporates the Zealand Curriculum as identified by the These dispositions prepare students for the connected, actively involved life-long

Our Bee Valued programme underpins the each other.



students, staff and parents on what our Students starting school today will be don't know what the future will hold for knowledge they will need, but..... we develop learners that know what to do challenge-takers and confident our School's vision and Pak Heights

vision and key competencies of the New Pakuranga Heights learning community. challenges of being a confident, learner.

way we treat each other and relate to

Our Vision



Our Values

Our Bee Valued (Bee V) Programme supports the learning environment and the way we care for each other. It is based on the Cornerstone Values programme (which has eight values: Honesty and Truthfulness, Kindness, Responsibility, Respect, Consideration, Obedience, Compassion and Duty). All children are expected to adhere to these. Over several years we have integrated these eight values into promoting four main values.

Our values are:

- Honesty
- Kindness
- Responsibility
- Respect



The Bee Mascot

At Pakuranga Heights School the bee mascot is used to signify our commitment to the values approach. The Bee statements are used to focus our behaviour towards:

"Bee-ing the very Bee-st we can Bee!"

Cultural Diversity

Our School reflects Cultural Diversity by:-

- Respecting and valuing all cultures within our multi-cultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Including bicultural and multi-cultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning

Our school reflects the unique position of the Māori culture by:-

- Acknowledging the status of the Treaty of Waitangi.
- Acknowledging that New Zealand is a bi-cultural nation.
- Including aspects of Tikanga Māori in formal school occasions.
- Involving designated kaumatua and kuia attached to our school.
- Singing the National Anthem in both Maori and English at formal occasions.
- Using correct pronunciation of Maori names, place names, etc.
- Reflecting the value of Maori culture within our school environment.

Our school incorporates tikanga Māori into the school's curriculum by:-

- Supporting teacher professional development to promote confidence and skill.
- Making efforts to provide kapahaka opportunities for our students.
- Using Te Reo and promoting Tikanga within the classroom.
- Promoting and participating in Māori Language Week and recognising Matariki.
- Promoting protocol and understanding through visits to our local Marae.
- Integrating across the curriculum whenever possible.
- Teaching Te Reo when expertise is available.
-

Our school discovers the views and concerns of our Māori community by:-

- Consulting with local iwi.
- Ensuring accessibility of principal and Board of Trustees and their willingness to listen.

When a parent of a student requests that their child(ren) be provided with instruction in Te Reo Maori beyond the resources of the school, the Principal will:

- Discuss with the parent the ways the school currently involves Te Reo and Tikanga Maori in our life and programmes.
- Assist parents to gain information on schools in the district that have the capacity for more intensive instruction.

Developing policies and practices for the school every endeavour is made to reflect New Zealand's cultural diversity and the unique position of Maori culture. The Board takes all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori within its resources.

Strategic Plan 2017 - 2019



Stewardship

Encompassing accountability and improvement. The main focus is scrutiny on valued student outcomes, transparency and ongoing evaluation of performance in relation to goals and targets.

Statutory responsibilities

- Ensures board meets its `statutory requirements in relation to student achievement, curriculum, human resource, policies, health and safety, financial, property, personnel and administration.
- Provides a physically and emotionally safe environment
- Regular monitoring, evaluation and reporting in relation to statutory delegations.

Goal

To ensure accountability, effectiveness, service and strengthened organisational capacity

Performance Indicators

- The curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners.
- Ensure relationships between trustees and professional leaders are based on trust, integrity and openness.
- Ensure clarity around governance and management.
- Build relational trust and develop culturally responsive relationships to ensure active reciprocal communication with participation in the life of the school
- Actively promote/develop networks to ensure the extension and enrichment of the curriculum and increase learning opportunities and pathways available to students.
- Ensure student learning, well-being, achievement and progress is core priority.
- Scrutinises effectiveness in achieving valued student outcomes.
- Ensure robust data and evaluative information is available and use to support improvement
- Ensure strategic resourcing of strategies and resources are directed at improving student outcomes.
- To manage performance of principal ensuring clear links to strategic goals, priorities and ensure appropriate professional learning and development opportunities
- To ensure induction, ongoing training, sharing of responsibilities, and succession planning is in place.
- Review and reflect on effectiveness as a board in supporting the school to realise our vision, values, strategic direction, goals and targets

Responsive Curriculum

Responsive curriculum incorporates connections to students lives, prior understandings, and out of school experiences. It draws on and adds to parent, whanau, and community of knowledge. Student identities, languages and cultures are valued and enacted. Cultural and linguistic diversity are viewed as strengths.

Goal	Performance Indicators
<p>Have a responsive, inclusive curriculum that raises the achievement of all learners and ensures success for every student.</p>	<ul style="list-style-type: none"> • Teaching practices are consistent with a culturally responsive curriculum • Teachers use differentiation and a variety of teaching strategies to engage students • All students have equitable access to the curriculum • Difference and diversity are valued • Whanau have access to the PHS curriculum online • Higher percentage of students meeting or exceeding national standards across priority curriculum areas. • Higher percentage of students achieving at and motivated in writing • Effective intervention programmes, that raise and extend student outcomes • Effective integration and quantity of digital technologies to add value to the curriculum • High quality arts programme (performing arts) • Effective identification and tracking of student achievement and adaption/enhancement of learning programmes to meet their needs • Ensure individual success is celebrated • Students develop a strong a growth mind set to learning • Higher percentage of Maori and Pacifica students meeting or exceeding national standards. • Ensure the learning environment is engaging, supports participation and agency in learning.

Reciprocal connectedness

Goal	Performance Indicators
<p>Ahurutanga is a foundation for Pakuranga Heights School where mutual connections exist between our diverse cultures, community and natural environment</p>	<ul style="list-style-type: none"> • Passion programmes exist where the school community has the freedom to share, teach and express their culture and interests. • School is cool – attendance at school is above the national average and keeps increasing, reflecting ahurutanga • Kapa haka participates at a local /regional level competition • Culturally targeted information sessions in place to create connections and to close barriers • The Whanau Centre is a heart of the parent community • Outside classrooms are part of the learning environment • Ensure the cultural competencies for teachers of Māori Learners is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. (Manaakitanga, Whanaungatanga, Ako, Mahi tahi)

Strengthening and prioritising wellbeing

Wellbeing is vital for student success and is strongly linked to learning.
Wellbeing is at the heart of curriculum and student educational experiences.

Goal	Performance Indicators
To be highly responsive to the wellbeing and safety of all students and staff	<ul style="list-style-type: none"> • Strong and embedded values programme • Effective identification system for students with wellbeing and learning needs • Ensure learning, teaching and curriculum is focused on improving wellbeing. • Effective programmes for: <ul style="list-style-type: none"> - Dealing with change - Building emotional and social resilience - Building and fostering healthy friendships - Being healthy online • A healthy eating school • Inviting and engaging physical spaces outside the classroom to allow students to retreat, explore, play, engage, collaborate and release and build physical strength and confidence • Effective attendance, truancy procedures and school partnerships with parents and whanau, as well as community health and social providers, to ensure students attaining the desired outcomes for student wellbeing • Scrutiny of effectiveness of programmes, partnerships and delivery for improved wellbeing outcomes • Leaders are clear role models for promoting and responding to student wellbeing.

Strengthening collaboration

Goal	Performance Indicators
Strengthen collaboration as a framework for improving outcomes for students	<ul style="list-style-type: none"> • A high level of student agency involved in decision making at the class and school level • Teachers use an 'inquire' approach to improve their practise – measured through the PTC • School involvement in interschool initiatives has measureable benefits for students and teachers Coaching is an integral part of how students and staff work together and with each other

ANNUAL ACTION PLAN 2018

STUDENT LEARNING AND ACHIEVEMENT ACTION PLAN FOR 2018

Annual Achievement Targets:

Our aim at Pakuranga Heights is to strive for 80% of students achieving at their curriculum level using learning progressions and Overall Teacher Judgements. On closer look at the 2017 data the following specific school goals have been set for each cohort:

	Reading 2017 (outcome)	2018	Writing 2017 (outcome)	2018	Mathematics 2017 (outcome)	2018
After 1 year at school	70% (60%)	70% (52%)	80% (94%)	90% (90%)	85% (92%)	90% (89%)
After 2 years at school	70% (83%)	75% (76%)	80% (94%)	90% (77%)	90% (84%)	85% (90%)
After 3 years at school	75% (74%)	85% (73%)	85% (70%)	80% (68%)	80% (76%)	85% (64%)
End of Year 4	85% (71%)	80% (82%)	75% (69%)	80% (76%)	70% (72%)	80% (69%)
End of Year 5	85% (71%)	80% (66%)	80% (61%)	80% (64%)	80% (71%)	80% (73%)
End of Year 6	85% (79%)	80% (77%)	80% (72%)	75% (75%)	75% (67%)	80% (61%)

Two further specific goals will focus on raising writing achievement:

1. Specific target areas in the 2018,

Pasifika Year 3 cohort. This cohort of 13 students in 2017 had 38% of students achieving at or above National Standards at in reading and 31% in writing. Our target is 70% achieving at their curriculum level.

Outcome-

Reading Start of year at or above 38%

End of the year at or above 57% 21% shift

Writing Start of year at or above 42%

End of the year at or above 57% 14% shift

2. Sustainability - 15% shift in reading, mathematics and writing achievement for Maori students based on 2017 results.
Maori Student Data - 2018 the following shifts occurred:

Reading Start of year at or above 28%
End of the year at or above 70.5 % 42.5% shift

Writing Start of year at or above 26%
End of the year at or above 62.5 % 36.5 % shift

Maths Start of year at or above 18%
End of the year at or above 65 % 47. % shift

Encompassing accountability and improvement. The main focus is scrutiny on valued student outcomes, transparency and ongoing evaluation of performance in relation to goals and targets.

Goal
To ensure accountability, effectiveness, service and strengthened organisational capacity

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
A.1	<p>The curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners.</p> <p><i>(Student learning, wellbeing, achievement and progress is the board's core concern.)</i></p>	<p>Senior management</p> <p>Principal Executive officer Margaret Walker (SENCO)</p>	<p>Term 1-4</p> <p>Each Board Meeting</p> <p>Term 1 2018 overview</p>	<p>\$ 0</p> <p>\$0</p> <p>\$0</p>	<p>Regular cycle of curriculum review and reporting. <i>(Curriculum reports to Board Maori, Gifted and Talented, e-Learning, Numeracy, Health and P.E, Enviro)</i></p> <p>Regular reporting to the Board on curriculum, attendance and Health & Safety data. <i>(Health and Safety-each meeting Attendance report Meeting 5)</i></p> <p>Focus on environment and local contexts eg. walking school bus, Inquiry direction <i>(Evidenced in school guiding documents and team planning)</i> <i>Enviro school - working towards Green-Gold</i></p>	<p>See Annual Reporting Calendar and BoT reports - complete</p> <p>Health and Safety reporting at all BoT meetings. BoT Attendance report Term 3 -Every Day Matters Report Termly/ regular attendance letters sent out</p> <p>Walking school bus expanded Evidenced in team planning Delay with Enviro as change in leadership from Mrs Jennifer to Ms Neva Bassingwaithe Kaitiako leaders appointed</p>
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

A.1 continued	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
	<p>The curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners.</p>	All Staff	Term 1 -4 2018	\$0	<p>Students use digital devices and ICT resources in ways that promote productive thinking, collaboration and digital and technological fluency. <i>(e-Learning team provide PD and promote other learning opportunities. See also school wide review)</i></p>	e-Learning team have started several initiatives -see BoT report Reviewing the way we integrate technology into teaching to maximise learning opportunities will be a focus in 2019.
		Carol Madden Deanne Williams Janelle Waterworth All staff	Term 1-4 2018	\$3000	<p>Confident in their identity language and culture. Te Reo programme continued in senior school. Promote cultural identity through encouraging students to take an active part in pepeha, powhiri and school cultural events. Greater emphasis in 2018 on promoting Pasifika language and culture.</p>	<p>Language rotations - senior and middle school Staff voluntarily undertaking Te-Reo lessons fortnightly. Pasifika dance group set up. Pasifika language weeks celebrated Kindy visit by Kapa Haka groups</p>
	<p>School Wide Focus Areas</p> <ul style="list-style-type: none"> - Literacy - numeracy - coaching - health and safety 	Senior Management Unit holders Classroom teachers	Term 1-4 2018	\$1000	<p>Student leadership is promoted as an outcome for all students - house leaders, playground mediators, buddy classes, road patrol, library, monitors, sports monitors, public speaking, classroom monitors, etc Team building for school leaders Community service to local rest home/kindy, etc</p>	<p>All leadership opportunities for students in place. Community service opportunity not in place as yet</p>

A.2	Ensure relationships between trustees and professional leaders are based on trust, integrity and openness.	Board of Trustees	February meeting	\$0	Agreed Code of Conduct	In place
		Staff Rep Principal	All year 2018	\$0	Transparent sharing of knowledge to improve outcomes See principal's appraisal survey	Completed
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome
A.3	Ensure clarity around governance and management	BoT Chairperson	February meeting	\$0	Roles and responsibilities are clearly defined. Revisit BoT manual with 2018 overviews	Completed
		Board of Trustees Principal	All year 2018	\$0	Review and reflect on effectiveness See relevant ERO, NZSTA documents/guidelines	Ongoing -reflections end of each meeting from Term 4
				\$500		
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome
A.4	Build relational trust and develop culturally responsive relationships to ensure active reciprocal communication with participation in the life of the school	Senior management Board of Trustees Carol Madden	March - ongoing	\$500	Sharing of annual plans and achievement targets with the community. Consultation and feedback meetings/surveys with the school community.	Positive Community survey Term 3
		Ricky Solomon	All year Term 1	\$250	Use of cultural expertise on the board of trustees. Focus in 2018 on Pasifika - Fono	Rikki Solomon lead staff Te-Reo lessons Ongoing Deferred and will be a Hui/Fono night in 2019
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome

A.5	Actively promote/develop networks to ensure the extension and enrichment of the curriculum and increase learning opportunities and pathways available to students.	Principal	All year	\$1000	Participation in CoL/Kāhui Ako	See BoT reports Actioned - ongoing
		Senior management	All Year	\$0	Principal lead local Howick Pakuranga Principals Meetings Full participation in inter-school events	Appointed leader School involved in most interschool events
		Staff Board of Trustees	All year	\$0	Links with local government agencies, curriculum cluster groups with a focus on the core curriculum areas and ESOL and Special Needs. Kiwi Sports and sports clubs Participation and involvement in parent and community sessions eg. digital safety, mandarin, literacy, numeracy	Involved with local literacy cluster, special needs, numeracy. Parent sessions provided in numeracy and literacy
		Senior Management	Ongoing 2018	\$0		
			January Ongoing 2018	\$5000	Professional links with local schools/Kahui Ako ie. PD, moderation, sharing of resources	Initiated and ongoing
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

A.6	Ensure student learning, well-being, achievement and progress is core priority.	All Staff	All year 2018	\$0	Meeting focus on student achievement and outcomes.	Evidenced in team minutes- occurring
		Team leaders				
		Senior leaders	Term 2	\$0	Student Well-Being Survey - Years 3 & 5	Completed- presented to BoT
		Senior management			21 st Century classrooms (<i>see appraisal</i>) Setting aspirational achievement targets Actioning recommendations from 2017 external review of student support programmes.	In place Ongoing - see report to BoT on intervention programmes See Learning Support Action Plan
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome to date
A.7	Scrutinises effectiveness in achieving valued student outcomes.	Board of Trustees	Term 1	\$0	Appraisal site updated reflecting the new teaching standards - clearer accountability	Completed with guidance from Dr Nicky Knight
		Principal				
		Senior management	All year	\$0	Support programmes are effective in raising achievement (see A1 & A6)	See Report to BoT See Action plan Goal 6/7. Results tracked Management of support groups checked to ensure progress or acceleration is occurring - Weekly meetings
					Strategic resourcing such as learning assistants directly linked to student outcomes - using student achievement data and collaborative discussions with teachers and support staff - reporting to senior management.	
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome

A.8	Ensure robust data and evaluative information is available and use to support improvement	Principal Staff Rep Executive officer Margaret Walker	Board meetings	\$0 \$0	Achievement data formally reported to Board four times per year. <i>(see A1)</i> School operations reported on regularly eg. health & safety, attendance	Completed In place each meeting (see BoT manual 2018)
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
A.9	Ensure strategic resourcing of strategies and resources are directed at improving student outcomes.	Board of Trustees Senior management Margaret Walker De-Anne Sills	February All year Board meetings All year	\$0 \$0	National learning priorities and local needs are reflected in the budget. Continue to implement recommendations from 2016 literacy, numeracy, student support and office review. <i>(See B2)</i> BoT regularly updated on personnel Regular reporting of strategic review, resourcing and strategies in BoT reports.	Actioned and approved Professional learning in place - greater consistency evident, reflective practice the norm Action Goal 2/3/4 building capacity of LA's Ongoing every meeting and emails when necessary Ongoing- see Bot reports
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

A.10	To manage performance of principal ensuring clear links to strategic goals, priorities and ensure appropriate professional learning and development opportunities	Board of Trustees BoT Chairperson	February ongoing	\$2000	Engage external appraiser under delegated responsibility of the Chairperson	Completed
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
A.11	To ensure induction, ongoing training, sharing of responsibilities, and succession planning is in place.	Board of Trustees Principal	All year	\$0 \$0	Operations/induction manual for all staff updated and unpacked. Induction and ongoing training available for all new staff Sharing of responsibilities and succession planning delegated correctly and monitored	Completed Rigorous process in place - completed In place. Senior management meetings
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
A.12	Review and reflect on effectiveness as a board in supporting the school to realise our vision, values, strategic direction, goals and targets	Principal Senior management	Board meetings July	 \$0	Reporting on strategic direction, goals and targets through the Principal's BoT reports Mid-year reporting on annual plan progress Budget review Curriculum reporting Achievement reporting	In place- ongoing Completed See BoT manual Budget reviewed at each BoT meeting

Responsive Curriculum

Responsive curriculum incorporates connections to students' lives, prior understandings, and out of school experiences. It draws on and adds to parent, whanau, and community funds of knowledge. Student identities, languages and cultures are valued and enacted. Cultural and linguistic diversity are viewed as strengths.

Goal

Have a responsive, inclusive curriculum that raises the achievement of all learners and ensures success for all.

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.1	Teaching practices are consistent with a culturally responsive curriculum	Senior management	All year	\$0	Maori achieving success as Maori - staff meetings, PD. teaching as inquiry, appraisal	Linked to teaching as inquiry- appraisal. Cultures celebrated regularly in a variety of ways Cultural Competencies TOD In minutes In place Cultures celebrated throughout the year see school calendar Greater focused emphasis in 2019
		Team leaders	All year	\$0	Teachers planning and programmes reflects student identity, language and culture.	
		All Staff	All year	\$2000	Professional development provided to all staff including support staff.	
			Weekly	\$0	Promoted at team and staff meetings.	
			x3 per year	\$0	Monitored through appraisal system.	
				Celebration of cultural events eg Chinese New Year, Diwali, Eid, Samoan Week, etc ESOL programme - duality maps Focus on Pasifika culture and language		
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

B.2	Teachers use differentiation and a variety of teaching strategies to engage students	Board of Trustees Senior management Team leaders	All year	\$1500 \$12,000	Professional development provided e.g. staff meetings, targeted PD, Kahui Ako initiatives Continuing with Dr Nicky Knight (literacy), Anne Milburn (numeracy) to work with staff in 2018. Evidenced in planning, classroom programmes, observations through appraisal and classroom visits.	In place -positive feedback from staff with targeted PD Completed very successful- report to Bot Strong evidence this is working well
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.3	All students have equitable access to the curriculum	Board of Trustees Principal Senior management Margaret Walker	All year All year Weekly	\$20000 \$1000 \$1000	Resourcing such as digital technology is available to all students. Students and families assisted financially eg. trips, uniforms, stationery. Learning assistant's professional development. Targeted student support	In place In place- students assisted with uniform, lunches and trips in 2018 Targeted professional learning provided- numeracy, restraint, Improved systems in place
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

B.4	Difference and diversity are valued	Board of Trustees	All year	\$500	Promote and value inclusive learning environments.	Evidenced in appraisal and casual observations
		Senior management	All year	\$50,000 on top of MoE funding	Ensure adequate resourcing for support programmes.	In place- evidenced in budget
		Team leaders	Ongoing	\$5000	Professional learning and development provided for all staff.	See Professional learning plan -
		All Staff		\$0	Learning opportunities support and challenge Assemblies Cultural festival Language weeks Classroom displays Outside experts All children encouraged to participate in all school events eg. sports, cultural	Linked to planning and achievement and progress outcomes Evidenced in classrooms and observations In place
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome
B.5	Whanau have access to the PHS curriculum online	Senior management Joanne Harvey	Term 1	\$0	Update assessment section	Reflects Govt change with national standards
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome

B.6	Higher percentage of students meeting or exceeding aspirational targets (national standards)	Board of Trustees Senior management Staff Margaret Walker	February Mid and end of year	\$0	Achievement targets are set. Monitored at team and senior management level and reported at Board level. SENCO monitoring achievement of students receiving additional support	Actioned- See Strat Plan See BoT reports Actioned - regular updates at meetings
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.7	Higher percentage of students achieving at and motivated in writing	Senior management Team leaders Staff	Board meetings All year All year	\$0 See B2 \$0	Mid and end of year comparisons. Core curriculum focus continues in 2018 Student voice through surveys and analysis.	2017 used to compare-reported to BoT Actioned - see Professional learning plan In place - See Surveys
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.8	Effective intervention programmes, that raise and extend student outcomes	Senior management	Term 2	\$5000	Continuation of the Mutukaroa philosophy underpins decisions. <i>See A.6 & A.7 above</i>	Actioned but has been difficult due to staffing and changing roles
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

B.9	Effective integration and quantity of digital technologies to add value to the curriculum	Board of Trustees Senior management Team leaders Staff	Ongoing Term 2 & 3	See B3 \$1000	Digital devices continue to be made available to enhance teaching and learning eg. iPads, chromebooks, interactive whiteboards. Professional learning and development sessions for staff. Monitored through regular observations and appraisal systems. Review - see A1	In place Sessions for target learning provided by e-Learning team Actioned
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.10	Effective identification and tracking of student achievement and adaption/enhancement of learning programmes to meet their needs	Senior management Team leaders Staff	All year Termly Weekly All year As per identified needs	\$0 \$0 \$0 \$2500	Reviewing all assessment tools currently used Promote continued practice of tri circles teaching as inquiry. Team meetings focussed on student achievement and outcomes. Learning assistant resourcing and allocation is regularly reviewed. Professional development provided to staff. Individualised student monitoring. Data analysed, compared and next steps formulated for the learner. Planning and programmes adapted.	Started end of Term 2 - ongoing in 2019 Actioned and embedded Actioned - see team minutes Regular weekly meeting with SENCO take place Targeted, whole staff Professional learning by consultants as well as our own staff.
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

B.11	High quality arts programme (performing arts)	Board of Trustees Principal Senior management Staff	February January <i>Term 3 & 4</i> All year All year	\$0 \$0 \$5000 \$1500	Sufficient budget allocation. Action plan developed. Visual arts exhibition and cultural festival planned for 2018. Staff professional development. Continue to engage our community and tap into local expertise eg. artists, drama, singing, cultural dances, etc	Actioned -See budget To be completed for next three years Specialist ARTs CRT release teacher in 2019 Term 2 linked with partnership interviews. Cultural festival Term 4 See Professional learning plan. Taiwan performers ongoing, Speech training, school bands, College kappa haka
Planned Priorities		Who	When	Budget	Expected Outcome	Outcome

B.12	Ensure individual success is celebrated	Senior management	All year	\$2500	Assemblies, certificates, newsletters, End of Year Awards ceremony, classroom.	Actioned - ongoing
		Team leaders				
		All Staff	As and when needed	\$0	Home-school partnership continued eg emails, phone calls, parent interviews, casual interactions at school.	Area of strength
			All year	\$0	Promote success for ALL students eg recognising progress, effort, positive qualities, school values, participation	Actioned-discussed at leadership, team and whole staff
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.13	Students develop a strong growth mind set to learning	Senior management	February	\$0	Key stake holders participate in setting challenging and appropriate expectations for learning.	In place- See curriculum plan, Team meeting minutes, Senior leader meeting minutes
		Team leaders	Mid-year			
		All Staff	All year	\$250	Promote relationships that are respectful and productive and diversity to difference in value.	Understanding of cultural competencies and celebration of different culture
		Students	All year	See budget	Students are well supported to access learning ie. ESOL, special needs.	Ongoing- we have strong links with agencies and are recognised as an inclusive school
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

B.14	Higher percentage of Maori and Pasifika students meeting or exceeding (national standards) aspirational targets	Principal	Mid & end of year	\$0	Mid and End of Year reporting to the staff and Board.	In place
		Senior Management	Termly	\$0	Priority student focus for teaching as inquiry groups.	In place
		Team leaders	Weekly	\$0	Planning checks and termly evaluations.	In place
		Staff	Termly		SENCO monitoring of students on learning support programmes Priority students are the focus for learning support groups	In place
	Margaret Walker					
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
B.15	Ensure the learning environment is engaging, supports participation and agency in learning.	Senior management	All year	\$0	Monitored through walk throughs and appraisal systems - quality teaching and learning.	In place
		Team leaders				
		Staff	All year	\$1500	Classroom environments reflect cultural diversity.	Variation- some better than others but improving
			All year	\$20,000	Digital tools and physical environment readily available	In place
		All year	PD budget	Teacher professional development.	In place- see professional learning plan	
Reciprocal Connectedness						

Goal

Ahurutanga is a foundation for Pakuranga Heights School where mutual connections exist between our diverse cultures, community and natural environment

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
C.1	Passionate programmes exist where the school community has the freedom to share, teach and express their culture and interests	Board of Trustees	Weekly	\$0	Reflected in teacher planning and appraisal evidence	In place
		Principal	All year	\$0	Open door policy	In place
		Senior management		Survey end of 2018 to help decide curriculum topics for 2019	Term 4	
		Senior Leaders	December	\$0	Kapa Haka Pasifika Group 2018	Actioned
		Staff Community help		\$2000		
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
C.2	School is cool - attendance at school is above the national average and keeps increasing, reflecting ahurutanga	Principal	Daily	\$0	Daily checks on students	Attendance follow up is an area of strength -
		Ariane Hodgetts (Attendance)	Weekly	\$0	School support systems	
		Senior management	As needed	\$0	Contact with parents	Strong links with agencies and regular contact and meetings with parents whose child's attendance are a concern
		Senior leaders		\$0	Use of outside agencies	
		Staff	Termly	\$0	Reporting to the Board	Lateness data now included on school reports
		Margaret Walker				
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

C.3	Kapa haka participates at a local /regional level competition	Carol Madden Senior management	All year	\$2000	Continue participation in competitions and festivals	Term 4 - Koanga Festival postponed this year so will be local schools
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
C.4	Culturally targeted information sessions in place to create connections and to close barriers	Curriculum leaders Senior management Senior leaders	Term 1 All year All year	\$1500 \$500 \$1500	Consultation sessions and or survey to take place - fono Invite guest speakers Staff leading information sessions eg Mandarin Staff professional development.	Term 4 To be initiated See Professional Learning Plan
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
C.5	Whanau centre is a heart of the parent community	Principal Senior management	All year All year	\$500 \$100	See B8 Guest presenters / range of topics Freely available for parents/whanau/PTA PTA to run coffee and information sessions	Slow to be actioned - greater emphasis term 3 and term 4 Actioned Actioned
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome

C.6	Outside classrooms are part of the learning environment	Board Chairperson (Grants)	All year	\$0	Learning spaces no longer defined by walls.	In place
		Executive officer	All year	\$2500	Develop attractive, functional outside spaces with and through student voice.	Student leader inquiry underway to improve spaces around the school
		Senior management				
		Staff	All year	\$20,000	Continuing to develop Interactive garden spaces.	Greater emphasis Term3/4
		Students		\$2500	Student environment groups eg gardening club, waste managers, Kaitiaki leaders.	In place
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
C.7	Ensure the cultural competencies for teachers of Māori Learners is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. (Manaakitanga, Whanaungatanga, Ako, Mahi tahi)	Team leaders	Appraisal observations x 2	\$0	The use of cultural competencies for teachers of Māori students can be observed in teacher practice (appraisal system)	In place-
		Senior management				
		Staff	February Weekly	\$0	Our curriculum and planning make connections to our students lives, prior understandings, contexts and experiences.	In place -inquiry learning -student input
			All year	\$1000	Staff professional development opportunities	PLD Term 3 on cultural competencies

Strengthening and Prioritising Wellbeing

Wellbeing is vital for student success and is strongly linked to learning

Wellbeing is at the heart of curriculum and student educational experiences.

Goal

To be highly responsive to the wellbeing and safety of all students and staff

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D1.	Strong and embedded values programme	Senior management	Term 3	\$0	Survey on students' perspectives about wellbeing. (see A6)	Completed and reported on
		Senior leaders				
		Staff	All year	\$0	School values embedded in our strategic planning, policies, procedures, initiatives and classroom programmes.	Values programme forms the basis for the PB4L Behaviour matrix
			All year	\$5000	Evident in the physical environment, behaviour and how we treat each other.	Ongoing -see well-being survey results
			Termly x 2	\$0	Regular assemblies promoting values and wellbeing.	In place
			All year	\$0	Classroom displays (appraisal).	In place - as part of appraisal
All year	\$1000	Celebrations of different religions, spirituality, ethnicities, gender orientation and gender identity.	In place and ongoing - see newsletters, school calendar, meeting minutes			

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.2	Effective identification system for students with wellbeing and learning needs	Senior leaders	February	\$0	All staff aware of procedures and policies.	In place at team, admin and support staff level
		Staff	Weekly team meetings	\$0	Strong relationships with parents/whanau and agencies.	Ongoing
		Margaret Walker	All year	\$0	Open door policy promoted in newsletters, website, parent interactions.	In place eg. Parent partnership interviews
			All year	\$0	Connections with outside agencies/organisations/kindies, childcare/MoE/ECE transition team are strong to ensure effective transitioning	Ongoing - comprehensive processes developed- eventually preschool providers will be invited in Kahui Ako
			All year	\$0	Consultation meetings with staff and parents	Termly and ongoing with Ministry
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.3	Ensure learning, teaching and curriculum is focused on improving wellbeing.	All staff	Start of each term	\$0	See A.1 Term focus on school values	Continues- evidenced in classroom and highlighted values assemblies
		Senior management Margaret Walker	All year	\$0	Monitored through planning, appraisal, classroom programmes Use of outside expertise	Referrals to agencies including counselling- students and staff 2019 PB4L teaching positive behaviours through PB4L lesson plans

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.4	Effective programmes for: <ul style="list-style-type: none"> ❖ Building emotional and social resilience ❖ Building and fostering healthy friendships ❖ Continue to foster being healthy online ❖ A healthy eating school 	Senior leaders	All year	\$0	Continue school disposition and values programmes.	In place Part of PB4L contract
		Joanne Harvey	All year	\$0	Foster digital citizenship.	Ongoing - parent session needed
		Senior management	All year	\$0	Students will have a greater understanding / skills base about personal growth and development knowledge. (see Inquiry Concept overview)	In place
		All staff	All year	\$2000	Part of PB4L contract	Led by Margaret Walker
		Students	All year	See budget PD	Staff professional development. In class sessions	Ongoing at class and team level
		Margaret Walker	All year	\$0	Promote healthy lunches eg sugar free snacks/lunches Parent evening with nutritionist.	Term 3
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.6	Inviting and engaging physical spaces outside the classroom to allow students to retreat, explore, play, engage, collaborate and release and build physical strength and confidence	Senior management Enviro team	All year Term 2/3	See C6	Continue with plans of major interactive garden design plan from 2016 by external consultant in consultation with students. Upgrade of senior playground	Taking longer than anticipated due to staff leader changes Not yet actioned but PTA fundraising

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.7	Effective attendance, truancy procedures and school partnerships with parents and whanau, as well as community health and social providers, to ensure students attaining the desired outcomes for student wellbeing	Senior management Margaret Walker	Termly	\$0	Board reports to include data and analysis of student attendance and truancy	Term 3
			All year	\$500	Community Centre speakers on relevant topics for parents <i>See A1</i>	To be actioned
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.8	Scrutiny of effectiveness of programmes, partnerships and delivery for improved wellbeing outcomes	Senior management Margaret Walker	All year	<i>See A7</i>	Actioning of recommendations of learning support programmes by external reviewer from 2017	In place- see Learning support Action plan
	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
D.9	Leaders are clear role models for promoting and responding to student wellbeing.	Senior management	Term 3	\$0	Staff wellbeing review	Completed
			All year	\$5000	Professional Development opportunities	See Professional learning plan
			All year	\$0	Newsletters Webpage Team meetings Senior leadership meetings	Ongoing

Strengthening Collaboration

Goal

Strengthen collaboration as a framework for improving outcomes for students

Strengthening Collaboration						
Goal						
Strengthen collaboration as a framework for improving outcomes for students						
Planned Priorities	Who	When	Budget	Expected Outcome	Outcome	
E.1 A high level of student agency involved in decision making at the class and school level part of how students and staff work together and with each other	Deanne Williams	All year	\$1500	House Captain & Student Leadership PD	Facilitated by Ms Antonia Burton	
	Jack Hopkinson	All year	\$1000	House Captains involved in school initiatives - personal inquiry	Currently taking place	
	All staff	Appraisal Observations	\$0	Our learning environments supports participation, engagement, and agency in learning	Ongoing and monitored through appraisal and observations	
	Students	All year	\$0	Learning strategies - self monitoring, goal setting developing meta cognitive skills, self-efficacy and agency	Linked to school wide contracts- numeracy and literacy- appraisal	
Planned Priorities	Who	When	Budget	Expected Outcome	Outcome	
E.2 Teachers use an 'inquire' approach to improve their practise - measured through the teaching codes and standards	Sue Kandasamy	February Termly	\$0	Teaching as inquiry is embedded.	In place -focus on students	
	Team leaders	Termly	\$0	Staff professional development See B10	Actioned and ongoing -See professional learning plan	

	Planned Priorities	Who	When	Budget	Expected Outcome	Outcome
E6.3	School involvement in interschool initiatives has measureable benefits for students and teachers	Deanne Williams Jack Hopkinson	All year	\$500	Participation in interschool sports- Survey students - Term3/4	Participate in most HPPA events
		ARTs team	All year	\$500	Participation in interschool fixtures e.g: technology challenge, dance, music	Ongoing - mainly Term 3/4

Property and Capital Works

Planned Priorities	Who	When	Budget	Expected Outcome
Replace senior school playground soft fall	Project Manager		\$50,000	Drainage issues sorted, complaint, attractive Playground closed to rebuilt in 2019
Room 9, 10 Removal	Executive Officer Project Manager Principal	2018		Modern classroom replacements Term 4 –completed dated Term 2, 2019
Field repair- laser level	Executive Officer Principal	Term 3/4	\$15000	Removal of lumps, pit holes and weed - better drainage Completed
Astro turf – middle school	Executive Officer Project Manager Principal	Term 4 / 2018	\$40,000	Bright, functional Save money on replacing, repairing concrete surface On hold until Room 9 and Room 10 replaced
Removal of Caretaker shed and boiler room	Executive Officer Project Manager Principal Ministry of Education	TBA	\$ 0 Surplus	Create bigger space for senior school, removal of unsightly building Linked to replacement of heater system and MoE approval – not actioned yet
Gas Heating- main block	Ministry of Education 5YA	TBA	\$0	Efficient heating in place Not gas- but heat pumps in all junior classes in main block
Interactive gardens	Executive Officer Principal	Term 2/3/4	\$10,000	Functional and designed for and with students Delayed

5 Year Maintenance Plan

Block 4 Interior 1 classroom	Project manager Executive Officer Principal	TBA	\$15,300	Clean modern learning environments Completed
Hall - exterior	Project manager Executive Officer Principal	TBA	\$20,000	Clean, functional, roof replacement Deferred to 2019
Block 2 – exterior	Project manager Executive Officer Principal	TBA	\$6,300	Functional, bright TBA
Block 7 Interior Resource Room	Project manager Executive Officer Principal	TBA	\$1,700	On hold
Block 5 Interior Dental Clinic	Project manager Executive Officer Principal	TBA	\$1200	With project manager and Ministry



Pakuranga Heights School



Reaching new heights together

23rd May, 2019

Statement on KiwiSport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$7,217.22 (excluding GST). The funding was spent on upgrading sporting equipment and on transporting students to the swimming pool for lessons and to interschool events.

F Kelly

F Kelly
Principal