

PAKURANGA HEIGHTS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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 2022
Fintan Kelly	Principal ex Officio	Appointed	
Alex Winter	Parent Rep	Elected	June 2022
Matt Franetovich	Parent Rep	Elected	June 2022
Matthew Robertson	Parent Rep	Elected	June 2022
Rachel Makata	Parent Rep	Elected	June 2022
Sue Kandasamy	Staff Rep	Elected	June 2022

Accountant / Service Provider: Top Class Financial Management Services

PAKURANGA HEIGHTS SCHOOL

Financial Statements - For the year ended 31 December 2020

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Pakuranga Heights School

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

FIONA BAILEY

Full Name of Board Chairperson

F. Bailey

Signature of Board Chairperson

18/5/2021

Date:

Finian Kelly

Full Name of Principal

F Kelly

Signature of Principal

18/5/2021

Date:

Pakuranga Heights School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,507,075	3,909,130	4,239,419
Locally Raised Funds	3	223,811	214,810	274,857
Interest Earned		5,759	500	16,708
		4,736,645	4,124,440	4,530,984
Expenses				
Locally Raised Funds	3	51,886	42,150	35,126
Learning Resources	4	2,740,597	2,277,000	2,637,551
Administration	5	225,044	225,501	210,105
Finance		1,936	2,500	1,594
Property	6	1,304,627	1,282,865	1,222,659
Depreciation	7	157,278	160,000	123,480
Loss on Disposal of Property, Plant and Equipment		3,040	200	12,898
		4,484,388	3,990,216	4,243,413
Net Surplus / (Deficit) for the year		252,257	134,224	287,571
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		252,257	134,224	287,571

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Pakuranga Heights School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January	<u>1,264,230</u>	<u>1,264,230</u>	<u>955,083</u>
Total comprehensive revenue and expense for the year	252,257	134,224	287,571
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	21,576
Adjustment to Accumulated surplus/(deficit) from adoption of PBE UFRS 9	-	-	-
Equity at 31 December	<u>23 1,516,487</u>	<u>1,398,454</u>	<u>1,264,230</u>
Retained Earnings	1,516,487	1,398,454	1,264,230
Reserves	-	-	-
Equity at 31 December	<u>1,516,487</u>	<u>1,398,454</u>	<u>1,264,230</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Pakuranga Heights School
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	18,444	304,364	395,179
Accounts Receivable	9	271,803	183,836	267,733
GST Receivable		13,909	4,700	4,700
Prepayments		3,421	10,558	10,558
Inventories	10	9,789	7,893	7,893
Investments	11	450,000	101,705	301,705
		<u>767,366</u>	<u>612,856</u>	<u>987,567</u>
Current Liabilities				
Accounts Payable	13	216,763	205,705	205,705
Revenue Received in Advance	14	-	-	64,092
Provision for Cyclical Maintenance	15	43,829	29,709	14,109
Finance Lease Liability - Current Portion	16	12,369	11,664	11,664
Funds held for Capital Works Projects	17	3,754	-	57,173
		<u>276,515</u>	<u>247,078</u>	<u>352,743</u>
Working Capital Surplus/(Deficit)		490,851	365,778	634,824
Non-current Assets				
Property, Plant and Equipment	12	1,139,952	1,142,313	739,043
		<u>1,139,952</u>	<u>1,142,313</u>	<u>739,043</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	98,530	100,217	100,217
Finance Lease Liability	16	15,786	9,420	9,420
		<u>114,316</u>	<u>109,637</u>	<u>109,637</u>
Net Assets		<u>1,516,487</u>	<u>1,398,454</u>	<u>1,264,230</u>
Equity	23	<u>1,516,487</u>	<u>1,398,454</u>	<u>1,264,230</u>

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

Pakuranga Heights School
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,105,514	1,098,262	961,492
Locally Raised Funds		177,786	190,718	311,967
Goods and Services Tax (net)		(9,209)	-	512
Payments to Employees		(480,497)	(430,849)	(423,144)
Payments to Suppliers		(420,590)	(526,303)	(541,387)
Cyclical Maintenance Payments in the year		-	-	(26,610)
Interest Paid		(1,936)	(2,500)	(1,594)
Interest Received		8,068	500	17,558
Net cash from / (to) the Operating Activities		379,136	329,828	298,814
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,960	(4,759)	-
Purchase of PPE (and Intangibles)		(559,998)	(558,711)	(304,940)
Purchase of Investments		(148,295)	200,000	98,295
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(706,333)	(363,470)	(206,645)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	21,576
Finance Lease Payments		3,882	-	(16,952)
Funds Held for Capital Works Projects		(53,420)	(57,173)	(47,249)
Net cash from / to Financing Activities		(49,538)	(57,173)	(42,625)
Net increase/(decrease) in cash and cash equivalents		(376,735)	(90,815)	49,544
Cash and cash equivalents at the beginning of the year	8	395,179	395,179	345,635
Cash and cash equivalents at the end of the year	8	18,444	304,364	395,179

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

For the year ended 31 December 2020

1. Statement of Accounting Policies

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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 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.

Cyclical Maintenance

The school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

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

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to an insurance pay-out received where a cash settlement was agreed upon for uniforms and costumes destroyed in a fire at the beginning of 2019, where there are unfulfilled obligations for the School to provide for goods in the future.

o) 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).

p) 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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

r) 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.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

t) 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	913,798	852,765	770,100
Teachers' salaries grants	2,336,439	1,842,000	2,223,528
Use of Land and Buildings grants	1,063,811	1,012,765	1,012,765
Other MoE Grants	193,027	201,600	233,026
	<u>4,507,075</u>	<u>3,909,130</u>	<u>4,239,419</u>

The school has opted in to the donations scheme for this year. Total amount received was \$77,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$37,817 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	3,326	52,500	99,731
Fundraising	15,555	20,000	30,242
Other revenue	63,302	-	1,000
Trading	26,780	20,000	21,544
Activities	114,848	122,310	122,340
	<u>223,811</u>	<u>214,810</u>	<u>274,857</u>
Expenses			
Activities	17,548	12,650	10,424
Trading	22,253	24,000	19,410
Fundraising (costs of raising funds)	12,065	5,500	5,292
	<u>51,866</u>	<u>42,150</u>	<u>35,126</u>
<i>Surplus for the year Locally raised funds</i>	<u>171,945</u>	<u>172,660</u>	<u>239,731</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	53,403	73,800	33,170
Information and communication technology	42,916	61,500	46,149
Library resources	549	1,500	663
Employee benefits - salaries	2,607,723	2,076,500	2,501,349
Resource/attached teacher costs	2,824	2,500	8,486
Staff development	33,182	61,200	47,734
	<u>2,740,597</u>	<u>2,277,000</u>	<u>2,637,551</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	7,340	7,340	7,160
Board of Trustees Fees	2,500	3,800	2,950
Board of Trustees Expenses	9,532	15,400	13,679
Communication	6,609	7,000	6,352
Consumables	27,679	30,000	30,383
Other	9,361	13,200	6,790
Employee Benefits - Salaries	143,699	136,350	126,475
Insurance	11,424	5,511	9,416
Service Providers, Contractors and Consultancy	6,900	6,900	6,900
	<u>225,044</u>	<u>225,501</u>	<u>210,105</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	19,548	23,000	19,185
Consultancy and Contract Services	61,950	67,500	68,496
Cyclical Maintenance Provision	27,833	15,600	(20,180)
Grounds	1,740	5,500	4,705
Heat, Light and Water	19,654	26,000	25,564
Repairs and Maintenance	43,835	64,500	52,480
Use of Land and Buildings	1,063,811	1,012,765	1,012,765
Security	8,426	8,000	7,854
Employee Benefits - Salaries	57,830	60,000	51,790
	<u>1,304,627</u>	<u>1,282,865</u>	<u>1,222,659</u>

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Building Improvements	9,179	9,338	9,410
Furniture and Equipment	89,885	91,440	56,193
Information and Communication Technology	43,329	44,079	43,736
Leased Assets	9,232	9,392	8,741
Library Resources	1,171	1,192	918
Motor Vehicle	4,482	4,559	4,482
	<u>157,278</u>	<u>160,000</u>	<u>123,480</u>

8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	100	100	100
Bank Current Account	5,938	240,264	332,773
Bank Call Account	12,406	64,000	62,306
Cash equivalents and bank overdraft for Cash Flow Statement	18,444	304,364	395,179

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

Of the \$18,444 Cash and Cash Equivalents, \$3,754 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	8,915	26,982	26,982
Receivables from the Ministry of Education	85,208	-	43,897
Interest Receivable	1,598	3,907	3,907
Banking Staffing Underuse	-	-	40,000
Teacher Salaries Grant Receivable	176,082	152,947	152,947
	271,803	183,836	267,733
Receivables from Exchange Transactions	10,513	30,889	30,889
Receivables from Non-Exchange Transactions	261,290	152,947	236,844
	271,803	183,836	267,733

10. Inventories

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	2,660	752	752
School Uniforms	7,129	6,941	6,941
	9,789	7,693	7,693

11. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	450,000	101,705	301,705

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	113,828	-	-	-	(9,179)	104,647
Furniture and Equipment	436,007	519,481	-	-	(89,885)	865,603
Information and Communication Technology	130,663	18,080	-	-	(43,329)	105,414
Motor Vehicles	31,765	-	-	-	(4,482)	27,283
Leased Assets	20,359	21,169	(3,490)	-	(9,232)	28,806
Library Resources	6,423	3,019	(72)	-	(1,171)	8,199
Balance at 31 December 2020	739,043	561,749	(3,562)	-	(157,278)	1,139,952

The net carrying value of equipment held under a finance lease is \$28,806. (2019:\$20,359)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	515,597	(410,950)	104,647
Furniture and Equipment	1,390,664	(525,061)	865,603
Information and Communication Technology	364,673	(259,259)	105,414
Motor Vehicles	44,819	(17,536)	27,283
Leased Assets	42,041	(13,235)	28,806
Library Resources	42,978	(34,779)	8,199
Balance at 31 December 2020	2,400,772	(1,260,820)	1,139,952

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	123,236	-	-	-	(9,410)	113,826
Furniture and Equipment	274,702	218,403	(905)	-	(56,193)	436,007
Information and Communication Technology	84,040	91,886	(1,527)	-	(43,736)	130,663
Motor Vehicles	36,247	-	-	-	(4,482)	31,765
Leased Assets	21,040	15,226	(7,186)	-	(8,741)	20,359
Library Resources	9,690	952	(3,301)	-	(918)	6,423
Balance at 31 December 2019	548,955	326,467	(12,899)	-	(123,480)	739,043

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	-	-	-
Buildings	-	-	-
Building Improvements	515,597	(401,771)	113,826
Furniture and Equipment	871,183	(435,176)	436,007
Information and Communication Technology	346,593	(215,930)	130,663
Motor Vehicles	44,819	(13,054)	31,765
Leased Assets	38,852	(18,493)	20,359
Library Resources	40,409	(33,986)	6,423
Balance at 31 December 2019	1,857,453	(1,118,410)	739,043

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	22,318	26,919	26,919
Accruals	8,879	8,671	8,671
Employee Entitlements - salaries	178,126	164,910	164,910
Employee Entitlements - leave accrual	7,440	5,205	5,205
	<u>216,763</u>	<u>205,705</u>	<u>205,705</u>
Payables for Exchange Transactions	216,763	205,705	205,705
	<u>216,763</u>	<u>205,705</u>	<u>205,705</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Other	-	-	64,092

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	114,326	114,326	161,116
Increase to the Provision During the Year	27,833	15,600	(20,180)
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	(26,610)
Provision at the End of the Year	<u>142,159</u>	<u>129,926</u>	<u>114,326</u>
Cyclical Maintenance - Current	43,629	29,709	14,109
Cyclical Maintenance - Term	98,530	100,217	100,217
	<u>142,159</u>	<u>129,926</u>	<u>114,326</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	14,351	11,664	12,936
Later than One Year and no Later than Five Years	16,928	9,420	10,170
Later than Five Years	-	-	-
	<u>31,279</u>	<u>21,084</u>	<u>23,106</u>

17. 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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
New Block Replacement Teaching Spaces	<i>in progress</i>	(12,640)	58,416	(40,022)	-	3,754
Special Needs Modifications	<i>completed</i>	(21,507)	21,507	-	-	-
Rationalisation Block 8 & 16	<i>completed</i>	57,173	77	(70,059)	12,809	-
Hall Water	<i>in progress</i>	-	-	(37,320)	-	(37,320)
Turf under shade middle school	<i>in progress</i>	-	52,835	(66,335)	-	(15,500)
Middle School Playground	<i>in progress</i>	-	93,400	(114,888)	-	(21,488)
Block 3 ILD Rooms 18/19	<i>in progress</i>	-	-	(10,900)	-	(10,900)
Totals		23,026	224,235	(341,524)	12,809	(81,454)

Represented by:

Funds Held on Behalf of the Ministry of Education	3,754
Funds Due from the Ministry of Education	85,208
	(81,454)

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
New Block Replacement Teaching Spaces	<i>in progress</i>	104,423	380,070	(497,133)	-	(12,640)
Partial Roof Upgrade	<i>completed</i>	-	16,896	(16,896)	-	-
Replace Floor	<i>completed</i>	-	17,639	(17,639)	-	-
Special Needs Modifications	<i>in progress</i>	-	-	(21,507)	-	(21,507)
Rationalisation Block 8 & 16	<i>in progress</i>	-	57,173	-	-	57,173
Totals		104,423	471,778	(553,175)	-	23,026

18. 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.

19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,500	2,950
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	465,289	417,232
Full-time equivalent members	4	4
Total key management personnel remuneration	467,789	420,182
Total full-time equivalent personnel	4.10	4.10

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
110 - 120	0.00	0.00
100 - 110	3.00	2.00
	3.00	2.00

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

20. 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:

	2020 Actual	2019 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

There were no Commitments as at 31 December 2020.

(Capital Commitments as at 31 December 2019 as follows:)

As at 31 December 2019 the Board has entered into a contract agreement for a PVC Tensile Membrane Canopy to cover over the existing courtyard of 1026 square metres. The total cost of the contract is \$499,991. The Board has Ministry of Education approval to fund \$464,991, with the remainder balance of \$35,000 coming from grants already received in 2019.

(b) Operating Commitments

There are no operational leases as at 31 December 2020.

	2020 Actual \$	2019 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<hr/>	<hr/>
	-	-

23. 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.

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Independent Auditor's Report

To the readers of Pakuranga Heights School's Financial statements For the year ended 31 December 2020

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 18, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 19 May 2021. 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 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 for the financial statements

The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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 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.

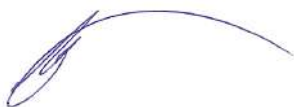
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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: *International 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.

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

Pakuranga Heights Primary School



SCHOOL NUMBER 1416

ANALYSIS OF VARIANCE MASTER 2020

Pakuranga Heights Primary

Mission Statement: To provide a caring, positive and inclusive learning environment where students are empowered to achieve to their full potential.

Vision Statement: Reaching New Heights Together

Strategic Goals

Through a focus on equity and excellence, improve student achievement by:

1. Supporting educational outcomes for students who are currently not achieving or at risk of not achieving
2. Underpinning effective teaching and learning through a culturally responsive and inquiry based approach that promotes student voice and agency
3. Responding to, and integrating, digital technologies through all learning areas
4. Ensuring staff and student well being through deliberate actions and the promotion of school and community values
5. Developing leadership capabilities in every teacher

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

Pongonga

Manaaki

Kawenga

Kauanuanu

Honesty

Kindness

Responsibility

Respect

The Pak Heights Learner incorporates the vision and key competencies of the New Zealand Curriculum as identified by the Pakuranga Heights learning community. These dispositions prepare students for the challenges of being a confident, connected, actively involved lifelong learner

Charter Undertaking:

In accordance with the Education Act, Pakuranga Heights Board of Trustees undertakes all reasonable steps to achieve the aims and goals in this vision, that has been approved by the Board of Trustees following consultation with the community, staff and students. The Board of Trustees accepts the undertaking to the Minister of Education.

Maori Dimension

<p>The School will reflect New Zealand by:</p>	<ul style="list-style-type: none"> ● All cultures in the school will be valued, accepted and celebrated through active encouragement of an inclusive culture ● Staff members will ensure that all students are treated with respect and will actively work towards high standards of achievement from all children irrespective of cultural backgrounds ● Recognise our Maori students so that they will speak strongly and proudly of what it means to be Maori ● Continue to ensure our library and resource room has a range of books to support our understanding of cultural differences ● Continue to encourage and provide students opportunities to share their culture with others
<p>What reasonable steps will the school take to incorporate Tikanga Maori in the schools curriculum</p>	<ul style="list-style-type: none"> ● Actively seek Maori teachers ● Endeavour to have Maori representation on the Board of Trustees ● Maori resources will be available. ● Classrooms and school will reflect Maori culture through waiata, signage and greetings ● Curriculum will provide components of tikanga Maori as appropriate to the concepts ● To support a kapa haka group that meets regularly and takes a prominent part in the school and community functions ● To seek opportunities to learn Maori protocols ● Staff will focus on the integration of te reo into everyday school life
<p>What steps will be taken to discover the views and concerns of the school's Maori community</p>	<ul style="list-style-type: none"> ● Survey parents ● Consultation at report evenings, numeracy and literacy meetings and parent meetings ● Report/ feedback on Maori achievement annually to the community ● Open door policy ● Maori consultation ● Home/ school partnerships
<p>The school will reflect the unique position of the Maori culture by:</p>	<ul style="list-style-type: none"> ● The National Anthem will be sung in Maori and English ● All staff to develop greater awareness of Tikanga Maori and Te Reo Maori ● We will acknowledge and respect the values, traditions and history of Maori, observe Maori protocol, and show respect for ● The local Maori identity involved in the school and community
<p>What will the school do to provide instruction in Te Reo Maori for full time students who parents ask for it?</p>	<ul style="list-style-type: none"> ● All such requests need to be put in writing and this will be given to the Board of Trustees at their next meeting. The Board of Trustees will consider the request with a view to personnel, finance, property and resources. A response will be written to the parents.

Maori Dimension

What are some areas that make your school unique and are important to the community?

- We have 18.8% Maori
- We report to the BOT on Maori achievement and children identified as not achieving or having special needs are catered for with programmes and resource
- Employ learning assistants from within the area
- Present a cultural concert for the community bi-annually
- Inclusive policy
- Maori language teaching
- Community consultations and surveys-open door policy
- Wide collection of achievement data that allows for identification of areas to be worked on with Maori students achievement
- Enviro-school
- Student leadership opportunities
- School values and dispositions are embedded
- Swimming at Lloyd Elsmore for Year 3-6 for 8 weeks
- Involvement with Manukau Counties Primary Sport-enjoyment of sport, fitness, skills and competitive games against schools
- Pupil led assemblies and public events.,
- Clubs to promote cultural groups, gardening and other interests
- Preschool on the school grounds
- Programmes and support from RTLB, GSE, R.Lit, GSE, Talk to Learn,
- Home/ school partnerships
- Literacy/ Maths evenings

Cultural Diversity and Pasifika Dimension

<p>What reasonable steps will the school take to incorporate Pasifika culture into the school curriculum?</p>	<ul style="list-style-type: none"> ● Celebrate other cultures week and cultural groups within the school ● Have resources and library books available to be used in classroom programmes ● Seek Pasifika teachers to fill vacancies ● Seek Pasifika learning assistants to fill vacancies
<p>The unique position of the Pasifika culture:</p>	<ul style="list-style-type: none"> ● Acknowledge Pasifika through art, dance, music, and outside performers ● Acknowledge Pasifika through cultural awareness ● All staff to develop greater awareness of cultural responsiveness and confidence through professional learning ● Staff and pupils becoming aware of protocols
<p>What steps will be taken to discover the views and concerns of the school's Pasifika community?</p>	<ul style="list-style-type: none"> ● Survey parents ● Open door policy ● Encourage representation of Pasifika community on the Board of Trustees ● Home/school partnerships ● Parent involvement and sharing in school activities and cultural concert ● Organise fono/talanoa
<p>What are some of the areas that make your school unique and are important to the community?</p>	<ul style="list-style-type: none"> ● Refer to Maori dimension ● Over 13.7 % of students are Pasifika ● BOT representative ● English as a second language offered ● Support programmes ● Inclusive culture

Stewardship

Encompassing accountability and improvement. The focus is scrutiny on values 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, personal, evaluation and reporting in relation to statutory delegations

Goal	Performance Indicators
<p>To ensure accountability, effectiveness, service and strengthened organisational capacity.</p>	<ul style="list-style-type: none"> ● 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 values student outcomes. ● Ensure robust data and evaluative information is available and use to support improvement ● Ensure strategic resourcing of strategies and resources 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

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

Performance Indicators

- 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 Pasifika 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<ul style="list-style-type: none">○ 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 strongly linked to learning.
Wellbeing is at the heart of curriculum and student educational experiences.

Goal	Performance Indicators
<p>To be highly responsive to the wellbeing and safety of all students and staff</p>	<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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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
<p>Strengthen collaboration as a framework for improving outcomes for students</p>	<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 "inquiry" approach to improve their practise- measured through the PTC ● School involvement in inter school initiatives has measurable benefits for students and teachers. Coaching is an integral part of how students and staff work together and with each other.

Annual Plan 2020

STUDENT LEARNING AND ACHIEVEMENT ACTION PLAN FOR 2020

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 2019 data the following specific school goals have been set for each cohort:

Targets and Outcomes	Target Reading 2017 (outcome)	Target Reading 2018 (outcome)	Target Reading 2019 (outcome)	Target Reading 2020 (outcome)	Target Writing 2017 (outcome)	Target Writing 2018 (outcome)	Target Writing 2019 (outcome)	Target Writing 2020 (outcome)	Target Maths 2017 (outcome)	Target Maths 2018 (outcome)	Target Maths 2019 (outcome)	Target Maths 2020 (outcome)
After 1 Year	70% (60%)	70% (55%)	70% (52%)	70% (58%)	80% (94%)	90% (90%)	90% (96%)	90 (94%)%	85% (92%)	90% (90%)	90% (94%)	90% (83%)
After 2 Years	70% (83%)	75% (73%)	70% (70%)	70% (75%)	80% (94%)	90% (85%)	85% (78%)	85% (75%)	90% (84%)	85% (91%)	85% (85%)	85% (78%)
After 3 Years	75% (74%)	85% (76%)	80% (76%)	80% (59%)	85% (70%)	80% (71%)	75% (60%)	80% (49%)	80% (76%)	85% (69%)	85% (81%)	85% (46%)
After 4 Years	85% (71%)	80% (82%)	80% (72%)	80% (60%)	75% (69%)	80% (76%)	75% (80%)	80% (68%)	70% (72%)	80% (74%)	80% (80%)	80% (59%)
After 5 Years	85% (71%)	80% (64%)	85% (55%)	80% (61%)	80% (61%)	80% (60%)	80% (52%)	80% (57%)	80% (71%)	80% (70%)	80% (71%)	70% (58%)
After 6 Years	85% (79%)	80% (70%)	75% (63%)	70% (75%)	80% (72%)	75% (73%)	75% (66%)	70% (67%)	75% (67%)	80% (62%)	80% (69%)	80% (72%)

The focus will be on raising achievement in reading, writing and maths for the Years 5 and 6 cohort:

2020 Annual Plan - School Goals

Pakuranga Heights Strategic Goals 2020-2022	
<i>Through a focus on equity and excellence, improve student achievement by:</i>	
1. Supporting educational outcomes for students who are currently not achieving or at risk of not achieving	Stewardship, Responsive Curriculum, Strengthening and Prioritising Wellbeing
	1.1 Implement, track and review programmes to accelerate student learning e.g. ESOL, Quick 60, Reading Recovery
	1.2 Continue to develop collaborative inquiries that promote effective pedagogies and practices
	1.3 Continue to strengthen a cross curricular approach to learning
	1.4 Target teacher professional learning to meet identified student needs
2. Underpinning effective teaching and learning through a culturally responsive and inquiry based approach that promotes student voice and agency	Responsive Curriculum, Strengthening Collaboration and Reciprocal Connectedness
	2.1 Continue to use and strengthen teaching as inquiry model
	2.2 Enable students to have the understanding and enhanced opportunities to be a part of the learning design and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners
	2.3 Implement culturally responsive programmes that use the knowledge and expertise of diverse people who can contribute to student learning e.g. whanau, iwi and other community members
	2.4 Continue to strengthen connections with whanau, hapu and iwi to recognise the values and priorities that will support Maori students identity, language and culture.
3. Responding to, and integrating, e-learning and digital technologies through all learning areas	Responsive Curriculum and Stewardship
	3.1 Support all teachers to have a shared understanding of, and effectively implement the new technology curriculum
	3.2 Respond to ongoing changes, new learning, and students interests and needs
	3.3 Increase and strengthen student and parental awareness and responsibility in regards to digital safety and citizenship
	3.4 Continue to develop a digital platform for student learning and agency e.g. eTAP, Google sites, Hapara, and real time reporting to parents

Pakuranga Heights Strategic Goals 2020-2022

<p>4. Ensuring staff and student wellbeing through deliberate actions and the promotion of school and community values</p>	<p><i>Through a focus on equity and excellence, improve student achievement by:</i></p>
	<p>Stewardship, Strengthening Collaboration and Strengthening and Prioritising Well Being</p>
	<p>4.1 Continue to strengthen the school values and wellbeing priorities in relations, curriculum and co-curricular activities e.g. student NZCER Wellbeing Survey Results, student leaders, student voice</p> <p>4.2 Establish a staff wellbeing team</p>
<p>5. Developing leadership capabilities in every teacher</p>	<p>5.1 Enable and support every teacher to have the opportunity to develop their leadership skills e.g. curricular, co-curricular, community, new initiatives etc</p>

Goal 1: Supporting educational outcomes for students who are currently not achieving or at risk of not achieving	Action to achieve goals	Resourcing	Evaluation
1.1 Continue to develop collaborative inquiries that promote effective pedagogies and practices	<ul style="list-style-type: none"> Teacher initiated collaborative inquiries discussed at team meetings, termly evaluations, senior team (clear links to inquiry approach) Collaborative inquiries shared with staff and Board of Trustees Teaching as inquiry circles - 2 meetings per term – connected with the integrated curriculum 	Senior Management Teams	<ul style="list-style-type: none"> Term 1 lockdown no progress Term 2 initiated- PLD provided to teams and inquiry meetings held fortnightly Collaborative teacher inquiries designed by teams and shared with all staff Teaching as Inquiry circles replaced based on relevant research Continue to embed collaborative inquiries in 2021
1.2 Continue to strengthen a cross curricular approach to learning	<ul style="list-style-type: none"> Strong connections between curriculum areas e.g. reading/writing/P.E/Math/Dispositions/ESOL/etc Inquiry learning is embedded in classroom practice 	Senior leaders Curriculum leaders Student voice	<ul style="list-style-type: none"> Staff given professional development in curriculum design and application of an integrated and integral curriculum. Staff designed plans in planning teams from across the school Staff surveyed, excellent feedback ERO review recommendations implemented Continue focus in 2021 Initial evidence shows very strong connections between some curriculum areas Continue to embed in 2021 Student work
Goal 1: Supporting educational outcomes for students who are currently not achieving or at risk of not achieving	Action to achieve goals	Resourcing	Evaluation
1.3 Target teacher professional learning to meet identified student needs	<ul style="list-style-type: none"> Staff Professional Learning and Development Continue Incredible Years Programme – selected staff Targeted PLD areas and/or students PLD around specific needs of teacher or team e.g. coaching, mentoring, team goals, growth mindset 	PLD Budgets (focus on reading) ESOL Learning Assistants Leaders	<ul style="list-style-type: none"> Targeted professional based on specific needs of students and teachers Focussed PLD sessions with external consultants for leaders and staff Involvement and transfer of skills from IYP continued involvement by 2 staff members PLD needs identified through observations, appraisals, surveys, walkthroughs and self evaluations See 2020 Professional Development Plan

Goal 2: Underpinning effective teaching and learning through a culturally responsive and inquiry based approach that promotes student voice and agency	Actions to achieve goals	Resourcing (Personnel and budgets)	Source of Evidence/Measured By
2.1 Continue to use and strengthen teacher as inquiry model	<ul style="list-style-type: none"> Strengthen teaching as inquiry and collaborative inquiry conversations through regular meeting and using coaching skills when challenging evidence Targeted professional learning 	PLD budget Education Group Staff Meeting Team Meetings	<ul style="list-style-type: none"> Reflections on appraisal site x 2 per year See goal 1
2.2 Enable students to have the understanding and enhanced opportunities to be a part of the learning design and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners	<ul style="list-style-type: none"> Increase student agency in inquiry learning by unpacking the dispositions Strengthen the use of the Pakuranga Heights Inquiry Model and higher order thinking maps e.g. Solo Taxonomy 	Inquiry budget Staff Meeting Student Focus groups- student leaders Team meetings	<ul style="list-style-type: none"> Student voice targeted for choice of inquiry topics Student leader inquiries for school wide initiatives 2021 Recommendation to review and redevelop the school dispositions Integrated curriculum approach developed Continued focus to strengthen use of Pakuranga Heights Inquiry model and higher order thinking maps in 2021
Goal 2: Underpinning effective teaching and learning through a culturally responsive and inquiry based approach that promotes student voice and agency	Actions to achieve goals	Resourcing (Personnel and budgets)	Source of Evidence/Measured By
2.3 Implement culturally responsive programmes that use the knowledge and expertise of diverse people who can contribute to student learning e.g. whanau, iwi and other community members	<ul style="list-style-type: none"> Specialised science teacher in senior school Specialised Te Reo Programme in middle school Implement culturally responsive inquiry planning- planning period one will cover " What is my culture", ESOL programmes 	Maori Budget ESOL Budgets PLD Budget Library Budget	<ul style="list-style-type: none"> Specialised science teacher in senior school 2020 Specialised Te Reo programme in middle school Culturally responsive inquiry term 4 2020 and term 1 2021 Establishment of Junior Kapa Haka Distributive leadership for culturally responsive programmes, e.g. Kapa Haka leadership Positive community feedback Moved planning period one to cover Cultural Inquiry Cultural festival moved to term 4 2021

<p>2.4 Develop connections with whanau, hapu and iwi to recognise the values and priorities that will support Maori students identity, language and culture</p>	<ul style="list-style-type: none"> Establish stronger links with whanau, hapu, and iwi Continue to develop and promote attendance at hui Strengthen connections with local marae 	<ul style="list-style-type: none"> Maori Budget PLD Budget Maori Budget Parent Liaison 	<ul style="list-style-type: none"> Middle School visit to Mangere Mountain to supplement the Te Reo and Tikanga programme. Many of these items moved to 2021 due to 2020 covid restrictions
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<p>Goal 3: Responding to, and integrating, e-learning and digital technologies through all learning areas</p>	<p>Actions to achieve goals</p>	<p>Resourcing (Personnel and budgets)</p>	<p>Source of Evidence/Measured By</p>
<p>3.1 Support all teachers to have a shared understanding of, and effectively use digital technologies across the curriculum</p>	<ul style="list-style-type: none"> Continue to build staff knowledge of the new technology curriculum Provide professional learning opportunities in the use of digital technologies creatively in programmes to enhance teaching and learning to improve outcomes for students 	<p>E-learning Team PLD Budget Targeted PD</p>	<ul style="list-style-type: none"> Due to distance learning requirements staff were immersed in digital technology and their applications. Significant growth. Excellent shared PLD support between staff Maker space was started, resources purchased.
<p>3.2 Promote teacher self-regulation to respond to ongoing changes, new learning, and students interests and needs</p>	<ul style="list-style-type: none"> Encourage all staff to be future focussed by implementing innovative programmes that will engage 21st century learners 	<p>Senior Leaders E-Learning team</p>	<ul style="list-style-type: none"> Online learning has provided opportunities for this to be developed significantly E-Learning Team providing in class support
<p>3.3 Develop a digital platform for student learning and agency e.g. Hapara, eTAP, Google sites etc</p>	<ul style="list-style-type: none"> Review digital platforms in use and create a plan going forward for student agency Visit schools who initiated real time reporting to parents 	<p>E-Learning Team PLD BUDget Targeted PD Senior Team</p>	<ul style="list-style-type: none"> Elearning team have put a plan in place to apply for funded professional development in 2021 Digital platforms reviewed and recommendations implemented Real time reporting on hold until 2022
<p>3.4 Increase student awareness and responsibility in regards to digital safety and citizenship</p>	<ul style="list-style-type: none"> Review staff digital citizenship contract Ensure that digital safety and awareness is included in classroom programmes as part of planning period one. Revisit every term. Organise an outside expert to run information sessions with staff, students and parents 	<p>E-Learning Team PLD BUDget Targeted PD Senior Team</p>	<ul style="list-style-type: none"> Policy and student citizenship contracts reviewed. Continue to be revised and implement recommendations in 2020

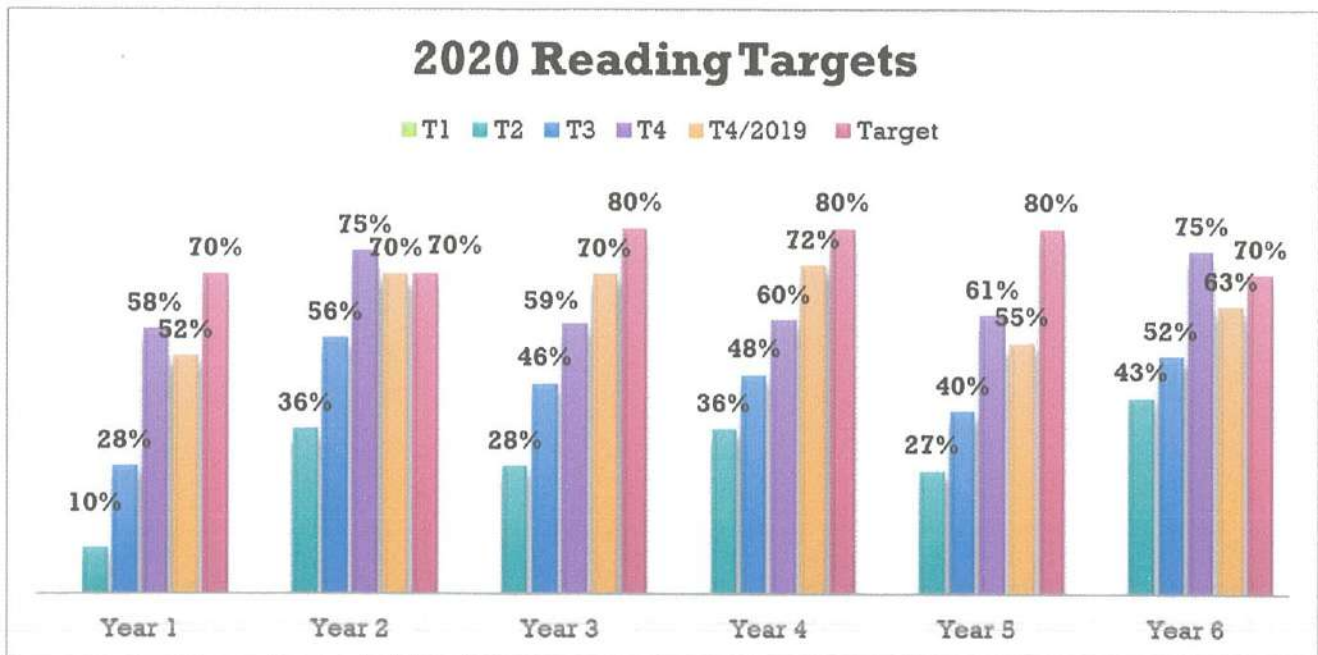
Goal 4: Ensuring staff and student wellbeing through deliberate actions and the promotion of school and community values	Actions to achieve goals	Resourcing (Personnel and budgets)	Evaluation
4.1 Action the values and wellbeing priorities, ensuring they are evident in relationships, curriculum and co-curricular activities e.g. student NZCER Wellbeing Survey, student council/wellbeing team	<ul style="list-style-type: none"> Continue to promote student led activities that show the values Ensure strong links to the PB4L initiative Strengthen and ensure consistency of linking the day to day learning in class to the values 	Team Leaders Senior Team Teachers	<ul style="list-style-type: none"> Staff and community well-being surveys undertaken during and post covid Programmes and calendar reviewed by staff and changes made to meet the well-being priorities PB4L now embedded in the school Regular PB4L focus in staff admin meetings
4.2 Establish a teacher and student led mindfulness programme to support student wellbeing	<ul style="list-style-type: none"> Share research around mindfulness programmes Action plan of the implementation around mindfulness programme (integrated curriculum) Visit schools where this is running 	PLD Budget Senior Leaders	<ul style="list-style-type: none"> Partial implementation due to covid, revisit 2021 Links made to integrate curriculum plan in term 2
4.3 Establish a staff wellbeing team	<ul style="list-style-type: none"> Establish a staff wellbeing team that will develop initiatives and/or activities Provide opportunities for staff to bond and recharge Make opportunities available to support staff wellbeing e.g. time savers, organisation aides etc 	PLD Budget Hauora Budget Staff volunteers Senior Leadership Team	<ul style="list-style-type: none"> A number of wellbeing initiatives took place especially in light of Covid Positive staff well-being surveys during and post Covid x 2 Staff retention Staff feedback Enthusiastic staff and students Happy staff and students Continue to work on strengths in 2021
5.1 Enable every teacher to have the opportunity to develop their leadership skills e.g. curricular, co-curricular, community, new initiatives etc	<ul style="list-style-type: none"> Familiarise new teachers with the "Leadership Capabilities Framework" Include capabilities in new staff job descriptions Establish leadership inquiry around area of responsibility 	Targeted PLD PLD Budget Senior Leaders	<ul style="list-style-type: none"> The following is in place" Action plans in appraisal site Targeted PLD Staff Feedback Observations Reflections Staff take up

PAKURANGA HEIGHTS SCHOOL YEARLY TARGETS FOR YEAR GROUP COHORT - 2020

While we aim to have 80% of all year groups achieving At and Above the National Standard for anniversary reporting, the Board of Trustees have set targets based on evidence from the end of year 2019 cohort data as follows for year groups:

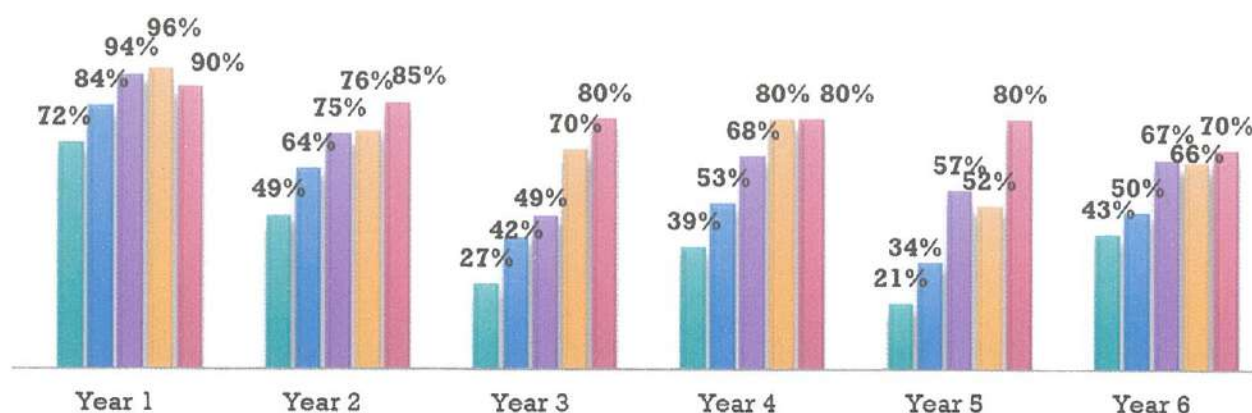
	Reading	Writing	Mathematics
Year 1	70%	90%	90%
Year 2	70%	85%	85%
Year 3	80%	80%	85%
Year 4	80%	80%	80%
Year 5	80%	80%	70%
Year 6	70%	70%	80%

This data is representative of all students (including ORRS, ICS, ELL) from the Termly Evaluations based on overall teacher judgement (OTJ) within each subject throughout the year. The Term 1 data has not been tracked this year due to the Covid lockdowns



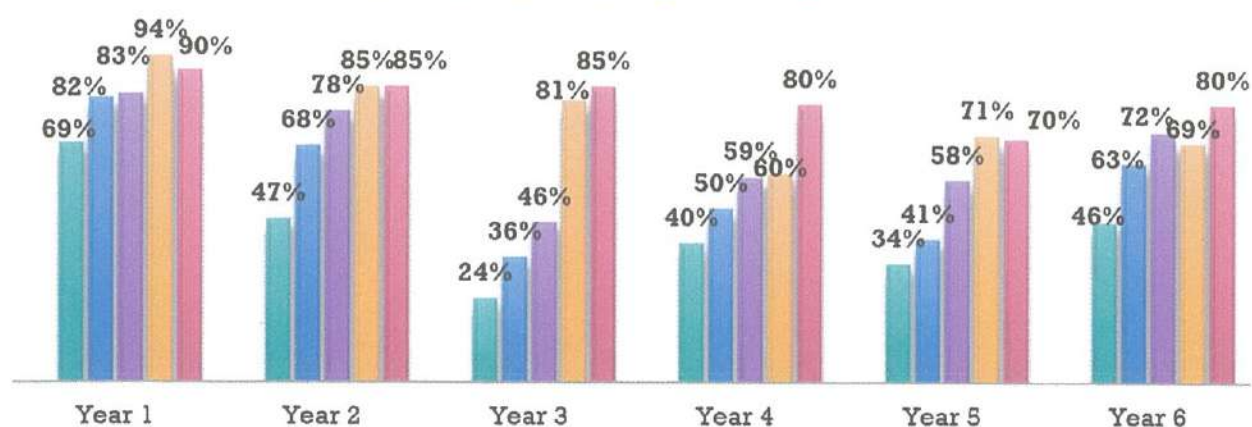
2020 Writing Targets

■ T1 ■ T2 ■ T3 ■ T4 ■ T4/2019 ■ Target



2020 Maths Targets

■ T1 ■ T2 ■ T3 ■ T4 ■ T4/2019 ■ Target



Based on the 2019 results the following actions were taken to improve achievement in 2020:

- ✓ We changed to Collaborative Team Inquiries. Teams were released fortnightly to discuss changes in practice for targetted students. This provided a cross check between monitoring weekly planning and results for termly evaluations. It promoted professional dialogue especially around changes in teacher practice for improved outcomes
- ✓ The above tables were shared at the first Board meeting of each term to show on going progress towards targets
- ✓ Continuation of the Talk to Learn oral language programme
- ✓ Focused reading content workshops for all teachers led by Dr Nicky Knight
- ✓ Observation of reading lessons across the whole school by Dr Nicky Knight and the literacy leader
- ✓ Reading lesson observations formed part of the appraisal system
- ✓ Modelling reading lessons in classrooms by Dr Nicky Knight and Mrs Sue Kandasamy
- ✓ Maths content workshops for all teachers led by Mrs Anne Milburn
- ✓ easTTle and STAR assessment workshops for middle and senior school teachers led by Dr Nicky Knight
- ✓ PaCT Maths assessment workshops for all leaders and a selection of other teachers
- ✓ Staff across the school trialled the Maths PaCT tool for assessment
- ✓ Observation of beginning teachers teaching maths by Mrs Anne Milburn
- ✓ Triadic appraisal system involving Leaders of Learning and DPs
- ✓ Continuing to monitor planning to look for links between the evaluations and actual programmes and evidence of progress

- ✓ To increase motivation for students, goal setting in reading, writing and maths was made a priority
- ✓ Miss Vanessa Roscoe used the *STEM approach in teaching Year5 & 6 during CRT release.
- ✓ The learning levels and next steps are visible in classrooms
- ✓ Teams trialled collaborative planning in Terms2, 3 and 4.
- ✓ Individual achievement is celebrated in class/team assemblies and with whānau

*STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

Through STEM, students develop key skills including:

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy.

Planned action for improvement in 2021:

Continue with the following practices that attributed to an improvement in systems and achievement:

- All staff to receive professional learning in assessment practises in 2021 led by Dr Nicky Knight
- Teaching as Inquiry - leaders to continue to model deep questioning that will encourage teachers to dig deep when justifying their judgement
- Talk to Learn oral language programme
- Continue to fully integrate the curriculum so reading, writing and mathematics becomes purposeful for students with the aim of increasing student engagement
- Beginning teachers to receive professional learning in literacy led by Dr Nicky Knight and Mrs Sue Kandasamy
- Use e-asTTle reading, writing and maths reports when goal setting with students
- Give students more opportunity to write under the same conditions they sit an e-asTTle writing test.
- Coaching PLD for middle and senior leaders.
- Curriculum leaders will present the overview and their goals to staff at the beginning of the year. Goal setting will align with the school's strategic direction and will be monitored on a term by term basis
- The appraisal system will be developed with staff to align with the Teachers Council requirements.
- Introduce a new approach to teaching literacy called "The Structured Literacy Approach" in the Junior School
- The literacy leader, Year 1 and 2 teachers and SENCo will receive training in using the Structured Literacy Approach this year.
- Continue Quick 60 groups for the purpose of targeting more students in their first year of school
- Monitor planning to look for links between the evaluations and actual programmes and evidence of progress
- Closely monitor termly evaluations and support teams/individual teachers
- To increase motivation for student's goal setting in reading, writing and maths will again this year be made a priority for all students from Year1 to Year 6. These goals will be shared with family and whānau
- The learning levels and next steps are visible in classrooms
- Individual achievement is celebrated in class/team assemblies and with whānau
- Two teachers taking Reading Recovery in 2021

New strategies:

- Mrs Margaret Walker will take groups, targeting students in the Middle School who are under achieving in reading
- Mrs Antonia Burton will target groups of students in the Senior School who are underachieving in mathematics/literacy
- Mrs Adeline Martin will use the STEM approach to teaching students in the middle school during CRT release
- Mrs Antonia Burton will use the STEM approach to teaching students in the middle school during CRT release
- Provide the option of both paper and online adaptive easTTle tests for Years 4-6 for the purpose of achieving optimal achievement outcomes for students

- Collaborative Teaching as Inquiry - Due to its success after trialling this year staff will continue to inquire in their teams
- Collaborative planning - this was trialled after the first lockdown and it has proved to be very effective resulting in innovative and engaging lessons
- Review the allocation of learning assistants across teams and prioritise learning areas for support programmes
- The Junior School will implement the Structured Literacy Approach to teach reading this year
- All staff will use the PaCT mathematics assessment tool this year

Recommendations:

- Ensure reading remains a focus in 2021
- Maintain the learning support groups from 2020
- Ensure resources for key areas are available
- Ensure writing and mathematics continue to be a secondary focus in 2021
- Dr Nicky Knight will keep new staff up-to-date with literacy and numeracy PLD from 2020
- Make funds available to purchase more Structured Literacy kits for middle and senior school students

2020 ATTAINMENT AGAINST CURRICULUM LEVELS

At Pakuranga Heights we report on the results achieved against the New Zealand Curriculum Levels. We would like to share with you this summary which shows some excellent results.

Our overall results are summarised in the pie graphs below. More detailed data for Years 1-6 is presented in the table on the next page. Achievement statistics for Boy/Girl/Maori/Pasifika/Asian/Pakeha are available from the office and on the school website.

At Pakuranga Heights School we have always reported against the performance of students at the end of their cohort year group. Teachers use a mix of test results and observations to assess children's achievement and progress in relation to the NZ Curriculum Levels. These overall teacher judgements (OTJs) for Reading, Writing and Mathematics are formed using evidence of children's work across all learning areas.

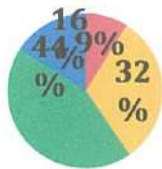
The following data is representative of all 547 of our students. Included in the data are English Language Learners, Special Needs and Ongoing Resourcing Scheme students.

English Language Learners (ELL)	128/547 (23%) students are identified as English Language Learners of which 110 are funded
Special Needs	32/547 (6%) students on the special needs register for either learning or behavioural support
ORS	7/547 (1%) students have special high learning needs (SHLN) and ORS
Less than a term at school	16/547 (3%) students have been at school less than 10 weeks (one term)

The three pie graphs below show the overall achievement of all 547 students included in Curriculum Level data (Reading 60% at and above, Writing 69% at and above and Maths 70% at and above).

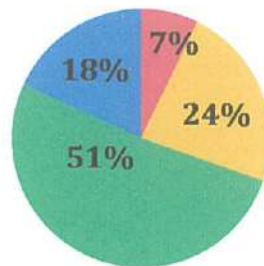
READING

- Well Below
- Below
- At
- Above



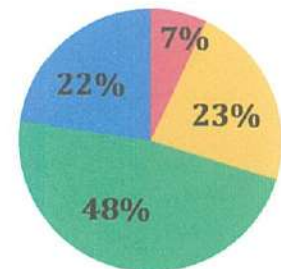
WRITING

- Well Below
- Below
- At
- Above



MATHEMATICS

- Well Below
- Below
- At
- Above



Assessment summaries such as these are used to help identify where resources need to be focussed to help particular groups of children. Our school's 2021 Strategic Plan will include targets to accelerate the progress for cohorts of learners who are currently working below expectation. The percentages below reflect those students achieving **at** and **above** the New Zealand curriculum levels.

Data Comparisons		Pak Heights 2019	Pak Heights 2020
Reading	Boys	62.2%	56.3%
	Girls	68.5%	63.6%
	All	66.2%	59.8%
Writing	Boys	68%	64.7%
	Girls	77.3%	74.7%
	All	72.6%	69.5%
Maths	Boys	78%	75.6%
	Girls	73.9%	65.5%
	All	75.9%	70.8%

The Ministry identifies the achievement of Maori and Pasifika learners as an area of national priority.

% of roll who identify as...from the 545 in the 2020 data		Pak Heights 2019	2020 At and Above & total students	Pak Heights 2020
Maori	Reading	62%	73/118	62%
	Writing	69%	80/118	68%
	Maths	72%	71/118	60%
Pasifika	Reading	59%	55/107	51%
	Writing	68%	64/107	60%
	Maths	71%	69/107	64%
Asian	Reading	69%	78/129	60%
	Writing	77%	93/129	72%

	Maths	80%	103/129	80%
NZ European	Reading	77%	87/124	70%
	Writing	85%	102/124	82%
	Maths	87%	103/124	83%



Ways in which we support students – learning support and extension

Our teachers monitor the progress of all our children using a range of assessment tools and observation. Each team of teachers (Juniors (Y1/2), Middles (Y3/4), Seniors (Y5/6)) regularly discuss ways of supporting or extending particular individuals. Our class teachers are supported by specialist staff and experienced learning assistants (such as Quick 60, Talk to Learn and English Language Assistants). Extension and tailored support may occur within the classroom or in small groups away from the class. We use a range of programmes to assist or extend children.

Every single child in this school has progressed in their learning this year. We are proud of every learner and what they have achieved. The Board would like to express its great appreciation to the staff of Pakuranga Heights School for all that they do for our children. We would also like to thank you, our children's families, for the work you do to support your child's learning. Together we will continue to work hard to "reach new heights together" for our learners in 2021.

2020 TARGETS

Our aim at Pakuranga Heights is 80%+ of students will be achieving AT or ABOVE the New Zealand Curriculum levels. On closer look at the 2020 data the following specific school goals were set for the Annual Plan to raise student achievement in Mathematics:

Target	Outcome
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1. Specific target area in 2020 was raising achievement in reading, writing and maths for the Years 5 and 6 cohort.

Year 5 and 6 cohort of students achieving **well below** or **below** the New Zealand Curriculum levels:

2019 EOY	Reading	Writing	Maths
Y5	38/85 (45%)	39/85 (49%)	25/85 (29%)
Y6	28/76 (37%)	26/76 (34%)	24/76 (31%)

Comparing Achievement – Term2/Term4

Students achieving **AT** or **ABOVE** the New Zealand Curriculum levels. Due to Covid lockdowns and no testing in Term 1 comparisons are made between Term 2 and term 4

Reading

	Term 2	Term 4	Shift
Y5	27%	61%	34%
Y6	43%	75%	32%

Writing

	Term 2	Term 4	Shift
Y5	21%	57%	21%
Y6	43%	67%	24%

Maths

	Term 2	Term 4	Shift
Y5	34%	58%	24%
Y6	46%	72%	26%

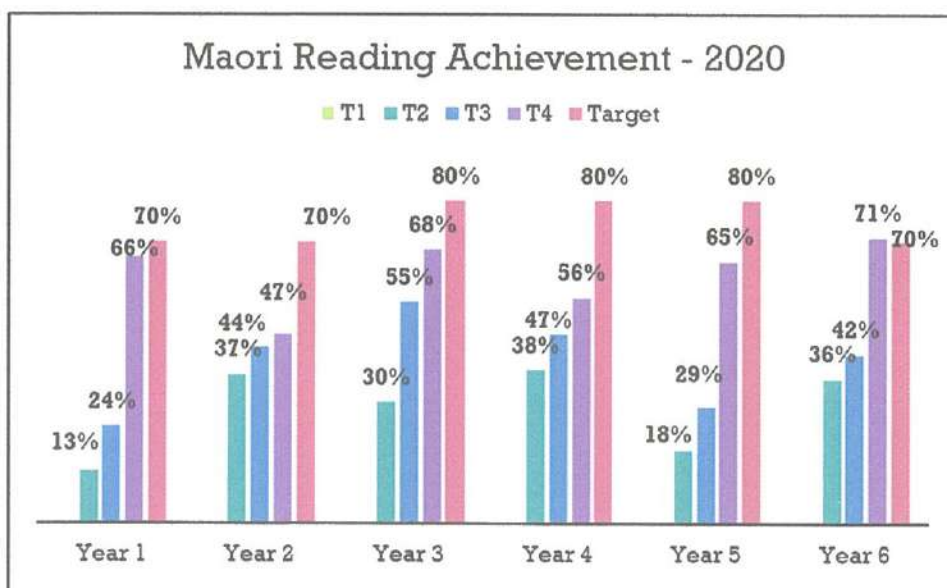
2. Sustainability – In 2020 the following shifts for Maori students achieving **well below** or **below** the New Zealand Curriculum levels occurred:

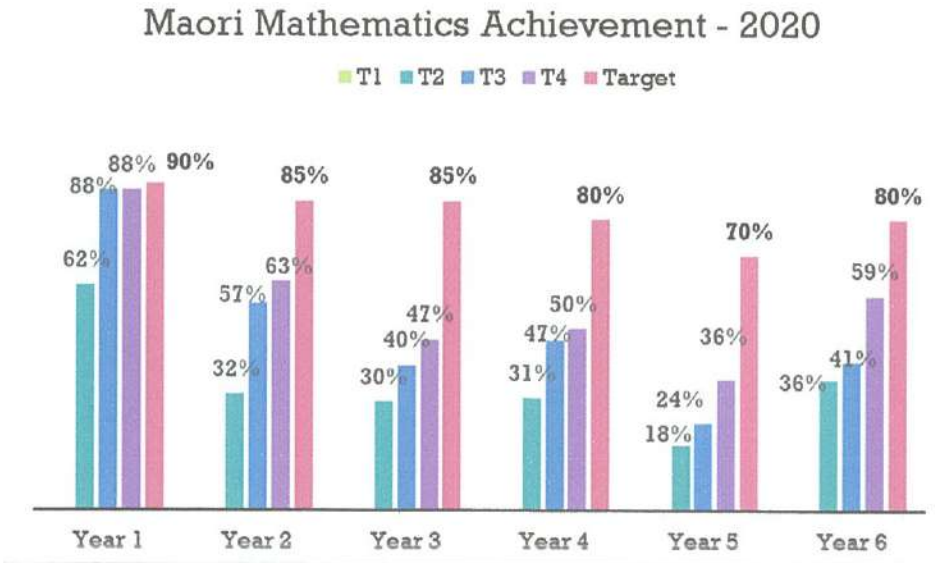
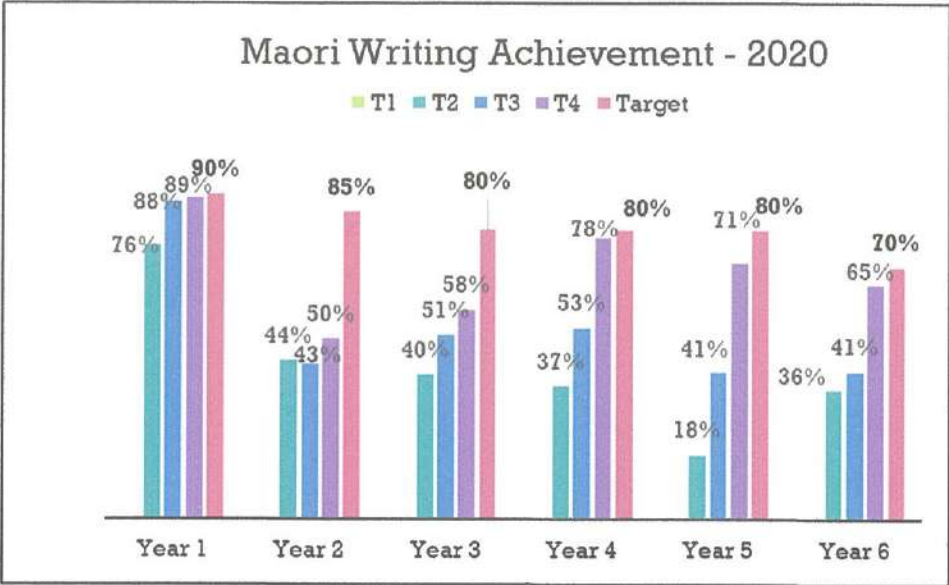
	Reading	Writing	Maths
Mid Year	71%	64%	69%
End Year	45%	38%	46%
Shift	26%	26%	23%

Achieved in 2020

Students achieving **AT** or **ABOVE** the New Zealand Curriculum levels.

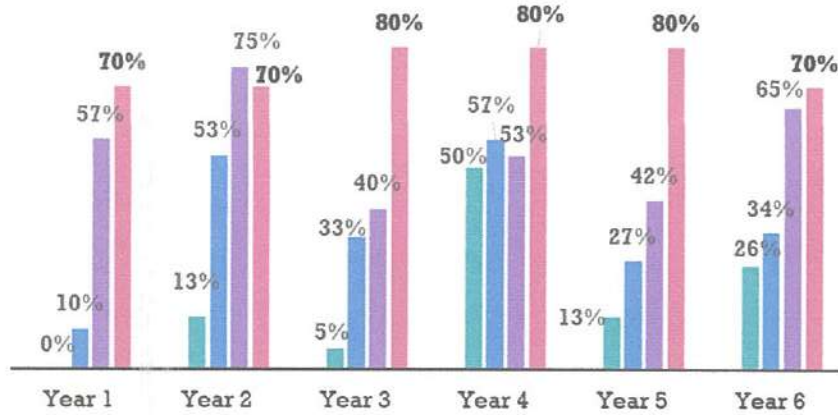
	Reading	Writing	Maths
Mid Year	33%	40%	35%
End Year	69%	76%	68%
Shift	36%	36%	33%





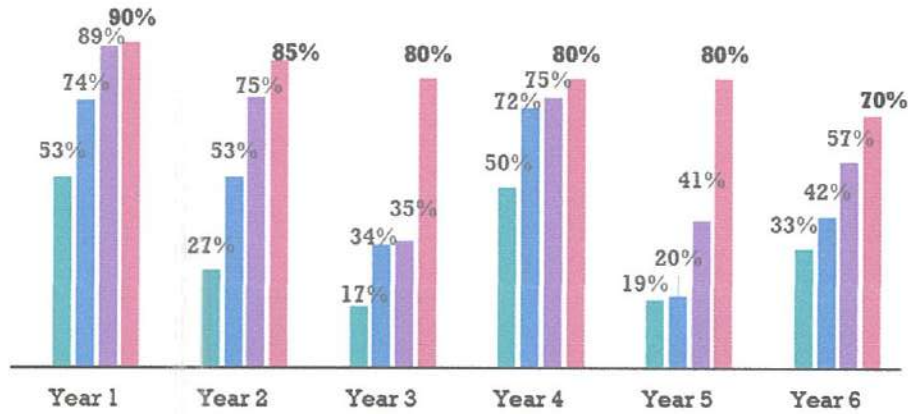
Pasifika Reading Achievement -2020

■ T1 ■ T2 ■ T3 ■ T4 ■ Target



Pasifika Writing Achievement -2020

■ T1 ■ T2 ■ T3 ■ T4 ■ Target





February 2, 2021

Statement on KiwiSport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$7705 (excluding GST).

The funding spent on extra sporting equipment, external coaching opportunities as well as replacing representative sportswear.

The number of students participating in organised sport increased by approximately 3% of the school roll. Covid-19 restrictions played a significant factor.

F Kelly
Principal