

Puhinui School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1448

Principal: Mr Mark Elder

School Address: 116 Puhinui Road, Papatoetoe

School Postal Address: P O Box 76898 Manukau City

School Phone: 2788703

School Email: office@puhinui.school.nz

Members of the Board of Trustees

Name	Position	How position gained	Position Expires
Les Waimotu	Chair	Casual vacancy	May-19
Mark Elder	Principal	Officio	
Shane Haylock	Parent Rep	Elected	May-19
Martyn Chalmers	Parent Rep	Elected	May-19
Rik Mania	Parent Rep	Elected	May-19
Abinadi Lamenko	Parent Rep	Casual vacancy	May-19
Nikki Oates	Staff Rep	Elected	May-19

Accountant / Service Provider: Primary Business Services Graeme Brown

PUHINUI SCHOOL

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
-------------	------------------

Financial Statements

<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 11</u>	Statement of Accounting Policies
<u>12 - 20</u>	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Puhinui 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.

LESLIE ALBERT WAIMOTU
Full Name of Board Chairperson

Mark Gregory Elder
Full Name of Principal

Les Waimotu
Signature of Board Chairperson

M/G Elder
Signature of Principal

30 MAY 2019

30 MAY 2019

Date: _____

Date: _____

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

	Notes	2018 Actual \$	2018 Budget \$	2017 Actual \$
Revenue				
Government Grants	2	4,587,975	5,000,088	4,691,935
Locally Raised Funds	3	102,006	94,500	126,768
Use of Land and Buildings Integrated		-	-	-
Interest Earned		10,137	15,000	10,782
Other Revenue		-	-	-
		<u>4,700,118</u>	<u>5,109,588</u>	<u>4,829,485</u>
Expenses				
Locally Raised Funds	3	51,058	41,500	45,909
Learning Resources	4	2,822,981	3,261,899	2,972,569
Administration	5	257,510	280,122	225,405
Property	6	1,277,440	1,394,067	1,322,303
Depreciation	7	148,946	130,000	145,332
Impairment of Property, Plant and Equipment	11	-	-	-
Loss on Disposal of Property, Plant and Equipment		129	-	1,745
Loss on Uncollectable Accounts Receivable		-	-	-
Transport		-	-	-
		<u>4,558,064</u>	<u>5,107,588</u>	<u>4,713,263</u>
Net Surplus / (Deficit) for the year		142,054	2,000	116,222
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>142,054</u>	<u>2,000</u>	<u>116,222</u>

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

Puhinui 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>2,103,885</u>	<u>1,780,992</u>	<u>1,976,754</u>
Total comprehensive revenue and expense for the year	142,054	2,000	116,222
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	16,765	-	10,909
Equity at 31 December	<u>2,262,704</u>	<u>1,782,992</u>	<u>2,103,885</u>
Retained Earnings	2,262,704	1,782,992	2,103,885
Reserves	-	-	-
Equity at 31 December	<u>2,262,704</u>	<u>1,782,992</u>	<u>2,103,885</u>

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

Puhinui School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	446,474	349,455	371,525
Accounts Receivable	9	218,959	225,838	255,223
GST Receivable		16,310	-	15,817
Prepayments		-	-	-
Inventories	10	3,929	4,000	3,563
Funds held for Capital Works	15	93,548		
		<u>779,220</u>	<u>579,293</u>	<u>646,128</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	12	259,478	285,000	296,084
Provision for Cyclical Maintenance	13	19,892	20,000	28,937
Finance Lease Liability - Current Portion	14	14,176	-	22,710
Funds held for Capital Works Projects	15	-	-	12,808
		<u>293,546</u>	<u>305,000</u>	<u>360,539</u>
Working Capital Surplus/(Deficit)		485,674	274,293	285,589
Non-current Assets				
Property, Plant and Equipment	11	1,849,483	1,585,447	1,884,829
		<u>1,849,483</u>	<u>1,585,447</u>	<u>1,884,829</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	69,030	76,748	49,604
Finance Lease Liability	14	3,423	-	16,929
		<u>72,453</u>	<u>76,748</u>	<u>66,533</u>
Net Assets		<u>2,262,704</u>	<u>1,782,992</u>	<u>2,103,885</u>
Equity		<u>2,262,704</u>	<u>1,782,992</u>	<u>2,103,885</u>

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

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

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,200,109	1,202,088	1,164,028
Locally Raised Funds		160,785	94,500	60,274
Hostel		-	-	-
International Students		-	-	-
Goods and Services Tax (net)		(493)	-	59,033
Payments to Employees		(488,328)	(671,246)	(572,824)
Payments to Suppliers		(571,475)	(415,180)	(721,905)
Cyclical Maintenance Payments in the year		(8,700)	(145,335)	-
Interest Paid		-	-	-
Interest Received		8,411	15,000	12,657
Net cash from / (to) the Operating Activities		300,309	79,827	1,263
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		4,872	(5,000)	-
Purchase of PPE (and Intangibles)		(118,600)	54,956	(232,076)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	429,270
Net cash from / (to) the Investing Activities		(113,728)	49,956	197,194
Cash flows from Financing Activities				
Furniture and Equipment Grant		16,765	-	10,909
Finance Lease Payments		(22,041)	(34,710)	(13,436)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		-	-	-
Funds Held for Capital Works Projects		(106,356)	-	68,107
Net cash from Financing Activities		(111,632)	(34,710)	65,580
Net increase/(decrease) in cash and cash equivalents		74,949	95,073	264,037
Cash and cash equivalents at the beginning of the year	8	371,525	254,382	107,488
Cash and cash equivalents at the end of the year	8	446,474	349,455	371,525

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

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

Puhinui School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Puhinui 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 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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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.

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	3 years
Plant and Equipment	5 years
Sports	5 years
Leased assets held under a Finance Lease	3 years
Maori Cosutumes	5 Years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	963,375	946,088	934,455
Teachers' salaries grants	2,434,255	2,700,000	2,423,511
Use of Land and Buildings grants	916,618	1,100,000	1,062,433
Resource teachers learning and behaviour grants	202,686	228,000	265,243
Other MoE Grants	71,041	26,000	6,293
Transport grants	-	-	-
Other government grants	-	-	-
	<u>4,587,975</u>	<u>5,000,088</u>	<u>4,691,935</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	13,827	13,500	14,631
Bequests & Grants	-	-	-
Activities	22,430	23,000	30,326
Trading	33,992	32,000	34,941
Fundraising	992	-	1,763
Other Revenue	30,765	26,000	45,107
	<u>102,006</u>	<u>94,500</u>	<u>126,768</u>
Expenses			
Activities	21,691	17,000	17,019
Trading	29,367	24,500	27,648
Fundraising costs	-	-	1,242
Transport (local)	-	-	-
Other Expenses	-	-	-
	<u>51,058</u>	<u>41,500</u>	<u>45,909</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>50,948</u>	<u>53,000</u>	<u>80,859</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	49,454	63,991	77,069
Equipment repairs	-	-	-
Information and communication technology	-	-	-
Extra-curricular activities	-	-	-
Library resources	1,859	1,500	2,055
Employee benefits - salaries	2,740,768	3,166,408	2,864,150
Staff development	28,481	30,000	29,295
Overseas Travel- Melbourne	2,419	-	-
	<u>2,822,981</u>	<u>3,261,899</u>	<u>2,972,569</u>

In 2018 the Principal travelled to Melbourne to attend a well regarded educational leadership conference.

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,800	6,000	5,300
Board of Trustees Fees	4,325	4,000	3,985
Board of Trustees Expenses	8,930	5,000	9,607
Communication	4,676	7,000	3,824
Consumables	21,109	19,300	12,492
Operating Lease	42,183	56,622	27,464
Postage	781	-	-
Other	20,297	49,700	73,292
Employee Benefits - Salaries	122,981	104,000	61,088
Insurance	4,218	3,500	3,407
Service Providers, Contractors and Consultancy	22,210	25,000	24,946
	<u>257,510</u>	<u>280,122</u>	<u>225,405</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	13,590	13,500	11,890
Consultancy and Contract Services	47,707	45,000	37,420
Cyclical Maintenance Expense	19,081	22,000	(110,262)
Grounds	48,587	20,000	44,038
Heat, Light and Water	41,325	50,000	59,232
Rates	-	-	-
Repairs and Maintenance	115,423	66,567	138,436
Use of Land and Buildings	916,618	1,100,000	1,062,433
Security	8,200	7,000	7,422
Employee Benefits - Salaries	66,909	70,000	71,694
	<u>1,277,440</u>	<u>1,394,067</u>	<u>1,322,303</u>

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	41,017	38,500	37,601
Building Improvements	-	-	-
Furniture and Equipment	37,560	35,000	36,481
Information and Communication Technology	35,687	35,000	41,739
Sport	4,219	5,000	2,958
Plant and Equipment	7,707	6,000	3,576
Leased Assets	17,482	-	12,276
Library Resources	5,007	10,000	10,701
Maori Costumes	267	500	-
	<u>148,946</u>	<u>130,000</u>	<u>145,332</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	100	100	100
Bank Current Account	146,004	149,355	371,425
Bank Call Account	-	-	-
Short-term Bank Deposits	300,370	200,000	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	446,474	349,455	371,525

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	35,140	-	93,919
Receivables from the Ministry of Education	26,648	-	-
Provision for Uncollectibility	-	-	-
Interest Receivable	1,726	-	-
Teacher Salaries Grant Receivable	155,445	225,838	161,304
	218,959	225,838	255,223
Receivables from Exchange Transactions	36,866	-	93,919
Receivables from Non-Exchange Transactions	182,093	225,838	161,304
	218,959	225,838	255,223

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	3,596	3,500	3,147
School Uniforms	-	-	416
Canteen	333	500	-
	3,929	4,000	3,563

11. Property, Plant and Equipment

2018	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	1,564,731	36,839	-	-	(41,017)	1,560,553
Furniture and Equipment	140,095	19,820	-	-	(37,560)	122,355
Information and Communication Technology	59,937	23,784	-	-	(35,687)	48,034
Sport	13,061	9,506	-	-	(4,219)	18,348
Plant and Machinery	63,155	15,079	-	-	(7,707)	70,527
Leased Assets	43,426	-	-	-	(17,482)	25,944
Library Resources	424	4,711	(28,731)	28,603	(5,007)	-
Maori Costumes	-	3,989	-	-	(267)	3,722
Balance at 31 December 2018	1,884,829	113,728	(28,731)	28,603	(148,946)	1,849,483

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	1,955,171	(394,618)	1,560,553
Building Improvements	-	-	-
Furniture and Equipment	372,478	(250,123)	122,355
Information and Communication Technology	860,382	(812,347)	48,035
Motor Vehicles	28,060	(9,712)	18,348
Textbooks	160,892	(90,367)	70,525
Leased Assets	64,569	(38,624)	25,945
Library Resources	72,715	(72,715)	-
Maori Costumes	3,989	(267)	3,722
Balance at 31 December 2018	3,518,256	(1,668,773)	1,849,483

2017	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	-	-	-	-	-	-
Buildings	1,454,463	147,869	-	-	(37,601)	1,564,731
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	146,589	29,987	-	-	(36,481)	140,095
Information and Communication Technology	74,642	27,034	-	-	(41,739)	59,937
Sport	4,314	11,707	-	-	(2,958)	13,061
Plant and Machinery	55,587	11,144	-	-	(3,576)	63,155
Leased Assets	34,784	20,918	-	-	(12,276)	43,426
Library Resources	8,532	4,339	(15,238)	13,492	(10,701)	424
Maori Costumes	-	-	-	-	-	-
Balance at 31 December 2017	1,778,911	252,998	(15,238)	13,492	(145,332)	1,884,829

2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	1,918,332	(353,601)	1,564,731
Building Improvements	-	-	-
Furniture and Equipment	352,658	(212,563)	140,095
Information and Communication Technology	836,597	(776,660)	59,937
Motor Vehicles	18,553	(5,492)	13,061
Textbooks	145,813	(82,658)	63,155
Leased Assets	64,568	(21,142)	43,426
Library Resources	96,734	(96,310)	424
Balance at 31 December 2017	3,433,255	(1,548,426)	1,884,829

12. Accounts Payable

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operating creditors	83,580	100,000	67,122
Accruals	5,294	-	50,229
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	10,345
Employee Entitlements - salaries	164,384	180,000	167,203
Employee Entitlements - leave accrual	6,220	5,000	1,185
	<u>259,478</u>	<u>285,000</u>	<u>296,084</u>
Payables for Exchange Transactions	259,478	285,000	296,084
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>259,478</u>	<u>285,000</u>	<u>296,084</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	78,541	78,541	199,168
Increase in the Provision During the Year	19,081		33,264
Increase/ (decrease) to the Provision During the Year	-	22,000	(112,306)
Use of the Provision During the Year	(8,700)	-	(41,585)
Provision at the End of the Year	<u>88,922</u>	<u>100,541</u>	<u>78,541</u>
Cyclical Maintenance - Current	19,892	20,000	28,937
Cyclical Maintenance - Term	69,030	76,748	49,604
	<u>88,922</u>	<u>96,748</u>	<u>78,541</u>

14. 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	14,176	-	22,710
Later than One Year and no Later than Five Years	3,423	-	16,929
Later than Five Years	-	-	-
	<u>17,599</u>	<u>-</u>	<u>39,639</u>

15. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
5YP Modernisation	<i>completed</i>	(8,915)	-	(83,948)	-	(93,863)
Special Education	<i>completed</i>	25,693	-	-	-	25,693
Drainage	<i>completed</i>	(3,970)	-	-	-	(3,970)
Intercom	<i>in progress</i>			(30,246)		(30,246)
Smoke Detectors Hall	<i>completed</i>			(5,538)		(5,538)
Drain Upgrade	<i>completed</i>		44,500	(4,265)		40,235
Sick Bay Insurance	<i>completed</i>			(20,482)		(20,482)
Hall Heating	<i>completed</i>			(5,377)		(5,377)
Totals		<u>12,808</u>	<u>44,500</u>	<u>(149,856)</u>	<u>-</u>	<u>(93,548)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	65,928
Funds Due from the Ministry of Education	(159,476)
	<u>(93,548)</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
5YP Modernisation	<i>completed</i>	(44,044)	-	(116,745)	98,891	(61,898)
Modern Learning	<i>completed</i>	(1,823)	-	-	1,823	-
Special Education	<i>in progress</i>	25,693	-	-	-	25,693
Accessway	<i>completed</i>	(35,125)	21,180	-	13,945	-
Drainage	<i>completed</i>			(3,970)		(3,970)
Sickbay	<i>in progress</i>		68,050	(15,066)		52,983
Totals		<u>(55,299)</u>	<u>89,230</u>	<u>(135,781)</u>	<u>114,659</u>	<u>12,808</u>

16. 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.

17. 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	4,250	3,985
Full-time equivalent members	0.06	0.06
<i>Leadership Team</i>		
Remuneration	343,503	327,293
Full-time equivalent members	3	3
Total key management personnel remuneration	347,753	331,278
Total full-time equivalent personnel	3.06	3.06

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:	\$000	\$000
Salary and Other Payments	130-140	130 - 140
Benefits and Other Emoluments	4 - 5	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	0
110-110	1	0
	1.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	0	-
Number of People	0	-

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board entered into a contract with Entity Hub Communications Limited to replace the intercom system. The Ministry of Education have agreed to fund \$65,630. The total cost of the project is \$68,928 with an amount outstanding of \$34,146 as at 31 December 2018.

As at 31 December 2017 the Board held retentions to AZTEC Builders of \$34,901

(b) Operating Commitments

As at 31 December 2018 the

(a) operating lease of a EFTPOS Machine;

	2018 Actual \$	2017 Actual \$
No later than One Year		
Later than One Year and No Later than Five Years	9,606	15,302
Later than Five Years	-	9,606
	-	-
	<u>9,606</u>	<u>24,908</u>

21. 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.

22. Financial Instruments

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

Loans and receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents			
Receivables	446,474	349,455	371,525
Investments - Term Deposits	218,959	225,838	255,223
	-	-	-
Total Loans and Receivables	665,433	575,293	626,748

Financial liabilities measured

Payables	259,478	285,000	296,084
Finance Leases	17,599	-	39,639
Total Financial Liabilities Measured at Amortised Cost	277,077	285,000	335,723

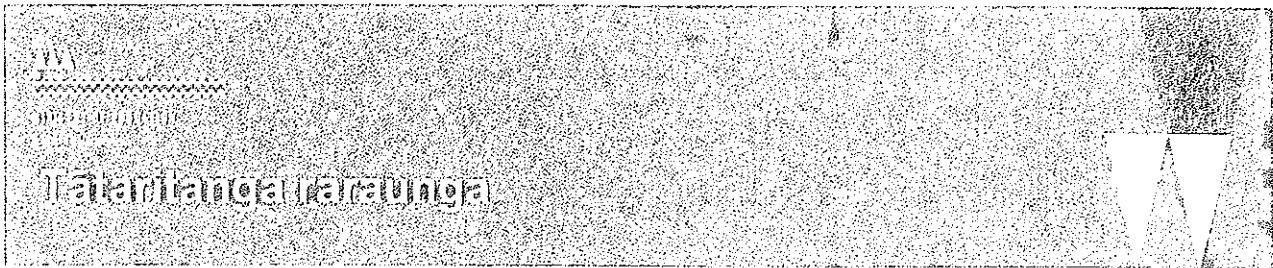
23. Events After Balance Date

There were no events after balance date 2018

Mathematics Annual Analysis of Variance 2018, (for 2019 Charter)

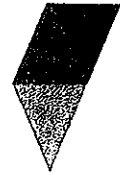
School Name:	Puhinui School	School Number:	1448
---------------------	-----------------------	-----------------------	-------------

Strategic Aim:	<p>To increase the number of students at or above the expected level of the NZC in Mathematics</p> <p>To improve the progress of targeted students through school interventions in Mathematics</p>
Annual Aim:	To raise the rate of progress for all students who are below and well below the expected learning in relation to the NZC in Mathematics.
Target:	Students who are priority learners and are below the expected curriculum in Mathematics.
Baseline Data:	<p>Analysis of school-wide Mathematics data in November 2017 identified that:</p> <p>77% of all students were working at or above National Standards in Mathematics</p> <p>78% of all 'after 2 Years' students were at or above the National Standards in Mathematics</p> <p>71% of all 'after 3 years' students were at or above the National Standards in Mathematics</p> <p>78% of all Pasifika students were at or above the National Standards in Mathematics</p> <p>After 2 years at school 75% of Pasifika students were at or above the National Standards in Mathematics</p> <p>After 3 years at school 80% of Pasifika students were at or above the National Standards in Mathematics</p>



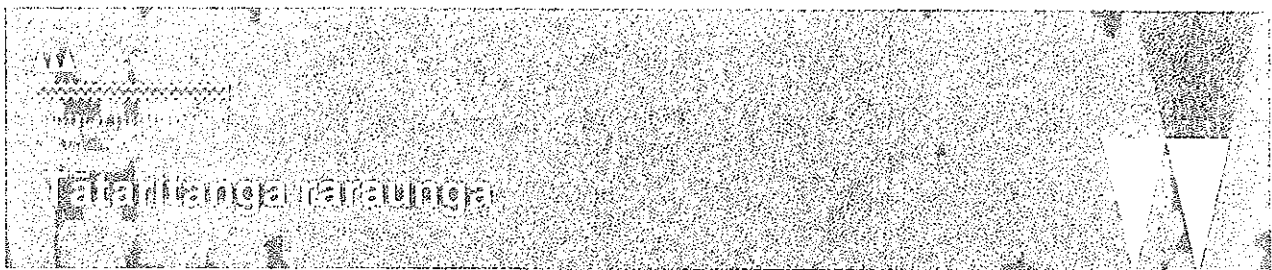
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students and cohorts below expected progress were identified, using achievement data and OTJ's</p> <p>Targeted interventions were developed. These were at 3 levels of intervention:</p> <ol style="list-style-type: none"> I. School-wide II. Syndicate Team III. In class <p>Specific professional development and teaching as inquiry focused around targeted students</p> <p>Self-reviews and action plans incorporated targeted interventions in their goals and actions</p> <p>ALiM concepts were used to plan and prepare lessons and explicit learning tasks.</p>	<p>An analysis of the data indicates that in relation to the NZC targeted groups achieved the following results:</p> <p>76% of all students are at or above expected curriculum level in Mathematics this is 1% lower than 2017 data analysis.</p> <p>Y3 and Y4 students had the lowest levels of expected achievement. Y3 61%, Y4 63%.</p> <p>Y1 and Y2 students had strong levels of achievement.</p> <p>Years 5&6 cohorts showed expected levels of achievement.</p> <p>There is no overall gender difference 75%-76%. Ethnicity levels of expected achievement: Maori students 68% Pasifika 74%. Indian 77%</p>	<p>Students were identified and teams and teachers identified initiatives to support learning progress of target students.</p> <p>Teams evaluated progress at the end of the year. Teams shared strategies to further enhance learning opportunities and create effective needs based programmes for students.</p> <p>ALiM concepts were utilised for selected students.</p> <p>The Y3-Y6 classes have moved from streamed classes to mixed ability grouping in classes.</p> <p>The school has had a major shift in how we approach maths. We have moved to mixed ability groupings, problem solving based pedagogies, including problem solving days, workshop days, number talks and talk moves.</p> <p>Overviews, core mathematical tasks and assessment have all been reviewed and developed.</p>	<p>2019 will be a year of developing consistency and continuity in our maths programmes between and across teams.</p> <p>We have established our overviews, clarified our key conceptual learning domains, and have clarity on what the class programme should look like. We expect to consolidate this in 2019.</p> <p>In 2019 we are focused on using formative assessment practices that help us tune in and develop deliberate acts of teaching.</p> <p>We will work with an external facilitator to help develop our contemporary pedagogies and mathematical knowledge.</p> <p>We are building our capacity for professional expertise through our maths PLN group.</p> <p>We are expecting to strengthen our mathematical strand delivery, with our overview ensuring we are developing key concepts in strand.</p>
<p>Planning for next year:</p>			
<p>Assessment and achievement data are analysed to identify cohorts for targeted interventions for 2019. We set a range of initiatives and provide resourcing to support the students who have been identified as requiring learning support and monitoring.</p> <ul style="list-style-type: none"> o Target groups for 2019 in mathematics: Y4 and Y5 cohorts (Y3&Y4 2018) students below expected level of progress. 			

Reading Annual Analysis of Variance 2018 for the 2019 Charter



School Name:	Puhinui School	School Number:	1448
---------------------	-----------------------	-----------------------	-------------

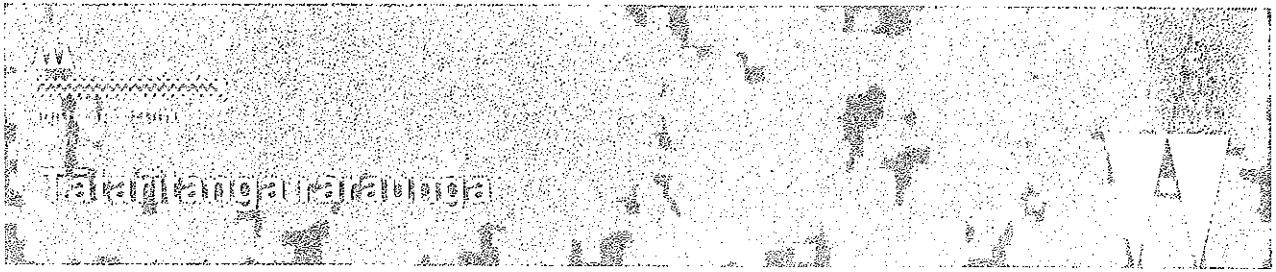
Strategic Aim:	To increase the number of students at or above the expected level of the NZC in Reading To improve the progress of targeted students through school interventions in Reading
Annual Aim:	To raise the rate of progress for all students who are below and well below the expected learning in relation to the NZC in Reading.
Target:	Students who are priority learners and are below the expected curriculum in Reading.
Baseline Data:	<p>Analysis of school-wide Reading data in November 2017 identified that:</p> <ul style="list-style-type: none"> 74% of all students were working at or above National Standards in Reading 69% of all Male students were at or above the National Standards in Reading 73% of all Māori students were at or above the National Standards in Reading 79% of all Pasifika students were at or above the National Standards in Reading 41% of all 'after 1 year' at school students were at or above the National Standards in Reading 75% of all After 2 years at school students were at or above the National Standards in Reading

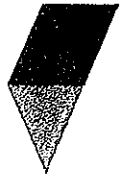


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students and cohorts below National Standards were identified, using achievement data and OTJ's</p> <p>Targeted interventions were developed. These were at 3 levels of intervention:</p> <ol style="list-style-type: none"> I. School-wide II. Syndicate Team III. In class <p>Teams selected aspects of the reading programme for professional development.</p> <p>A realignment in learning support to focus on early literacy intervention.</p> <p>Junior programmes included reading club initiatives and phonics.</p>	<p>67% of all students are at the expected reading level in 2018, This is 7% lower than our 2017 data, However, this include all year 0 students. Without Y0 students the percentage is 70% (4% down from 2017 end of year data).</p> <p>Year 1, 47% at or above the expected reading level. This is up 12% from 2017 end of year data. However, this includes 15 students at L10, and 7 students at L11.</p> <p>Year 2, 67% at the expected reading level, 6% lower than in 2017.</p> <p>Year 3 students are at 68% of the expected reading level. This is 7% lower than in 2017.</p> <p>80% of Y5 and 92% of all Y6 students are at or above the expected reading level in reading.</p> <p>70% of females are at the expected reading level. 60% of Males are at the expected reading level. (this is including Y0 students)</p> <p>Māori 64% of students are at the expected reading level (this is including Y0 students).</p> <p>Pasifika 64% of students are at the expected reading level (this is including Y0 students).</p> <p>65% of Indian students are at the expected reading level (this is including Y0 students).</p>	<p>Student progress was monitored by teams. Interventions were put in place, however a school wide analysis of reading may need to be reviewed.</p> <p>Junior teachers may require some commentary around reading levels and the low level of reading ability.</p> <p>Junior school assessments are rigorous, programmes are consistent, good foundations may support improved reading at the higher levels of the school.</p> <p>very good acceleration happens From Y4 through to Y6. teachers reluctant to move students on in lower levels.</p>	<p>To continue targeting cohorts below National standards and closely monitor both individual and cohort achievement.</p> <p>Set initiatives for the students who are at risk in appropriate progress in reading.</p> <p>Strengthening the awareness of deliberate acts to support formative learning.</p> <p>Continue to work on early intervention and early identification from teachers and with the support unit programmes.</p> <p>Explicit teaching to ensure the transfer of phonemic knowledge to reading decoding strategies for students who require support.</p> <p>PLN to discuss expectations around follow up tasks. Possible guidelines to inform teachers of expectations around follow-ups. e.g. balance of reading and written tasks. Tasks that are purposeful.</p> <p>Review of running record procedures. Seen/unseen. Comp levels, instructional, easy.</p>

Planning for next year:

Assessment and achievement data will be analysed to identify cohorts for targeted interventions, for strategic planning and for Professional Development. Annual targets will be set in next year's annual plan regarding the students identified as being of national priority and who did not make the expected progress in Reading. New Entrant and year 1 students, students identified as below expected reading levels are our priority target cohort for 2019.





School Name:	Puhinui School	School Number:	1448
Strategic Aim:	<p>To increase the number of students at or above the expected level of the NZC in Writing.</p> <p>To improve the progress of targeted students through School interventions in Writing.</p>		
Annual Aim:	<p>To raise the rate of progress for all students who are below and well below the expected learning in relation to the NZC in Writing.</p>		
Target:	<p>Students who are priority learners and are below the expected curriculum in Writing.</p>		
Baseline Data:	<p>Analysis of school-wide Writing data in November 2017 identified that:</p> <ul style="list-style-type: none"> 82% of all students were working at or above National Standards in Writing 88% of all 'after 2' years of school students were at or above the National Standards in Writing 77% of all 'after 3' Years students were at or above the National Standards in Writing 81% of Māori students were at or above the National Standards in Writing 83% of Pasifika students were at or above the National Standards in Writing 84% of Male students were at or above the National Standards in Writing 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students and cohorts below National Standards were identified, using achievement data and OTJ's</p> <p>Targeted interventions were developed. These were at 3 levels of intervention:</p> <ol style="list-style-type: none"> I. School-wide II. Syndicate Team III. In class <p>Team based professional development focused around targeted students.</p> <p>Jnr:</p> <ul style="list-style-type: none"> • Check points and collaborative discussions • DATs & specific learning conversations • Sentence level focus and skill development • Topic's engaging and relevant to learners <p>Mid:</p> <ul style="list-style-type: none"> • Moderation consistency • focus on skill writing • Science development drawing in vocabulary • Consideration to topic <p>Sen:</p> <ul style="list-style-type: none"> • Explicit teaching • small group work with target and workshop groupings • Short sharp pieces • skill lessons 	<p>In 2018 76% of all students were working at or above NS in Writing. There is a 6% drop compared to 2017 data (82%).</p> <p>Y3 (57%) and Y4 (68%) were our lowest cohorts at the expected NZC level in writing.</p> <p>73% of male students are at expected NZC levels. 79% of female students were at expected NZC levels in writing.</p> <p>74% of all Māori students are at expected NZC levels.</p> <p>71% of all Pasifika students are at expected NZC levels in writing.</p> <p>74% of Indian students are at expected NZC levels in writing.</p>	<p>Student progress was monitored with students given support by teachers.</p> <p>In 2018 our emphasis in maths may have had some impact in how we monitored writing. This was evident on student writing output and in the expectations we had of ourselves in marking and responding formatively to students writing.</p> <p>Teams identified and developed their writing programmes. As a school we may have needed to check on consistency of expectations and writing output.</p> <p>Teams used the Puhinui writing progressions and the NZC matrices to develop their learning intentions within the genre context.</p> <p>Moderation was carried out across the school in teams. We clarified misconceptions around levelling late in the year, prior to reporting.</p>	<p>To continue targeting cohorts below the expected level in writing, clarify overviews and genre that teams select.</p> <p>An emphasis on consistent regular writing by students.</p> <p>Teachers to consistently mark work and look for formative information that can be used in follow-up lessons.</p> <p>Begin a review of Writing in 2019.</p> <p>Identify lead teachers in writing who will begin working with our external facilitator Murray Gadd.</p> <p>Teams and lead teacher in assessment to monitor both individual and cohort achievement. Feedback to teams and teachers to support formative learning.</p> <p>Continue to use achievement data and evidence based information to ensure students are reaching their learning potential.</p> <p>Teams to incorporate check points in team meetings around writing tasks and assessments.</p> <p>Foci will on continuing:</p> <ul style="list-style-type: none"> • DATs • Skills development • selected workshopping • topics that are engaging and relate to students and their life experiences and culture. • Integrating science into writing.
<p>Planning for next year:</p>			
<p>Assessment and achievement data will be analysed to identify cohorts of students and areas for Professional Development to enhance teaching and learning. Achievement targets will be set in next year's annual plan regarding the students who did not make the expected progress in writing. In 2019 a priority target group will be the Y4 cohort and the Y5 cohort. These were the cohorts who had the lowest levels in terms of progress against the NZC levels in writing.</p>			





Puhinui School

'Others before Self'



116 Puhinui Road
Papatoetoe
Auckland 2104
P.O. Box 76898
Manukau 2241

Phone: 278 8703
Fax: 277 6911
Freephone: 0800 167 919
office@puhinui.school.nz

March 2019,

Sport and Outdoor Education 2018

At Puhinui School we value the important role Physical Education (PE) and Outdoor Education (OE) have in developing the whole child. We see an integral link between what we work towards in our Health and PE curriculum and its relationship to our school mission, *"As a community we value the unique character of each child. We work together to educate the whole child."* The work we do in PE and OEd helps us provide students with a well balanced curriculum and prepares them for what will hopefully be a well balanced lifestyle throughout their lives.

As a school, Puhinui we believe in competing to the best of our ability. We are very good at planning, organising and ensuring our students are active and successful in sports and physical activity. We have well established sport, fitness, P.E and outdoor education programmes.

Our sporting programmes also provide our students with opportunities beyond our school. The Papatoetoe Primary Schools have a well established sports exchange and primary zones competition. Each primary school belongs to the Papatoetoe Primary Sport Association. These include full participation in sports zones days in:

Swimming	Playball
Cricket	Rugby
Soccer	Netball
Ripper rugby	Gymnastics
Cross Country	Athletics

Sports exchanges and zone day involve thousands of students each year from across the Papatoetoe primary schools. As a school we also have a good relationship with the Counties Manukau Sports Organisation (CMSO). They support the school with skills based sporting programmes. They have also provided the school with skilled practitioners in our outdoor education week (Counties Manukau on the Move). We also participate in any CMSO zone champion of champion sports days.

Swimming is an important part of our PE programme. We have 2 seasons, Term 1 and Term 4. Each class has 3 swimming lessons a week. We believe it is important to develop water confidence for students so they can be as confident and as safe as possible in and around water. Our swimming programmes have two key elements, firstly, developing water confidence and safety in the water. Secondly, development of swimming strokes and technique in the basic strokes of freestyle, backstroke, along with development of treading water, floating and breathing.

Mark Elder
PRINCIPAL



Puhinui School



116 Puhinui Road
Papatoetoe
Auckland

Phone: 278 8703
Fax: 277 6911
office@puhinui.school.nz

2018 Annual Report on Sports Income and Expenditure

Kiwisport Amount Received: (excluding GST) \$8754.00

Expenses:

Capital Expenses

Soccer goals	\$ 5,111
Sports line marker	\$ 1,007
Outdoor ed tents	\$ 866
Box horse	\$ 1,853
Softball glove & sets	\$ 669
Total	\$ 9,506

Operational Expenses:

Sporting & PE equipment	\$ 3,909
Papatoetoe Sports Association fees	\$ 250
Outdoor Education	\$ 6,711
Laundry Expenses	\$ 204
Sports Exchanges (travel costs)	\$ 2,639
Gym City	\$ 100
Swimming	\$ 7,049
Total	\$20,864

Grand Total \$30,370

Yours sincerely,

MARK ELDER,
PRINCIPAL.