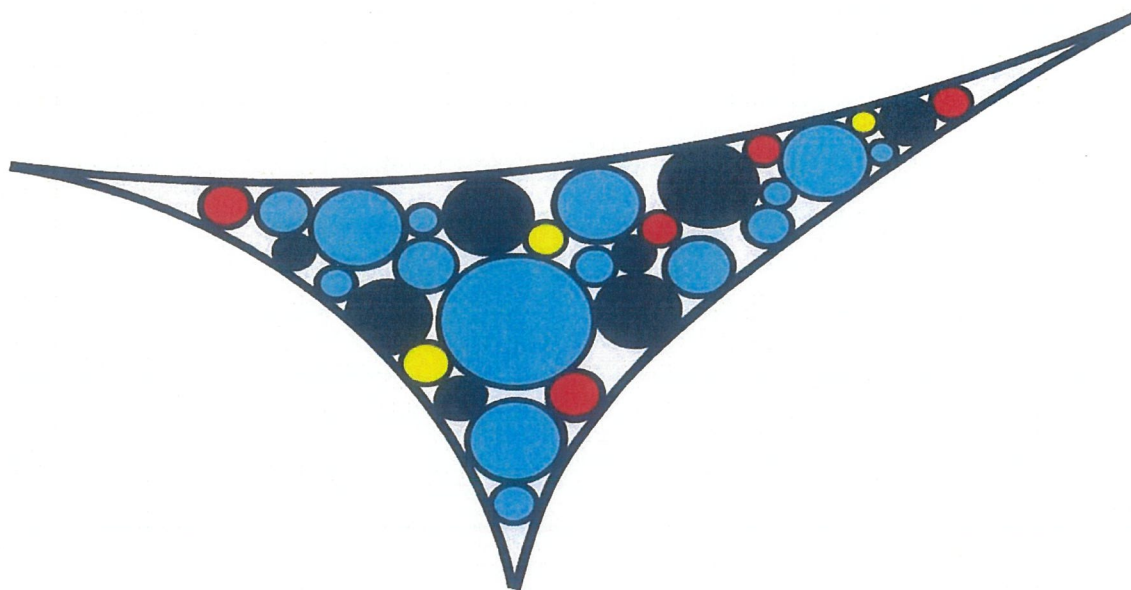


LEVIN INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



School Directory

Ministry Number:	2887
Principal:	Sheree Garton
School Address:	Collingwood Steet, Levin
School Postal Address:	Collingwood Steet, Levin
School Phone:	06 368-8306
School Email:	office@lis.school.nz
Commissioner:	Helena Barwick
Accountant/Service Provider:	Accounting for Schools Limited

LEVIN INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2019

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LEVIN INTERMEDIATE SCHOOL

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflect the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Rachael Davis

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

29 May 2020

Date:

Robyn Wills

Full Name of Principal (Acting)

RWills

Signature of Principal (Acting)

29 May 2020

Date:

LEVIN INTERMEDIATE SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	2,423,911	2,163,516	2,160,895
Locally Raised Funds	3	153,021	86,825	205,617
Interest Earned		11,071	8,500	10,576
		<u>2,588,003</u>	<u>2,258,841</u>	<u>2,377,088</u>
Expenses				
Locally Raised Funds	3	132,469	76,385	174,773
Learning Resources	4	1,532,876	1,351,866	1,335,323
Administration	5	208,315	190,936	189,575
Finance Costs		1,479	200	673
Property	6	689,332	600,575	599,761
Depreciation	7	43,811	38,000	45,221
		<u>2,608,282</u>	<u>2,257,962</u>	<u>2,345,326</u>
Net Surplus/(Deficit) for the Year		(20,279)	879	31,762
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(20,279)</u>	<u>879</u>	<u>31,762</u>

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



LEVIN INTERMEDIATE SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	418,121	418,121	386,357
Total comprehensive revenue and expense for the year	(20,279)	879	31,764
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	7,296	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
Equity at 31 December	405,138	419,000	418,121
Retained Earnings	405,138	419,000	418,121
Equity at 31 December	405,138	419,000	418,121

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.



LEVIN INTERMEDIATE SCHOOL

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	194,533	199,055	94,977
Accounts Receivable	9	87,410	76,000	82,771
GST Receivable		29,828	15,000	15,721
Funds held for Capital Works Projects	17	-	-	35,393
Inventories	10	18,124	15,000	14,913
Investments	11	191,877	285,000	286,761
Prepayments		7,209	9,000	8,757
		528,981	599,055	539,293
Current Liabilities				
Accounts Payable	13	110,450	97,000	95,007
Finance Lease Liability - Current Portion	16	8,101	6,500	6,348
Funds held for Capital Works Projects	17	105,061		
Provision for Cyclical Maintenance	15	119,325	92,000	92,000
Revenue Received in Advance	14	8,795	7,000	6,788
		351,732	202,500	200,142
Working Capital Surplus/(Deficit)		177,249	396,555	339,151
Non-current Assets				
Investments (more than 12 months)	11	106,809	-	-
Property, Plant and Equipment	12	140,364	90,000	123,637
		247,173	90,000	123,637
Non-current Liabilities				
Provision for Cyclical Maintenance	15	10,405	57,055	34,055
Finance Lease Liability	16	8,879	10,500	10,612
		19,284	67,555	44,667
Net Assets		405,138	419,000	418,121
Equity		405,138	419,000	418,121

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



LEVIN INTERMEDIATE SCHOOL

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		644,113	588,516	592,439
Locally Raised Funds		164,615	95,939	194,549
Goods and Services Tax (net)		(14,107)	723	(7,129)
Payments to Employees		(414,893)	(289,831)	(298,719)
Payments to Suppliers		(370,806)	(332,398)	(400,672)
Interest Paid		(1,479)	(200)	(673)
Interest Received		13,213	8,500	10,576
Net cash from / (to) the Operating Activities		20,656	71,249	90,371
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(53,254)	(39,933)	(24,106)
Purchase of Investments		(11,925)	1,761	(10,641)
Net cash from / (to) the Investing Activities		(65,179)	(38,172)	(34,747)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,296	-	-
Finance Lease Payments		(3,671)	35,608	(6,786)
Funds Held for Capital Works Projects		140,454	35,393	(18,352)
Net cash from Financing Activities		144,079	71,001	(25,138)
Net increase/(decrease) in cash and cash equivalents		99,556	104,078	30,486
Cash and cash equivalents at the beginning of the year	8	94,977	94,977	64,491
Cash and cash equivalents at the end of the year	8	194,533	199,055	94,977

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

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



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Levin Intermediate 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 2019 to 31 December 2019 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

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.



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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.

Cyclical Maintenance Provision

A 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.

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.

LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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.



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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.

Prior Year Policy

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.

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 \$250 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.



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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:

Furniture and Equipment	5 - 15 years
Information Technology	2 - 5 years
Leased Assets	3 - 5 years
Leased Improvements	10 - 20 years
Library resources	12.5% Diminishing value
Motor vehicles	10 years

l) 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.

m) 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.

n) 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

o) Revenue Received in Advance

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

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



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

p) 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.

q) 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).

r) Financial Assets and Liabilities

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

Investments that are shares are categorised as "fair value through profit or loss" for accounting purposes in accordance with financial reporting standards.

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

s) 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.

t) Budget Figures

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

u) 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.



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	574,291	550,516	538,246
Other government grants	13,682	-	-
Other MoE Grants	75,068	38,000	44,022
Teachers' Salaries Grants	1,235,259	1,125,000	1,124,972
Use of Land and Buildings Grants	525,611	450,000	453,655
	<u>2,423,911</u>	<u>2,163,516</u>	<u>2,160,895</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Activities	47,067	75,025	129,475
Donations	19,144	9,000	8,319
Other revenue	7,913	1,600	13,551
Trading	78,897	1,200	54,272
	<u>153,021</u>	<u>86,825</u>	<u>205,617</u>
Expenses			
Activities	54,350	73,385	118,874
Trading	78,119	3,000	55,899
	<u>132,469</u>	<u>76,385</u>	<u>174,773</u>
<i>Surplus for the year Locally raised funds</i>	<u>20,552</u>	<u>10,440</u>	<u>30,844</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	46,646	64,300	60,662
Employee Benefits - Salaries	1,455,971	1,259,366	1,247,187
Information and Communication Technology	19,357	10,000	13,089
Library Resources	1,297	2,200	612
Staff Development	9,605	16,000	13,773
	<u>1,532,876</u>	<u>1,351,866</u>	<u>1,335,323</u>



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,015	4,336	4,210
Board of Trustees Expenses	53,994	47,500	45,306
Board of Trustees Fees	780	2,000	-
Communication	6,989	6,600	5,936
Consumables	14,480	10,500	11,131
Employee Benefits - Salaries	94,588	87,000	93,587
Insurance	6,669	6,000	6,198
Operating Lease	468	600	394
Other	16,782	16,800	14,406
Service Providers, Contractors and Consultancy	9,550	9,600	8,407
	<u>208,315</u>	<u>190,936</u>	<u>189,575</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,860	4,940	4,894
Cyclical Maintenance Provision	3,675	23,000	23,000
Employee Benefits - Salaries	92,017	66,665	72,999
Grounds	21,605	9,250	7,095
Heat, Light and Water	14,633	17,600	15,762
Repairs and Maintenance	23,334	24,800	17,826
Security	634	800	1,944
Use of Land and Buildings	525,611	450,000	453,655
Van	1,963	3,520	2,586
	<u>689,332</u>	<u>600,575</u>	<u>599,761</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 of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	17,099	13,500	16,583
Information and Communication Technology	17,144	15,500	19,217
Leased Assets	7,568	7,500	7,541
Leasehold Improvements	991	500	726
Library Resources	1,009	1,000	1,154
	<u>43,811</u>	<u>38,000</u>	<u>45,221</u>

LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Call Account	32,899	33,000	32,871
Cash on Hand	40	50	40
Current Account - BOT	151,837	156,005	53,025
Current Account - Japan Account	9,757	10,000	9,041
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents for Cash Flow Statement	194,533	199,055	94,977

Of the \$194,533 Cash and Cash Equivalents, \$105,061 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Receivable	3,135	6,000	5,277
Receivables	315	1,000	9,902
Teacher Salaries Grant Receivable	83,960	69,000	67,592
	87,410	76,000	82,771
Receivables from Exchange Transactions	3,450	7,000	15,179
Receivables from Non-Exchange Transactions	83,960	69,000	67,592
	87,410	76,000	82,771

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
School Uniforms	18,124	15,000	14,096
Canteen	-	-	817
	18,124	15,000	14,913

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	191,877	285,000	286,761
Non-current Asset			
Long-term Bank Deposits	106,809	-	-

The carrying value of short term and long term deposits approximates their fair value at 31 December 2019.

LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Furniture and Equipment	61,361	18,234	-	-	(17,099)	62,496
Information Technology	33,089	13,962	-	-	(17,144)	29,907
Leased Assets	16,540	7,284	-	-	(7,568)	16,256
Leasehold Improvements	4,574	21,058	-	-	(991)	24,641
Library Resources	8,073	-	-	-	(1,009)	7,064
Balance at 31 December 2019	123,637	60,538	-	-	(43,811)	140,364

The net carrying value of equipment held under a finance lease is \$16,256 (2018: \$16,540).

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Furniture and Equipment	326,928	(264,432)	62,496
Information Technology	108,964	(79,057)	29,907
Leased Assets	24,380	(8,124)	16,256
Leasehold Improvements	46,597	(21,956)	24,641
Library Resources	20,539	(13,475)	7,064
Motor Vehicles	8,890	(8,890)	-
Balance at 31 December 2019	536,298	(395,934)	140,364

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Furniture and Equipment	76,230	1,714	-	-	(16,583)	61,361
Information Technology	29,912	22,394	-	-	(19,217)	33,089
Leased Assets	6,984	17,097	-	-	(7,541)	16,540
Leasehold Improvements	5,300	-	-	-	(726)	4,574
Library Resources	9,227	-	-	-	(1,154)	8,073
Balance at 31 December 2018	127,653	41,205	-	-	(45,221)	123,637

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Furniture and Equipment	374,538	(313,177)	61,361
Information Technology	100,461	(67,372)	33,089
Leased Assets	35,568	(19,028)	16,540
Leasehold Improvements	25,540	(20,966)	4,574
Library Resources	20,539	(12,466)	8,073
Motor Vehicles	8,890	(8,890)	-
Balance at 31 December 2018	565,536	(441,899)	123,637



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	15,000	15,000	17,159
Accruals	3,686	-	3,578
Employee Entitlements - salaries	83,960	75,000	67,592
Employee Entitlements - leave accrual	7,804	7,000	6,678
	<u>110,450</u>	<u>97,000</u>	<u>95,007</u>
Payables for Exchange Transactions	110,450	97,000	95,007
	<u>110,450</u>	<u>97,000</u>	<u>95,007</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Student Fees in Advance	8,795	7,000	6,788
	<u>8,795</u>	<u>7,000</u>	<u>6,788</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	126,055	126,055	103,055
Increase to the Provision During the Year	3,675	23,000	23,000
Provision at the End of the Year	<u>129,730</u>	<u>149,055</u>	<u>126,055</u>
Cyclical Maintenance - Current	119,325	92,000	92,000
Cyclical Maintenance - Term	10,405	57,055	34,055
	<u>129,730</u>	<u>149,055</u>	<u>126,055</u>



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	8,101	6,500	6,348
Later than One Year and no Later than Five Years	8,879	10,500	10,612
	<u>16,980</u>	<u>17,000</u>	<u>16,960</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:

2019		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block F Refurbish	<i>Completed</i>	(37,151)	34,034	(17,939)	21,056	-
Block J Demolition	<i>Completed</i>	(1,105)	52,463	(51,358)	-	-
Warm Water Project	<i>Completed</i>	2,863		(2,863)	-	-
New Fencing & Gates	<i>In progress</i>	-	152,708	(43,580)	-	109,128
Replace Library Roofing	<i>In progress</i>	-	99,579	(103,646)	-	(4,067)
Totals		<u>(35,393)</u>	<u>338,784</u>	<u>(219,386)</u>	<u>21,056</u>	<u>105,061</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

109,128

Funds Due from the Ministry of Education

(4,067)

105,061

2018		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block F Refurbish	<i>In progress</i>	(31,953)	306,307	(311,505)	-	(37,151)
Block J Demolition	<i>In progress</i>	-	-	(1,105)	-	(1,105)
Refurbish Switchboards	<i>Completed</i>	(205)	17,490	(17,285)	-	-
Technology Classroom Upgrade	<i>Completed</i>	1,756	344	(2,100)	-	-
Warm Water Project	<i>In progress</i>	-	15,000	(12,137)	-	2,863
Totals		<u>(30,402)</u>	<u>339,141</u>	<u>(344,132)</u>	<u>-</u>	<u>(35,393)</u>



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	780	-
Full-time equivalent members	0.01	-
<i>Leadership Team</i>		
Remuneration	315,703	217,643
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	316,483	217,643
Total full-time equivalent personnel	3.01	2.00

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.

The School Board was re-established in November 2019. Prior to that a Commissioner was in place and they had the governance role under contract with the Ministry. During the year the School paid \$48,025 in costs (2018: \$38,947).



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

19. Remuneration (Cont.)

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-

Other Employees

There were no other employees with remuneration greater than \$100,000.

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:

	2019 Actual	2018 Actual
Total	16,000	NIL
Number of People	1	-

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into the following contractual agreements for capital works:

(i) The Board has entered into agreements to replace the library roof at a total cost of \$118,914 (\$103,646 of expenditure incurred to date) and improve fencing and gates at a total cost of \$169,675 (\$43,580 of expenditure incurred to date).

(Capital commitments at 31 December 2018: \$448,191).

(b) Operating Commitments

As at 31 December 2019 the Board has no operating commitments.



LEVIN INTERMEDIATE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

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.

24. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	194,533	199,055	94,977
Receivables	87,410	76,000	82,771
Investments - Term Deposits	298,686	285,000	286,761
Total Financial assets measured at amortised cost	580,629	560,055	464,509
Financial liabilities measured at amortised cost			
Payables	110,450	97,000	95,007
Finance Leases	16,980	10,500	16,960
Total Financial Liabilities Measured at Amortised Cost	127,430	107,500	111,967

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



LEVIN INTERMEDIATE SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Alison Seta	Chairperson	Statutory Manager		
Sheree Garton	Principal	Appointed	Principal	
Esme Bell	Parent Rep	Elected Nov 2019	Whanau Ora Practitioner	May 2022
Rachael Davis	Parent Rep	Elected Nov 2019	Administrator	May 2022
Stacey Grover	Parent Rep	Elected Nov 2019	Attendance Co-ordinator	May 2022
Kirstin McKenzie	Staff Rep	Elected Nov 2019	Teacher	May 2022
Ofa Taeloa	Parent Rep	Elected Nov 2019	Supervisor - Market Gardens	May 2022
Larina Turner	Parent Rep	Elected Nov 2019	Teacher	May 2022

LEVIN INTERMEDIATE SCHOOL

Kiwisport Statement

For the year ended 31 December 2019

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2019 the School received total Kiwisport funding of \$3,570 excluding GST (2018: \$3,341).

The funding was put towards student activity programme fees, including netball, soccer and hockey.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF LEVIN INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Levin Intermediate School. The Auditor-General has appointed me, Cameron Town using the staff and resources of Silks Audit Chartered Accountants Ltd, 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 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expenses, 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 2019; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Members of the Board of Trustees and Kiwisport statement on pages 21 to 22 and the Analysis of Variance included as an appendices, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

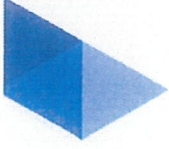
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

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



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Analysis of Variance Reporting



School Name:	Levin Intermediate School	School Number:	2887
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Strategic Aim:	Our motto Tu tangata
	Our vision Beside our Lake Punahau, between the Tararua Ranges and the sea, our students will have high expectations for themselves and for their futures. We want our students to be strong in their individual, family and cultural identity, and to be successful, respectful and contributing members of our community.
	Our commitment We will: <ul style="list-style-type: none"> • have high expectations of one another • support good choices • create opportunities • encourage effort and perseverance • celebrate success.
	Our core values <ul style="list-style-type: none"> • We will be respectful • We will be responsible • We will be resilient.

What is important at Levin Intermediate School (Reflection)

The Treaty of Waitangi

The Treaty of Waitangi is the founding document of our nation, forming a relationship between Māori and all other people in New Zealand.

Levin Intermediate School will respect and honour the Treaty by:

- Whanaungatanga – fostering a relationship with our Māori community
- Kotahitanga – connecting with our students and celebrating our cultures
- Kawa – ensuring Māori language, customs, practices and culture are reflected in our school
- Tātaiako – offering culturally responsive teaching.

Restorative Practice

Restorative practice focuses on putting things right when they have gone wrong. It is an approach to improve and repair relationships between people and groups when those relationships have been damaged.

Restorative practice is not 'soft on crime'; it holds students accountable for unacceptable behaviour, shows them the harm that their behaviour has caused to others and creates an opportunity for them to take actions to help put things right.

Working with our community

Educating young people is a partnership between home and school. At Levin Intermediate we want to work with you to understand what you want the school to deliver for your student, to ensure we are on the same page in what behaviour we expect, and to support one another in providing what our students need.

An inclusive environment

We value the diversity of our students. We welcome students from many cultural backgrounds to work alongside those with different abilities and others with special learning needs.

Education for the middle years

Students from 11-14 are emerging from childhood into the next stage of their development. At Levin Intermediate School teachers understand the educational needs of this age group and have developed programmes which respond to students in the middle years. We offer programmes and activities that interest and engage this age-group, we look for a balance between teacher-directed and student-directed learning and we encourage collaboration and co-operation in learning.

Target:

Annual plan 2019

Raised Student Achievement

Goals	Actions/Who	Outcomes	Outcomes What happened?
1. Student achievement data in literacy and numeracy is robust and reliable.	<ul style="list-style-type: none"> PaCT/whole school moderation in reading, writing and mathematics. <i>Completed</i> L.I.S Poutama developed alongside COL network/lead teachers. <i>Not completed – will be worked on again in 2020 through Kahui Ako interventions.</i> 	<ul style="list-style-type: none"> Robust and reliable data across reading, writing and mathematics. <i>Inconsistent,</i> Students are able to use Poutama to guide learning and set goals. <i>Not created through Kahui ako work – other priorities took precedence.</i> 	Reviewed and amended assessments (national) and created overview for staff to follow for 2020. Provided support to complete assessments in a timely manner – reviewed data and moderated at team and staff meetings. Not consistently was the key – so we will focus more on completing this and documenting as we go.
2. Students at risk of not achieving are identified, tracked, monitored and supported.	<ul style="list-style-type: none"> Teacher Inquiry into best practice. <i>Somewhat completed by staff who had effective team leaders.</i> Focus students – class teachers will track, monitor and report on 	<ul style="list-style-type: none"> Focus students make accelerated progress in Mathematics and Literacy. 'Clarity in the Classroom' is referred to in teachers' inquiry documentation and 	2019 Target students were added to a google doc (schoolwide ownership of students learning – including SPEC team). 3-4 students per Reading, Writing, Mathematics per classroom. Priority was given to Maori students – Iwi students were also monitored as per Muaupoko Tribal authority partnership.

	<p>students in reading, writing and mathematics. <i>Completed but not consistently across the school – a teacher under competency was also responsible for a team of teachers and did not follow through with these expectations.</i></p> <ul style="list-style-type: none"> During Term 2 Teachers and Teacher aides will complete a set of modules developed to strengthen working relationships, improve role clarity and build knowledge of inclusive practices that support student learning. <i>Not completed due to cost and behaviour support needed by teacher aides across the school. An inexperienced SENCO provided little professional guidance to teacher aides and it was left to individual teachers to support teacher aides – this was a better model at the time.</i> 	<p>strategies are trialled and documented. <i>Somewhat – commitment waka yes!</i></p> <ul style="list-style-type: none"> RTLB PLD for Teacher aide modules presented, workbooks and activities – learning put into practice. <i>Not completed.</i> 	<p><i>Student achievement data was added to assembly with support from Deputy Principal – during team meetings staff discussed findings and added next steps to planning and teaching was differentiated to meet the needs of the students. A special needs registered with learning and behaviour concerns. We identified students well by analysing data through classroom assessments, teacher observations and students work.</i></p>
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	<ul style="list-style-type: none"> Pasifika students are supported through Tapasa PLD and employment of Pasifika staff for Pasifika culture and learning support. <i>Term 1 PLD was well implement by the teacher who had the majority of Pasifika students – these students made accelerated progress and featured heavily in end of year awards for academic and schoolwide success.</i> 		
3. Māori students are supported to achieve success as Māori.	<ul style="list-style-type: none"> Kapa Haka/Powhiri/whole school Kawiu Marae noho. Tataiako/cultural competencies PLD term 1. <i>Yes – see display in staffroom</i> Monthly Noho for Kapa haka students. <i>Yes</i> Kapa haka perform at community and school events. <i>Yes</i> Kotahitanga in each classroom daily – with whole school Monday. <i>Yes, and modified to better meet the needs of students. 2020 will include new material and a sound track</i> 	<ul style="list-style-type: none"> Targeted engagement of Focus students. 2 out of 3 Waka teams worked well at this. The other was lead by a teacher under competency with various degrees of consistency. Kapa haka perform across the community. <i>Outstanding and publicly acknowledged – moving onto bigger better things in 2020 – watch this space!</i> 	<p><i>Term 1 Powhiri for all new students and whanau, with Kaumatua and Tutiri Muaupoko elders.</i></p> <p><i>Powhiri for special visitors, including Japanese students.</i></p> <p><i>Kapa haka perform termly for community events.</i></p>

4. Students engaged in rich learning	<p><i>for all staff – especially new staff.</i></p> <ul style="list-style-type: none"> • Opportunities for Kapa haka students to lead in the Powhiri process. 	<ul style="list-style-type: none"> • L.I.S continues to offer extensive sporting, cultural, academic and enriching options. • COL and Literacy/Mathematics leaders use staff meetings to provide support and ideas for staff to enhance programmes using MOE provided resources including 'Figure it out, Connected series, Journals, and Science learning hub'. <i>All completed.</i> 	<ul style="list-style-type: none"> • These options and more...ARTS, Japanese exchange, sporting options (local and distant), EOTC, Waka social and competitive events, house events, Kapa haka, Pasifika, SPEC (extension and enrichment), and STEM. <i>Excellent again. Better coverage of students allocated to these groups from SPEC team is a management issue and needs further work in 2020.</i> • Sign-up sheets at office reflect high numbers of students taking up rich learning opportunities. <i>Excellent.</i> • Teachers use MOE shared resources to provide rich learning tasks. <i>So many cultural, sporting, artistic opportunities to list. 2020 will see Target</i> 	Click or tap here to enter text.
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5. Increase students' digital literacy.	<ul style="list-style-type: none"> Digital Learning MOE PLD with AISCORP. <i>Yes, continuing on in 2020.</i> Work alongside Te Hinaki to increase the number of students with access to devices at home and at school. <i>3 students received grants for chromebooks – 11 students purchased through Te Hinaki. We will commit to completing more grant applications for students who have no other way to access this.</i> Parents/whanau are supported to provide safe home environments for students who use devices at home. <i>Workshop in term 4 on cyber safety for parents – only 11 families turned up, despite several attempts to notify – this was inline with the turnout for schools in Palmerston north. 5 of our staff also attended –</i> 	<p><i>student priorities better managed and aligned to budget.</i></p> <ul style="list-style-type: none"> Teachers are supported to include eLearning opportunities in their teacher through PLD. <i>Yes, well done with Gil Hunter and Aiscorp/Digi team.</i> Students have equitable access opportunities to digital technology in a safe environment. <i>Somewhat – students who took up Te Hinaki buying scheme were advantaged – others were sharing which was not always useful.</i> Staff are given opportunities to learn alongside students in the STEM classroom. 	<p>PLD was well organised by Gil Hunter and the Digi team. Scoping was completed and this information will form the basis of work for 2020.</p> <p>Students benefitted from extra digital opportunities however a lack of devices in many classes halted teacher desires to try new things and implement learning opportunities. During 2020 BOT will fund 1:2 devices across the school.</p>
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		<p><i>it was very well received by all who participated and we will look to hold it in 2020.</i></p> <ul style="list-style-type: none"> • STEM teacher works across the school with all students as part of SPEC rotation. <p><i>All completed</i></p>		
Increased teacher effectiveness				
1. Curriculum expectations in reading, writing and maths are clear to teachers and guide practice.	<ul style="list-style-type: none"> • Poutama for Level 4 are drafted with student input. <i>Not completed due to time constraints.</i> 	<ul style="list-style-type: none"> • Teachers and students plan next learning steps using levels 2-4 Poutama. 		
2. Teachers actively engage in whole school PLD in digital learning and the PACT tool.	<ul style="list-style-type: none"> • PACT tool PLD provided by COL and Literacy/Mathematics leaders. <i>Yes 2019</i> 	<ul style="list-style-type: none"> • Reading, writing, mathematics results are gathered using moderation and PaCT. 		
3. Every teacher has an appraisal which provides useful feedback for development.	<ul style="list-style-type: none"> • Focus student documents are modified as per the feedback from 2018. <i>Yes and more work to be done in 2020 – changing format to only include below students and renaming as Target students.</i> 	<ul style="list-style-type: none"> • Teacher appraisals completed. <i>Commitment waka, DP, AP yes. SPEC team huge gaps as seen by ERO team.</i> 		
4. Teachers' understand and demonstrate culturally responsive practice.	<ul style="list-style-type: none"> • PLD Term 1 – Gaye McDowell and Jerry – unpacking Tapasa and 	<ul style="list-style-type: none"> • Targeted engagement of priority students. 		<p><i>As Principal I am most proud of the way staff interact and respond to students – huge amount of time is spent organising cultural events, buying uniforms,</i></p>

	Tataiako. A wonderful opportunity attended by all staff and reflected in changes in environments – reflecting cultures and a openness to the success of students across academic and cultural realms.	Staff really worked hard to engage our focus and target students – lots of creative and well thought through ideas trialled, lack of followup and direction meant success was not well documented and loops were not finalised – see eRO documents for more information.	making things and organising food for whanau. Our cultural evening is a celebration of the years work and is well attended more than 200 this year. Free food and amazing performances from Pasifika, Kapa haka and individuals make this an annual event that is must do.
Positive, respectful relationships across the school			
1. Increased visibility of school expectations across the school.	<ul style="list-style-type: none"> Student council/restorative team, work with Deputy Principal to establish specific expectations for areas i.e. 'Canteen' expectations. Expectations continue to evolve based on need and a team of students met once a term. 	<ul style="list-style-type: none"> PB4L expectations are displayed (posters) in the hall, library, spec/stem areas, and other areas as decided by student group or as data suggests. Yes, but too wordy and not referred to with consistency. SPEC team are not following Pink form process and a disconnect has been noted. Students are taught the expectations in classrooms and reminders shared at Kotahitanga time – preferably student led. Kotahitanga discussions reinforced sWIS data and noticing of inappropriate behaviours across the school. Inconsistency within recording in planning and follow up was not well use. Collingwood daily was useful but not 	<ul style="list-style-type: none"> Student council/restorative meetings 2 x per term. Yes, next year we are hoping to have PB4L group to share ideas and create opportunities for students to deliver PB4L messages in each class.

<p>2. Systems for supporting students to meet school expectations are clear and consistently applied.</p>		<ul style="list-style-type: none"> Reward systems are set up in classrooms, waka and around the school. Students have expectations explicitly taught in PB4L sessions. Tier 2 strategies are known to staff. Tier 1 Universal strategies are implemented well across the school. 	<p><i>always well thought out or used to positively reinforce expectations.</i></p> <ul style="list-style-type: none"> Teachers are supported in developing learning and behavioural plans with RTLB/SENCO/SE, parents, and sufficient support is provided to implement those plans. <i>Yes – hours of work spent supporting behaviour and learning students.</i> CICO is used for students who are needing extra support. <i>Yes</i> A PB4L team meets monthly. <i>Yes and will continue during 2020, alongside the work of the Maori Achievement Collaborative to ensure a Maori lens is placed on schoolwide practices.</i> 	<p><i>Lots of work in this area – an untrained SENCO needed support and guidance from Principal and RTLB lead teacher. For 2020 we are employing a SENCO with more experience and without a class load – hoping this will mean a greater emphasis on the SENCO leading with the newly appointed LSC – a Kahui Ako trial.</i></p> <p><i>PB4L met regularly and data was analysed from SWIS – Tier 3 children make up a higher proportion of our school compared to National data. We are committed to developing schoolwide practices that have consistency – with an understanding that ½ our school changes each year and re-teaching is an ongoing fact.</i></p> <p><i>Cultural Competencies and relevance to Maori and Pasifika students will be a priority for staff in an effort to build stronger relationships and create buy-in when learning. Leadership will unpack the resources provided by the MAC facilitator – using strategies from these resources.</i></p> <p><i>We are aware that schools with discipline and safety problems are not conducive to high achievement nor are disorderly environments. Raising the number of cultural and social activities that reflect personal interests helps students feel more included – 2020 will include 'Marae stays, Kapa Haka noho and opportunities for students to participate in sporting choices – without restraints – removing costs if these are a barrier. We will be a fee-</i></p>
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			free school taking up the opportunity by MOE.
3. Restorative principles and practices are used to address situations where harm has been done.	<ul style="list-style-type: none"> Students are given opportunities to have restorative conversations that include the process of telling the story, exploring the harm, repairing the harm and reaching an agreement. Deputy Principal attends Restorative principles trainings and meetings. 	<ul style="list-style-type: none"> SLT are trained facilitators for Restorative circles and meetings. <i>Yes</i> Deputy Principal leads PLD. <i>Yes, time constraints met it was not as regular as we would like - more needs based.</i> 	Restorative cards were used and SLT used this process for more serious events.

Strong connections with families, whānau, iwi and community

1. Connections with students, family, whānau and iwi are increased in range and depth across the school.	<p><u>Report to the community</u></p> <ul style="list-style-type: none"> Meet the teacher evening Mid-year conferences End of year written report Monthly newsletters Facebook posts Kapa haka and Pasifika performances 	<ul style="list-style-type: none"> Pasifika and Kapa haka perform at community events. <i>Childrens day, kaumatua luncheon, pasifika day, powhiri, cultural evenings, WISPA/Supersport, music month, noho to name a few.</i> Learning celebrations each term. <i>Work on this in 2020. Little evidence.</i> 	<p>Families received regular information around school events (weekly/fortnightly newsletters, facebook posts and class/waka notes – Kapa Haka notices and noho also enhanced relationships between staff, students and whānau) that better engaged them in the learning and behaviour of their students. Reporting was accurate and related to what students had learnt and their next steps – 2 written reports, 1 meet the teacher event, 1 parent interview. A</p>
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		<ul style="list-style-type: none"> House evenings Inquiry learning <u>Gathering community voice</u> Bi-Annual Health Survey Face to face at mid-year conferences MTA partnership – Tungia Te Koingo PMI for major school events 	<ul style="list-style-type: none"> House events – fun/free <i>These were held each term and connected to annual events i.e cross country, athletics day, PB4L, mufti day fundraisers.</i> Whanau group for Kapa haka <i>Well supported by a few whanau - more support will be needed in 2020 as it is a 'Regional competition' year and we will be taking a large roopu to Palmerston North in term 3. This is largely led by 3 staff – Tutors and admin. It would be beneficial if other staff attended noho from time to time to make connections with students and share the load of these experiences.</i> Fundraising groups <i>Kapa haka/Pasifika and mufti days for sports were held. WE are not committed to fundraising as learning and teaching remains our foci and fundraising is not well supported. We will endeavour to write more grant applications and hope</i> 	<p>staff member going through competency process saw students put at risk of not achieving as a whole class of data and information sharing was left to Principal and DP and little information/data was left once he left.</p> <p>Kapahaka is valued at LIS and available for all students. It is a well established/prioritised part of our programme. It is supported by all staff and lead by both a male and female tutor. It is seen as important and valued by both staff, students and whanau and given high priority. It has helped many of our priority students find their feet, come out of their shell, take leadership roles and/or take an increased interest in their culture. It has been an excellent vehicle for getting our whanau involved. It has shown that we are sincere in our commitment to our whanau maori and our obligations under Te Tiriti o Waitangi.</p> <p>Kapa Haka roopu performed at school, and attended many community events including being the guest performers at the council buildings with the Mayor. Noho was a monthly feature over 2 days during weekends.</p> <p>During 2020, students across the school who have a commitment to Te Reo Maori tuition and have whanau support will be accepted into the Pa Harakeke class with a must have commitment to Kapa haka. Iwi will continue to be consulted on this model.</p>
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	<p>2. Student attendance is closely monitored and supported.</p>	<ul style="list-style-type: none"> • Admin provide weekly attendance records for each classroom <i>Yes and used at team meetings.</i> • Teachers phone home when attendance is a concern <i>Yes, and SLT</i> • Termly MOE attendance report is shared with whole staff and strategies shared for improvement/concerns noted. <i>Yes and will do again in 2020.</i> <p><i>Attendance is 90% or above for 95% of students – 3 students with high anxiety are not making the progress needed despite all interventions know to school being accessed. Mental health work is hard to access for this age group. Our SWIS worker is almost ineffectual and despite being contacted we will</i></p>	<ul style="list-style-type: none"> • Students are referred to Life to the MAX when attendance falls below 80% and school interventions have not shown improvement 	<p>a BOT member will step into this space.</p>	<p><i>Students who fell below the 80% attendance were monitored and discussed so that the most appropriate action could be taken to support the whanau and retain a respectful relationship. Those below 70% were referred to Life to the Max – some success however several difficulties were had with the newly appointed staff members.</i></p>
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		<ul style="list-style-type: none"> • look to request a new SWIS worker in 2020. • Life to the MAX involvement <i>Yes, great new contact person, working well with school and families.</i> • RAAYS process followed <i>Yes, well done by administration staff.</i> 		
3. Community support for school governance is fostered.	<ul style="list-style-type: none"> • Community Governance group meetings held every month from 28th February til election <i>Yes, a BOT is now in place</i> • School Powhiri at the beginning of the year and for Manuhiri <i>Yes, and mihi whakatau as necessary.</i> • Principal commits to WISPA, HPA, FTP, Te Hinaki, MOE Senior Advisor and Commissioner. <i>Yes and this keeps her very busy!</i> 	<ul style="list-style-type: none"> • Powhiri first day and to welcome important visitors and overseas guests • LIS is a member of C.O.L working to provide better student outcomes and opportunities <i>Yes, inquiry is well lead by AP and staff are kept well informed.</i> • Kaumatua and Iwi representation at school led community events <i>Our Kaumatua and his wife are simply amazing – there are so few events that they do not attend and are loved by our staff and students.</i> 	Fully functioning BOT is established and is lead by LTTM.	

People and other resources are well managed

<p>1. The school is managed well and within its resources</p>	<ul style="list-style-type: none"> Budget set and used to guide spending <i>Yes, and budget has been used to purchase new furniture and update areas around the school.</i> Budget holders are clear on spending needs related to student outcomes <i>Yes, spending is well managed.</i> Grants are applied for to support student needs <i>DP is especially well skilled in this area and AIMS games and sports are well supported.</i> 	<ul style="list-style-type: none"> Financial position of the school remains within budget School is well kept and maintained – significant areas of improvement – whole school painting, whole school fencing, library re roof, rationalisation of rooms 17/18, and garden area revamped within budget restraints. <i>Caretaker needs constant monitoring and job description needs updating for 2020 as there are more and more responsibilities placed on part time cleaners and caretaker is needing greater guidance to ensure things are done. This is a huge part of the Principals work and needs to change for 2020. Library, fencing, concrete, gardens, rationalisation all done with extra money from budget used well to drastically improve school environment.</i> 	<ul style="list-style-type: none"> All year.
<p>2. All staff are provided with clear expectations, good support and feedback on performance.</p>	<ul style="list-style-type: none"> Appraisal system in 2nd year with changes being made to 'target student/focus student' documentation as per 	<ul style="list-style-type: none"> Appraisal folders contain all documentation <i>2/3 of the school</i> 	<p><i>Beginning term 1, 2020 all files have been updated.</i></p>

	<ul style="list-style-type: none"> Principal appraisal reflects staff voice and indicate staff are provided with clear expectations. <i>Yes, lead by commissioner and feedback to BOT provided in term 1 2020.</i> 	2018 review <i>ERO approved of process but have suggested greater consistency – SLT are working on developing this for 2020.</i> <ul style="list-style-type: none"> Strategic planning, annual plan, annual targets are created with staff.
Annual targets 2019		
Focus: Mathematics		
Strategic Aim: Students at risk of not achieving are identified, tracked, monitored and supported.		
Annual Aim: Raised student achievement.		
Target:		
<ul style="list-style-type: none"> The 6 Year 8 Maori boys working well below in the term 1 Mathematics Easttle assessment will progress to stage 7 by the end of the year. The 4 Year 8 Pasifika students working below in the term 1 Mathematics Easttle assessment will progress to stage 7 by the end of the year. 		
Actions – what did we do? Teacher aide support in classes. Whole school PLD in mathematics each term through DP. Monitoring of attendance. Teacher aide support in class – so that the teacher can work with students.	Outcomes – what happened? 4 out of 6 Maori boys reached the target, progressing to stage 7. The 2 who didn't reach the target did progress but only to stage 6. 4/4 Year 8 Pasifika students working below in the term 1 Maths progressed to stage 7.	Reasons for the variance – why did it happen? One boy struggled with success due to behaviour issues and has diagnosed ADHD. The other boy had a major incident at home – and received counselling with SWIS. Target reached. Evaluation – where to next? Continue to review ways to support boys who struggle in mathematics. Provide good role models in classrooms and monitor target students using spiral of inquiry. Pasifika students are well supported at LIS school.

Focus: Literacy – Reading

Strategic Aim: Students at risk of not achieving are identified, tracked, monitored and supported.

Annual Aim: Raised student achievement.

Target:

- The 6 Year 8 Pasifika students, working below in the term 1 Reading OTJ will progress to level 3p/3a towards level 4 by the end of the year.
- 15 Year 7 students working below in the term 1 Reading OTJ will progress to working in level 3a/4b by the end of the year.

Actions – what did we do?	Outcomes – what happened?	Reasons for the variance – why did it happen?	Evaluation – where to next?
<p>Pasifika class – rich in culturally responsive practices – including access to Pasifika culture groups. Parents well informed and students involved in goal setting and understanding of how levels work and what steps need to be taken to ensure success. Students were involved in choosing guided reading text material.</p> <p>Students were supported to choose high interest reading material – as target students monitoring by class teachers and feedback and feed forward played an important part in success.</p>	<p>6/6 Year 8 Pasifika students who were working below in the term 1 Reading OTJ progressed to 3p/3a – 4 students moved to level 4.</p> <p>12/15 Year 7 students working below in the term 1 Reading OTJ progressed to working in level 3a/4b by the end of the year.</p>	<p>Teacher capability and commitment to culturally responsive practices enabled positive class culture and students progressed past the target.</p> <p>Students were supported to choose high interest reading material – as target students monitoring by class teachers and feedback and feed forward played an important part in success. 2 students who did not make adequate progress needed extra support with managing behaviour and homes were contacted with some support.</p>	<p>We have since reviewed our assessment schedule in line with issues of workload and taking into account the relationship building required to assess students well – therefore keeping assessments to a minimum during the first term and using the results of the primary schools as our starting points for grouping. During 2020 we will use discuss target students during Waka and staff meetings – all staff will be actively involved in choosing target students – with significant links to school charter targets.</p> <p>In 2020 we will endeavour to make our library a more sought after space for students. We will employ a librarian to work with students and to better resource the space with materials that will especially appeal to reading target students – enabling them to be part of the choosing process as well as students from Pa Harakeke – as Maori material at LIS is old and not used.. We will work on using school journals more effectively and staff will engage in PLD with our COL literacy lead teacher.</p>

Focus: Literacy – Writing

Strategic Aim: Students at risk of not achieving are identified, tracked, monitored and supported.

Annual Aim: Raised student achievement.

Target:

- The 9 Year 7 girls working below (2a) in the term 1 Writing OTJ will progress to 3b/3p by the end of the year.
- The 7 Year 8 Maori students working below to move to 4p by the end of term 3.

Actions – what did we do?	Outcomes – what happened?	Reasons for the variance – why did it happen?	Evaluation – where to next?
Teachers created extra opportunities for 1:1 goal setting and were explicit in feedback.	The 6/ 8 (one student left early in the year) Year 7 girls working below (2a) in the term 1 Writing OTJ will progress to 3b/3p by the end of the year.	One student left the school early in the year. 1 student made progress but did not reach the target.	Schoolwide focus on moderation and use of easttle to plan and inform practice.
	2/7 Year 8 Maori students working below to moved to 4p by the end of term 3. All students moved to Level which is the low end of AT. We were ok with this as the group was made up of 4 students who had tier 3 behaviour concerns and consistent monitoring of behaviour and support was needed to engage students.	Tier 3 behaviour concerns featured for students and despite contact with home and agency support the work needed to keep students at school meant that engaging in learning was not always the first priority.	As above

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>
<ul style="list-style-type: none"> See reflections above, included in targets and evaluation/reflection. 	See reflections above, included in targets and evaluation/reflection.	See reflections above, included in targets and evaluation/reflection.	See reflections above, included in targets and evaluation/reflection.
<p>Planning for next year:</p> <p>During 2020 we want to develop a strong clarity of focus on lifting outcomes for all learners, and hone in on strategies likely to have the greatest impact on improved learning. We will take a whole school approach, adopting professional learning in teams (waka) based on principal-led/Kahui Ako/Literacy and Numeracy leader professional learning and development. We will work as teams, sharing results for individual groups of learners and observing, challenging and providing feedback to each other on teaching practice. Senior leaders (Literacy/Numeracy/Waka) will observe teachers in their classrooms and provide feed-back about what they observed. This collective teacher efficacy has been shown by John Hattie to have the greatest effect size of all 252 influences on learner outcomes he has documented. Our COL inquiry will be developed around these ideas. We will be guided by the ERO findings and the BOT will support initiatives by targeting funding to areas of need.</p> <p>Key elements of success to support 2020 initiatives:</p> <ul style="list-style-type: none"> setting high expectations of outcomes for all learners with teachers focussing on the explicit teaching strategies needed to ensure learner success – PB4L consistently applied across the school and evaluated using the MAC Principal inquiry – giving a Maori lens on any new developments. all teachers taking responsibility for the success of all learners – SPEC team inclusive and leadership establishing explicit whole school expectations about teaching practice 			

- a deliberate curriculum through the school which aims to establishing learning pathways and building on prior learning and knowledge across the learner's life course – this will be worked on in-line with MOE workshops/lwi partnerships (Scientists, Kaumatua, MTA)
- a focus on building teaching capacity – Linked to COL
- the use of inquiry in a relentless drive to improve outcomes for learners – DIGI PLD, Appraisal and COL
- using teaching approaches which empowered student agency and motivation

Leaders will look for evidence of the approaches and strategies used, and the outcomes by:

- talking with children, parents, teachers, leaders and, where possible, trustees
- observing in classrooms
- In schools where effective approaches and strategies were implemented across the whole school – COL schools, especially Levin East our largest contributing school and school of our across schools teacher
- leaders could articulate what they were doing that was raising achievement and had successfully implemented agreed approaches across the school
- teachers having a strong sense of collective responsibility for all children, and an urgency to accelerate the progress of those who were behind
- teachers being seen as learners
- teachers seeking perspectives from children and parents - through parent teacher meetings, school events, sports and phone calls
- teachers consider research related to the particular strengths and needs of target children (focus students)
- teachers rigorously reviewing the impacts on the children who were expected to benefit
- teachers being clear about what actions they would take and the rationale for them – knowing target students and sharing at Waka and staff meetings
- teachers sharing practices and implementation to benefit more children - looking at documentation, children's work, class displays and the school environment.

Our School must have organisational structures, processes and practices that enable and sustain collaborative learning and decision making. It is important for us to know what is working as well as what the achievement issues are. Leaders will visit classrooms to provide feedback and support for teachers. Ongoing monitoring is essential to make sure worthwhile strategies are not abandoned because of poor implementation.

Maori students were supported to achieve success as Maori with opportunities to learn Te Reo through Kotahitanga and class programmes and increased direction from Muaupoko Iwi Kaumatua and liaison staff members. Kapa Haka and Pasifika were supported by the Senior leaders and priority was given to these opportunities when planning events and creating timetables. MTA continued to support LIS and a stronger partnership was developed via Tungia te Koingo.

Focus and Approach 2020 for Maori

We continued to build on the achievements and relationships with Iwi built over the past 2 years:

- Due to the large number of students from Levin East (Tungia te Koingo Participants) now at Intermediate
- Given the significant Maori and Muaupoko population at Levin Intermediate
- Given the achievement gaps identified for numeracy and literacy
- Given the Principal at Intermediate was in the initial planning phases of Levin East school and already has huge level of understanding and commitment
- We had whanau members, kaiako and Kaumatua willing to contribute because of their enthusiasm for what was achieved and what was possible through Tungia Te Koingo last year
- The continued desire for bilingual education at LIS and the waiting list already in place for Pa Harakeke.

Muaupoko strive forward...

Kia hiwa rā! Kia hiwa rā!

