

PAPANUI HIGH SCHOOL



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number: 316

Principal: Jeffrey Smith

School Address 30 Langdons Road, Papanui, Christchurch

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PAPANUI HIGH SCHOOL

Annual Report - For the year ended 31 December 2018

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Papanui High 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.

SKANE CHARLES WATSON.

Full Name of Board Chairperson



Signature of Board Chairperson

30.5.19.

Date:

JEFFERY BARRY SMITH

Full Name of Principal



Signature of Principal

30.5.19.

Date:

Papanui High School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Jerome Williamson	Chairperson		May 2019
Jeff Smith	Principal		
Sandy Brinsdon	Parent Rep		May 2019
Shane Watson	Parent Rep		May 2019
Deborah Callahan	Parent Rep		May 2019
Tina Williams	Parent Rep		May 2019
Anglea Willmont	Staff Rep		May 2019
Kent Sole	Student Rep		May 2019
Anne Johnstone	Secretary		May 2019

Papanui High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	13,865,301	13,176,073	13,369,871
Locally Raised Funds	3	797,445	501,744	738,444
Interest Earned		129,448	120,000	120,521
International Students	4	787,651	710,765	619,135
		<u>15,579,845</u>	<u>14,508,582</u>	<u>14,847,971</u>
Expenses				
Locally Raised Funds	3	176,245	181,375	172,656
International Students	4	631,835	753,872	708,158
Learning Resources	5	10,691,337	9,847,256	10,284,760
Administration	6	658,683	705,483	674,104
Finance Costs		34,303	-	34,303
Property	7	2,919,160	3,170,215	2,680,703
Depreciation	8	319,166	265,000	330,057
Loss on Disposal of Property, Plant and Equipment		810	-	2,279
		<u>15,431,539</u>	<u>14,923,201</u>	<u>14,887,019</u>
Net Surplus / (Deficit)		148,306	(414,619)	(39,049)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>148,306</u></u>	<u><u>(414,619)</u></u>	<u><u>(39,049)</u></u>

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



Papanui High 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>3,829,079</u>	<u>3,829,079</u>	<u>3,868,128</u>
Total comprehensive revenue and expense for the year	148,306	(414,619)	(39,049)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	86,270	-	-
Equity at 31 December	<u>4,063,655</u>	<u>3,414,460</u>	<u>3,829,079</u>
Retained Earnings	4,063,655	3,414,460	3,829,079
Equity at 31 December	<u>4,063,655</u>	<u>3,414,460</u>	<u>3,829,079</u>

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



Papanui High School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	447,634	706,002	855,621
Accounts Receivable	10	599,823	575,985	575,985
Prepayments		18,356	18,304	18,304
Investments	11	3,694,661	2,757,635	2,757,635
		<u>4,760,474</u>	<u>4,057,926</u>	<u>4,207,545</u>
Current Liabilities				
GST Payable		9,264	1,896	1,896
Accounts Payable	13	1,047,653	922,657	922,657
Revenue Received in Advance	14	503,245	538,270	538,270
Finance Lease Liability - Current Portion	16	93,413	104,180	104,180
Funds held in Trust	17	468,036	360,490	360,490
Funds Held on Behalf of Papanui Redwood Learning	18	-	46,474	46,474
		<u>2,121,611</u>	<u>1,973,967</u>	<u>1,973,967</u>
Working Capital Surplus/(Deficit)		2,638,863	2,083,959	2,233,578
Non-current Assets				
Investments (more than 12 months)	11	141,128	145,477	145,477
Property, Plant and Equipment	12	1,849,930	1,482,631	1,747,631
		<u>1,991,058</u>	<u>1,628,108</u>	<u>1,893,108</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	52,850	-	-
Finance Lease Liability	16	513,416	297,607	297,607
		<u>566,266</u>	<u>297,607</u>	<u>297,607</u>
Net Assets		<u><u>4,063,655</u></u>	<u><u>3,414,460</u></u>	<u><u>3,829,079</u></u>
Equity		<u><u>4,063,655</u></u>	<u><u>3,414,460</u></u>	<u><u>3,829,079</u></u>

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



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

	2018	2018	2017
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	3,153,491	3,156,043	3,364,376
Locally Raised Funds	779,891	501,744	742,933
International Students	824,223	710,765	670,312
Goods and Services Tax (net)	7,368	-	(1,058)
Payments to Employees	(1,448,573)	(1,604,044)	(1,724,835)
Payments to Suppliers	(2,814,509)	(2,981,277)	(3,025,680)
Cyclical Maintenance Payments in the Year	-	(52,850)	203,894
Interest Received	131,342	120,000	135,191
Net cash from / (to) the Operating Activities	<u>633,233</u>	<u>(149,619)</u>	<u>365,133</u>
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(98,801)	-	(124,187)
Purchase of Investments	(937,026)	-	(197,729)
Net cash from / (to) the Investing Activities	<u>(1,035,827)</u>	<u>-</u>	<u>(321,916)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	86,270	-	-
Finance Lease Payments	(152,735)	-	(126,081)
Funds Administered on Behalf of Third Parties	107,546	-	45,976
Funds Held on Behalf of Cluster	(46,474)	-	-
Net cash from Financing Activities	<u>(5,393)</u>	<u>-</u>	<u>(80,105)</u>
Net increase/(decrease) in cash and cash equivalents	<u>(407,987)</u>	<u>(149,619)</u>	<u>(36,889)</u>
Cash and cash equivalents at the beginning of the year	9 855,621	855,621	892,509
Cash and cash equivalents at the end of the year	9 <u>447,634</u>	<u>706,002</u>	<u>855,621</u>

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.



Papanui High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

Papanui High 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.

1.2. 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 period. 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 period. The School believes the classification of each lease as either operating or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.



1.8. 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.

1.9. 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.

1.10. 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, except for sets of like items with a collective worth exceeding \$1,000.

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:

Buildings & Improvements	10–50 years
Furniture and equipment	5-10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1.11. 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.

1.12. 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.

1.13. Employment 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



1.14. Revenue Received in Advance

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

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

1.15. 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.

1.16. 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.

1.17. 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).

1.18. 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.

1.19. 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.

1.20. Budget Figures

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

1.21. Services received in-kind

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



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	2,831,506	2,925,343	2,883,791
Teachers' salaries grants	8,390,625	7,500,000	7,911,946
Use of Land and Buildings grants	2,075,404	2,260,635	2,054,894
Other MoE Grants	514,993	437,322	464,796
Other government grants	52,773	52,773	54,444
	<u>13,865,301</u>	<u>13,176,073</u>	<u>13,369,871</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	322,382	245,244	359,947
Fundraising	86,577	90,000	91,550
Bequests & Grants	32,567	-	-
Other revenue	173,177	166,500	168,528
Activities	182,742	-	118,419
	<u>797,445</u>	<u>501,744</u>	<u>738,444</u>
Expenses			
Activities	59,275	28,500	46,933
Other Expenses	116,970	152,875	125,723
	<u>176,245</u>	<u>181,375</u>	<u>172,656</u>
<i>Surplus for the year Locally raised funds</i>	<u>621,200</u>	<u>320,369</u>	<u>565,788</u>

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	47	44	41
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	787,651	710,765	619,135
Expenses			
Commissions	90,460	-	75,930
Recruitment	25,937	51,870	58,213
International student levy	20,527	-	16,404
Employee Benefit - Salaries	448,293	559,943	522,822
Other Expenses	46,618	142,059	34,789
	<u>631,835</u>	<u>753,872</u>	<u>708,158</u>
<i>Surplus /(Deficit) for the year International Students</i>	<u>155,816</u>	<u>(43,107)</u>	<u>(89,023)</u>



5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	940,154	1,082,655	804,553
Information and communication technology	180,729	210,491	191,278
Extra-curricular activities	179,559	1,000	166,477
Library resources	8,911	10,095	8,835
Employee benefits - salaries	9,037,903	8,171,646	8,755,431
Resource/attached teacher costs	317,301	334,069	318,592
Staff development	26,780	37,300	39,594
	<u>10,691,337</u>	<u>9,847,256</u>	<u>10,284,760</u>

6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	7,664	7,200	6,210
Board of Trustees Fees	8,280	8,500	8,300
Board of Trustees Expenses	18,770	15,500	12,862
Communication	28,295	24,000	26,448
Consumables	43,964	48,500	43,469
Operating Lease	7,345	18,000	23,932
Other	31,870	43,015	35,915
Employee Benefits - Salaries	474,411	497,768	480,216
Insurance	22,835	23,000	21,735
Service Providers, Contractors and Consultancy	15,249	20,000	15,017
	<u>658,683</u>	<u>705,483</u>	<u>674,104</u>

7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	33,569	34,000	34,103
Consultancy and Contract Services	242,586	230,000	237,404
Cyclical Maintenance Provision	52,850	52,850	52,850
Adjustment to the Provision	-	-	(256,744)
Grounds	40,178	54,000	45,582
Heat, Light and Water	197,855	222,500	217,681
Rates	17,348	10,000	7,795
Repairs and Maintenance	103,691	152,148	131,452
Use of Land and Buildings	2,075,404	2,260,635	2,054,894
Security	23,567	20,000	24,779
Employee Benefits - Salaries	132,112	134,082	130,907
	<u>2,919,160</u>	<u>3,170,215</u>	<u>2,680,703</u>

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



8. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements	44,318	40,000	44,341
Furniture and Equipment	71,027	50,000	76,773
Information and Communication Technology	70,227	70,000	72,715
Motor Vehicles	11,864	10,000	11,004
Leased Assets	101,505	80,000	104,844
Library Resources	20,225	15,000	20,380
	<u>319,166</u>	<u>265,000</u>	<u>330,057</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	447,634	706,002	855,083
Bank Call Account	-	-	538
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>447,634</u>	<u>706,002</u>	<u>855,621</u>

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

10. Accounts Receivable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	7,328	55,371	55,371
Receivables from the Ministry of Education	-	19,614	19,614
Interest Receivable	16,385	18,279	18,279
Teacher Salaries Grant Receivable	576,110	482,721	482,721
	<u>599,823</u>	<u>575,985</u>	<u>575,985</u>
Receivables from Exchange Transactions	23,713	73,650	73,650
Receivables from Non-Exchange Transactions	576,110	502,335	502,335
	<u>599,823</u>	<u>575,985</u>	<u>575,985</u>

11. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	3,694,661	2,757,635	2,757,635
Non-current Asset			
Long-term Bank Deposits	-	-	-
Graham Condon Investment	139,128	143,477	143,477
Shares	2,000	2,000	2,000
	<u>141,128</u>	<u>145,477</u>	<u>145,477</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	816,107	-	-	-	(44,318)	771,789
Furniture and Equipment	330,917	41,038	-	-	(71,027)	300,928
Information and Communication	174,769	46,638	-	-	(70,227)	151,180
Motor Vehicles	22,828	-	-	-	(11,864)	10,964
Leased Assets	389,998	614,805	(291,331)	-	(101,505)	611,967
Library Resources	13,012	11,125	(810)	-	(20,225)	3,102
Balance at 31 December 2018	1,747,631	713,606	(292,141)	-	(319,166)	1,849,930

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	1,258,099	(486,310)	771,789
Furniture and Equipment	1,449,268	(1,148,340)	300,928
Information and Communication	1,144,634	(993,454)	151,180
Motor Vehicles	115,647	(104,683)	10,964
Leased Assets	667,512	(55,545)	611,967
Library Resources	202,247	(199,145)	3,102
Balance at 31 December 2018	4,837,407	(2,987,477)	1,849,930

The net carrying value of equipment held under a finance lease is \$611,967 (2017: \$389,998)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	860,448	-	-	-	(44,341)	816,107
Furniture and Equipment	363,991	43,699	-	-	(76,773)	330,917
Information and Communication	189,610	57,874	-	-	(72,715)	174,769
Motor Vehicles	22,596	11,236	-	-	(11,004)	22,828
Leased Assets	458,514	36,328	-	-	(104,844)	389,998
Library Resources	24,295	11,376	(2,279)	-	(20,380)	13,012
Balance at 31 December 2017	1,919,454	160,513	(2,279)	-	(330,057)	1,747,631

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	1,258,099	(441,992)	816,107
Furniture and Equipment	1,408,229	(1,077,312)	330,917
Information and Communication	1,097,997	(923,228)	174,769
Motor Vehicles	115,647	(92,819)	22,828
Leased Assets	511,515	(121,517)	389,998
Library Resources	203,805	(190,793)	13,012
Balance at 31 December 2017	4,595,292	(2,847,661)	1,747,631



13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	86,793	-	-
Accruals	-	49,312	49,312
Banking staffing overuse	237,958	259,395	259,395
Employee Entitlements - salaries	660,525	555,510	555,510
Employee Entitlements - leave accrual	62,377	58,440	58,440
	<u>1,047,653</u>	<u>922,657</u>	<u>922,657</u>
Payables for Exchange Transactions	1,047,653	922,657	922,657
	<u>1,047,653</u>	<u>922,657</u>	<u>922,657</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	-	6,000	6,000
International Student Fees	445,568	408,996	408,996
Other	57,677	123,274	123,274
	<u>503,245</u>	<u>538,270</u>	<u>538,270</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	-	-	203,894
Increase to the Provision During the Year	52,850	-	52,850
Adjustment to the Provision	-	-	(256,744)
Provision at the End of the Year	<u>52,850</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Term	52,850	-	-
	<u>52,850</u>	<u>-</u>	<u>-</u>

16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	126,640	132,407	132,407
Later than One Year and no Later than Five Years	606,835	331,961	331,961
Later than Five Years	-	-	-
	<u>733,475</u>	<u>464,368</u>	<u>464,368</u>



17. Funds Held in Trust

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	468,036	360,490	360,490
	<u>468,036</u>	<u>360,490</u>	<u>360,490</u>

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

18. Funds Held on Behalf of Papanui Redwood Learning Cluster

Papanui High School is the lead school and holds funds on behalf of the Papanui Redwood Learning cluster.

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	46,474	46,474	54,509
Funds Received from Cluster Members	-	-	25,600
Funds Spent on Behalf of the Cluster	(46,474)	-	(33,635)
Funds Held at Year End	<u>-</u>	<u>46,474</u>	<u>46,474</u>

19. 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.



20. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	8,280	8,300
Full-time equivalent members	0.20	0.75
<i>Leadership Team</i>		
Remuneration	834,081	714,283
Full-time equivalent members	7.00	6.00
Total key management personnel remuneration	842,361	722,583
Total full-time equivalent personnel	7.20	6.75

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170 - 180
Benefits and Other Emoluments	4-5	4 - 5
Termination Benefits	0 - 0	0 - 0

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
130 - 140	1	
120 - 130		1
110 - 120	2	1
100 - 110	1	1
	4	3

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

21. 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	-	-
Number of People	-	-



22. 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.

Contingent Liability - Cyclical Maintenance.

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

We also draw your attention to the line item "Reversal of cyclical maintenance" in note 15 to the accounts on page 16 where the School has in 2017 reversed its provision for cyclical maintenance because of this significant uncertainty.

23. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	6,828	-
Later than One Year and No Later than Five Years	-	6,828
Later than Five Years	-	-
	<u>6,828</u>	<u>6,828</u>

24. 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.



25. Financial Instruments

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

Loans and Receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	447,634	706,002	855,621
Receivables	599,823	575,985	575,985
Investments - Term Deposits	3,833,789	2,901,112	2,901,112
Total Loans and Receivables	<u>4,881,246</u>	<u>4,183,099</u>	<u>4,332,718</u>

Financial liabilities measured at amortised cost

Payables	1,047,653	922,657	922,657
Finance Leases	606,829	401,787	401,787
Total Financial Liabilities Measured at Amortised Cost	<u>1,654,482</u>	<u>1,324,444</u>	<u>1,324,444</u>

26. Events After Balance Date

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

27. Comparatives

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





**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF PAPANUI HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Papanui High School (the School). The Auditor-General has appointed me, Mike Hoshek using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information 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.



Mike Hoshek
Deloitte Limited
On behalf of the Auditor-General

Christchurch, New Zealand

PAPANUI HIGH SCHOOL



**ANALYSIS OF VARIANCE REPORT
FOR 2018**

(an analysis of progress towards targets for 2018)

March 28 2019



Papanui High School

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OVERVIEW

The 2018 school year got underway with our traditional powhiri for our new Year 9's, transferring students, Adult ESOL students, International students and new staff. The first few days also included the highly successful peer support programme, which is designed to aid the transition and integration for our new Year 9's into the school's systems, culture, and expectations.

The school continues to move forward with its focus on teaching and learning. Our strategic plan for 2018-2020, focuses on engagement for learning, with the aim of improving both academic and social outcomes for all. To support this, the school has been working hard to consolidate our recent initiatives to ensure sustained and continuous improvement and allowed for the embedding of good school wide practice. Supporting this is the provision of a communication network that allows students and families/caregivers to have an awareness, access and understanding of achievement. Ensuring that students are able to study from an innovative and wide curriculum, allowing greater range and flexibility in subject choice, is critical to providing each student with a pathway that meets their individual needs and ensures the philosophy behind personalised learning is maintained. We want all our students to study an academic pathway that appropriately supports their learning and underpins their transition to further study or employment. We are also committed to developing the social skills of students so they can move productively off into society as a valued contributing member.

The dual data presented below shows the two key indicators for analysis. Table 1 being participation data and Table 2, enrolment greater than 70 days (That data includes students in Alternative Education and Kimi ora - Special Education). NCEA results continue to be very positive, with a continuation of improved outcomes for students. Of significant note is the achievement rate for level three, being once again in the mid eighty's (84.7), which compare very favorably with the 2017 (85.3%) result (a consistent improvement from 2016 - 74.6% pass rate). When viewed from the 70 plus days enrolled data, level three is 70.5% which was well above the national average of 63.8%. In the remaining 2 levels (1 & 2) the results are very much in line with national outcomes.

Our students continue to do well in achieving Merit and Excellence endorsements with the results showing that increasingly students are experiencing and striving for greater success. Students have been strongly encouraged to strive for personal excellence. The Junior School learning programme remains broad with students being able to experience a wide choice of subjects and appropriate preparation for entry into the senior school. This is supported by school wide involvement in academic counseling, which has proved to be a very positive process with staff, students and parents/caregivers. Academic Counseling is being used to support goal setting, mentoring and the monitoring of student progress. Part of the Academic Counseling programme is the school wide conference day, which was attended by approximately 90% of our parent/whanau community. These results are evidence of continuous improvement and significant value added for students. When students are engaged, they will make progress and this has been reflected in their achievement.

Table 1. NCEA ACHIEVEMENT Participation

		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Year 11 students gaining NCEA Level 1	PHS Nat	77.8 70.1	74.4 71.7	69.6 73.4	67.3 76.0	61.0 77.6	88.5 82.6	80.4 84.2	82.2 85.6	84.1 86.5	78.9 84.7	78.4
Year 11 Literacy	PHS Nat	82.7 75.0	82.7 78.6	80.7 77.4	85.6 78.8	81.0 82.0	92.3 89.9	89.3 91.3	89.0 91.3	88.0 91.4	88.8 91.2	N/A
Year 11 Numeracy	PHS Nat	95.7 80.1	90.8 85.5	92.1 85.4	93.8 77.7	84.3 80.2	93.4 87.3	87.1 89.3	88.7 89.9	88.3 90.1	85.8 89.8	N/A
Year 12 students gaining NCEA Level 2	PHS Nat	68.8 75.7	64.3 75.7	73.3 78.9	80.4 81.1	74.7 82.7	78.6 85.7	87.0 88.1	86.6 88.5	86.1 88.9	88.2 89.1	83.4
Year 13 students gaining NCEA Level 3	PHS Nat	59.0 70.3	52.2 70.0	54.8 72.4	76.0 74.3	59.9 75.0	71.0 79.2	72.0 80.4	81.3 82.8	74.6 83.4	85.4 83.1	84.7
UE	PHS Nat	50.0 65.6	45.9 64.3	51.8 64.5	71.9 65.2	53.4 66.0	58.9 70.6	44.0 61.3	54.4 63.4	46.4 62.9	50.3 61.1	50.7

Table 2. NCEA ACHIEVEMENT 71 Day and more enrolment (Domestic Students only)

		2014	2015	2016	2017	2018
Year 11 Students gaining NCEA Level 1	PHS Nat Decile 4-7	70.3 72.4 74.5	73.4 74.5 77.2	76.4 75.3 78.1	70.1 74.5 77.5	69.7 70.4 73.2
Year 11 Literacy	PHS Nat Decile 4-7	81.7 84.8 87.4	84.9 85.9 89.0	84.5 85.8 88.7	85.5 86.4 89.3	85.0 85.2 87.8
Year 11 Numeracy	PHS Nat Decile 4-7	81.4 82.1 85.3	83.7 83.8 87.3	83.3 84.3 87.7	82.2 84.6 87.9	82.2 82.9 86.2
Year 12 Students gaining NCEA Level 2	PHS Nat Decile 4-7	78.1 75.1 77.6	75.5 76.3 79.7	78.3 78.4 81.4	80.9 78.0 80.8	75.5 76.3 78.8
Year 13 Students gaining NCEA Level 3	PHS Nat Decile 4-7	60.0 59.6 59.8	70.2 62.5 64.3	61.2 64.0 65.1	73.2 65.2 65.8	70.5 63.8 64.9
UE	PHS Nat Decile 4-7	38.0 45.7 43.5	50.0 48.0 48.2	40.2 48.6 47.7	44.1 48.5 46.9	39.8 46.3 45.4

NOTE: 2011 – Earthquake derived grades
Scholarship was awarded.

Scholarships: 2018 – 1

2018 Data not finalised by NZQA and will all potentially increase very slightly.

We know when students are engaged in their learning, they give themselves the greatest opportunity to succeed. Learning beyond the four walls of a classroom is an important component of what we do here. The opportunity to include authentic and enhanced learning opportunities is critical to support student engagement, and to potentially see the “bigger picture” of what the learning means and/or where it might fit with their future aspirations.

What strongly complements the academic curriculum is the schools co-curricular programme. Our students have performed exceptionally well, with some outstanding successes, in a full range of activities, which include sport, the arts, and cultural activities. Understanding the holistic development and connectedness of curricular and co-curricular learning is reflective of both of these domains through the major celebratory events, which are held each year. These include; the Soiree, Maori and Pasifika achievement awards, Media Movie awards or – ‘Pappies’, Arts and Cultural Excellence awards, International Farewell, Senior Art exhibition, Sports awards and the Senior and Junior Prize-giving. These were all fantastic events, with a large number of students, staff and community attending and being recognised for their effort and contribution. Throughout this review, you will read in greater depth the details of some outstanding achievements by our students.

Examples of student achievement include from Art, the contribution of seven students work being accepted to the Creators’ Room, launched this year as a new online art gallery initiative with the aim of helping young artists sell their works and be recognised for their talents. Congratulations to the Year 12 and 13 students’ production of ‘The Crucible’. The production course is a new curriculum based learning experience. It offers the opportunity for students to demonstrate their skills in a range of roles including such things as acting, costume, makeup, lighting, audio, set design and stage management. They complete a range of assessments within the course, which contributes to their NCEA outcomes. The Arts and Cultural Performance of the Year came the Jazz combo that led the way as music groups continued their ‘Gold Rush’ of achievement at key events and having a number of students belonging to national groups. They also participated in a very success tour to Nelson, performing at a number of schools and locations. Dance continues to excel with the annual Infinite Dance spectacular displaying a large number of students’ choreography and performance pieces. These nights provide a wonderful opportunity for their hard work to be shared with our community. The Hip Hop students also won the Mega crew division in the Canterbury championships, qualifying to attend nationals, and our Theatre Sports team won the South Island title for the second year in a row. Our Pasifika group delivered an outstanding performance when they participated in the Polyfest Celebration. This event is growing from strength to strength, and it was noticeable by the increase of the number of schools that were participating. It is great to see all schools having pride in their performances showcasing joy, happiness, and Pasifika flair. The Kapa Haka group have continued to grow and perform with great passion and pride, as has our staff, as they also learn and perform the school haka alongside the students. The Senior Speak Out and Junior Speech competitions provided an opportunity for students to demonstrate their public speaking. The quality of the speakers was exceptional, and their speeches reflected a significant degree of social awareness, critical thinking, and were delivered with a high degree of confidence.

Sport has been very well supported this the year, performing in a wide range of sports and having a great presence in both local and national level. A number of our students have also performed internationally with eleven students being members of New Zealand teams. This year Papanui High School was the host school for the Canterbury Secondary Schools’ Athletic Championships. I would like to acknowledge and thank the staff and students for the commitment they displayed in contributing to a well-run and very successful day. The Canterbury Athletics Association and Sport Canterbury, who oversee this event, were extremely congratulatory and grateful for the contribution made by our school. A number of our students performed exceptionally well. Winter tournament week was once again a feature with a large contingent of teams take part throughout the South Island. The Kimi Ora

sports programme had some outstanding achievements with students performing to a very high standard including winning the national cross-country teams competition. This year nine students made it as finalist in the prestigious ZONTA, which often means you need to be performing at a national level on the world stage. Many of our senior teams included a number of very talented junior students so the future prospects look very bright.

Student leadership continues to be a strength of the school and I would like to acknowledge the work and support from the various councils/committees and the Head Student team, so ably led by Nina Sales and Brayden Cottom. The Ball continued the tradition of providing a showcase to witness the maturity of our senior students. Other special events included such things as; International Week, with activities including lunchtime International Group performances, the popular Food Fair, and a fundraising mufti day. Money raised from the mufti day went towards supporting the people of Tonga following Cyclone Gita. This was a great opportunity to think of others, by contributing to their welfare and wellbeing. I would also like to acknowledge students and staff who donated blood to the annual New Zealand Blood Bank campaign. We all know how important having access to 'blood' is. The NZ Blood Bank team were very appreciative of the school contribution and commitment to this cause. Two groups of students had the opportunity to travel overseas to Japan (Curriculum/cultural – Focus and Fiji (Girls Hockey - Sport and service focus) during the term 3 break. Both groups had a wonderful experience and greatly valued the opportunity.

Each year the School Council leads the drive to raise money for a range of organizations' and for students. The school community can be proud of their contribution. This year two notable achievements were acknowledged. Firstly, the school received an award for reaching the five years continuous service milestone (our school is the only school that has reached this milestone). The certificate of appreciation was presented at the Christchurch City Mission Volunteers Award Ceremony. Over the past five years, a large number of dedicated Papanui High School staff and students have been cooking meals for the Men's Night Shelter. Secondly, a number of Student Council members had the privilege and exciting opportunity of representing the school for the unveiling of our sponsored room at Ronald McDonald House. The students took part in the ribbon cutting ceremony and room opening for the Teenager Room, which Papanui High School is now the annual sponsor. Currently, we are the only school supporting Ronald McDonald House in this amazing way and it requires the school to raise approximately \$10,000 each year to serve this cause.

Residential growth within the Papanui High School zone remains relatively stable, although this year we saw a small increase in roll growth to 1583 students. We are still seeing a number of transferring in-zone students from Year 10 -13 come into the school and this year a return to twelve Year 9 classes. Our International Student numbers also continue to show growth and comprise of fourteen different nationalities, which is really making the school a global village.

Very strong relationships continue to grow and develop with the local community through links with local businesses, shared community facilities, and adult education programmes. Papanui High School committed to the Ministry of Educations Community of Learners (CoL) imitative forming the Tōtaranui Kāhui ako, with a group of local schools from early childhood to secondary. This working partnership has now been operational for one year. Four across school teachers supports the CoL, and each school has its own set of within school teachers. The aim is to support the improvement in achievement for all learners in our community.

The first part of the year saw the culmination of our school and wider community consultation process for the preparation of the school's Education Brief. The report has been completed and submitted to the Ministry of Education. It sets out our schools aspirations for the project, key information about the character of our school, how we currently operate, and how our school sees the link between pedagogy and learning space. The next step, most likely to happen in 2019, is to proceed to Master Planning, followed by the selection of an architectural team and a project manager and building company. It is hoped that the actual building programme may commence late 2019.

It is important to acknowledge the people who have support the school and contributed to another highly successful year; the parents and whanau, the PTA, the Board of Trustees and the wider community. Without their support, we cannot achieve and give the students the opportunities they deserve.

A school cannot succeed without the absolute commitment of its entire staff. I am incredibly grateful for the shear hard work and dedication that they show. They are a pleasure to work with and I thank them for the 'so many ways' in which they make this school an exciting and rewarding place.

We will be saying a sad farewell to Ms Chinnery who is taking up a position in the Careers Department at Villa Maria College. Mrs McElwain and Ms McCormick will be taking maternity leave. We also have a number of staff on fixed term contracts that will also be leaving. We wish them all the very best and thank them for the many years of service they have provided to the school and to education in general.

This is a great school full of many wonderful students. It gives us all enormous pleasure seeing the things our students achieve and the young people they grow up to become. I would like to thank them for the manner in which they have involved themselves in 'things' this year, for the leadership that many have shown and the challenges they have met. To our departing Year 13 students and all other students leaving those, please know you have contributed very positively to the values, culture and success of the school. I wish you all the very best and thank you for being a part of our school. I hope you feel well prepared for the next step in your lives.

With all the above in mind, the school continues to take a holistic view of student achievement and success. As we move forward, it is essential to keep a clear focus on how we can work together to improve educational and social outcomes for all students. Papanui High School will always be a place of opportunity - opportunity for success, to develop and grow to be the best you can be. We are proud of you and you should be proud of yourselves.

I look forward to 2019 in the knowledge that as a school and a community we will continue to work together to provide our students with an education that is supportive, caring, and developed in a 'forward thinking' way.

Jeff Smith
Principal

2018 Annual Goals and Specific Targets

Supporting the Ministry of Education Student Achievement Goal – “All students graduate with a minimum NCEA level 2 or equivalent qualification”.

Goal 1

Improvement Plan - Domain: Learning Year 12 Academic Improvement Goal	
Strategic Goals: Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs. Accelerate progress of students performing below expectations.	
Annual Goal: Accelerate progress of Maori students performing below expectations in NCEA by; “Reducing 12.7% gap in achievement by Maori as compared to NZ European identified by the PHS 2017 Level 1 NCEA results”.	Annual Target: Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2018 from 2017 Level 1 results. All Students - Achievement 94.5% of those returning who achieved Level 1 in 2017 will achieve Level 2 in 2018. (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA) 71.4% of those returning who did not achieve Level 1 in 2017 will achieve Level 1 and 2 in 2018 (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA) The combined Level 2 achievement target for all students in 2018 is 85% from the 2017 Level 1 Achievement of 78.9%. (2017 Level 2 overall Achievement was 88.2 %)

Maori Students - Achievement

92% of those returning who achieved Level 1 in 2017 will achieve Level 2 in 2018

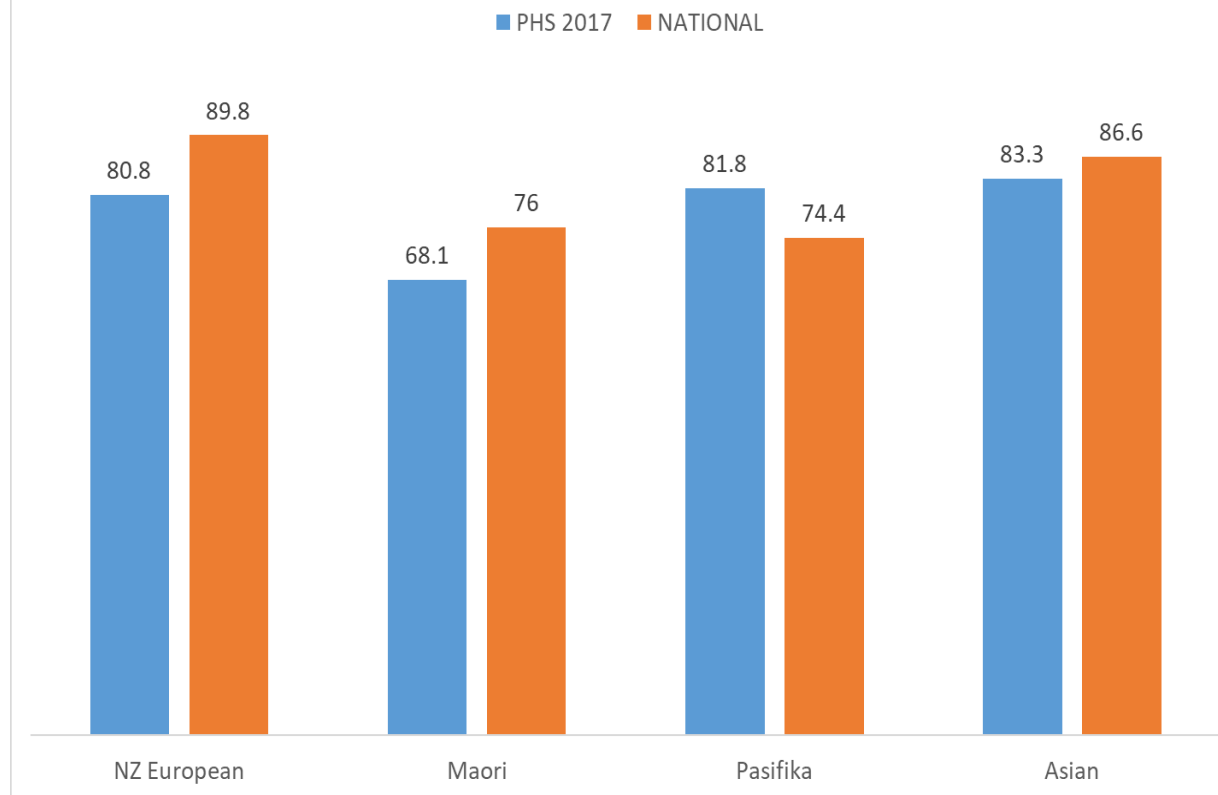
55% of those returning who did not achieve Level 1 in 2017 will achieve Level 1 and 2 in 2018

The combined Level 2 achievement target for Maori Students in 2018 is 84% - (2017 Level 2 Maori Achievement was 81.6. %)

Baseline data:

Ethnicity and Achievement Graph Level 1

ETHNICITY YEAR 11 2017



The 2017 analysis of NCEA results identified Maori students' achievement as compared to other ethnicities at Papanui High School. Maori Achievement was below the National average (-7.9%) and below European achievement at Papanui High School (-12.7%). This compares with a (-19.4%) differential in 2016.

Key Improvement Strategies:			
When:	What:	Who	Indicators of Progress
All Year	Subject Learning	Classroom Teachers	Achievement data
All Year	Academic counselling	Form Teacher (supported by subject teachers and careers staff) Data team to produce appropriate reports	Goals set and reviewed Appropriate course selection Student achieving at or above expected NCEA level.
Fortnightly	Engagement reporting	Subject teachers Form teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected NCEA level.

All Year	Real Time reporting	Subject teachers Academic Councillor Deans	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting. Information is made available for the Deans who use to support engagement of the student in school.
All Year	Curriculum Diversity Secondary/Tertiary interface	School wide Specialist AC staffing HOD's? subject teachers	Development of needs based programme to support individual learning pathways Secondary/Tertiary interface staff working with students to show consistency of application to both in school and external provider.
All Year	School wide PLD through Inquiry Including Kia Eke Panuku, PB4L, e-learning and PLD	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students

All Year	Influence of Secondary Student Achievement PLD	Classroom teacher	Innovation in teaching strategies Relationship building and use of ICT High Levels of engagement through fortnightly reports Ongoing high levels of achievement in NCEA standards
All Year	Focused data analysis	Data team AC committee Literacy/numeracy coordinator KEP committee Teaching staff	Improved parent, family and whanau capability to be well informed, confident, engaged and influential in the school setting. Accelerated student achievement
Monitoring: Kamar Data resource base, Form Teacher and subject teacher reviewing information fortnightly, SAF change team.			
Resourcing: MOE PLD, MOE advisors SSA. Relief required for staff to conference with students. New staff professional development.			

Analysis of Variance Report – Goal 1 Achievement Goal

<p>Strategic Goal Improve outcomes for all students particularly Maori. Pasifika and students with special needs.</p> <p>Accelerate progress of students performing below expectations</p>	
<p>Annual Goal Accelerate progress of Maori students performing below expectations in NCEA by; “Reducing 14.3% gap in achievement by Maori as compared to NZ European identified by the PHS 2017 Level 1 NCEA results”.</p>	<p>Outcome As measured by Level 2 results NCEA 2018 the gap between Maori achievement and NZ European was 9.1%. (This gap was 10.5% in 2017; to note in 2018 NZ European achievement decreased by 5.6% and Maori by 4.2). (This included all Maori students including new students to school and students who had insufficient credits to participate in Level 1 Statistics in 2017).</p>
<p>Annual Target – Targets have been set for Year 12 students following the identification of capability of achieving NCEA Level 2 in 2018 from 2017 Level 1 results.</p>	
<p>Target All Students - Achievement</p>	<p>Outcome (Calculated on students who were still at school and were enrolled in sufficient credits to achieve Level 2).</p>
<p>94.5% (95.7% in 2017) of those returning who achieved Level 1 in 2017 will achieve Level 2 in 2018. (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA)</p>	<p>In 2018 87.4% (94.7% in 2017) of students who were at PHS by 6/11/2018 and potentially had sufficient credits and gained Level 1 in 2017, gained Level 2.</p>
<p>71.4% (40.5% in 2017) of those returning who did not achieve Level 1 in 2017 will achieve Level 1 and 2 in 2018 (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA)</p>	<p>In 2018 65.7% (59.3% in 2017) of students who were at PHS by 6/11/2017 and potentially had sufficient credits and had not gained Level 1 in 2017, gained Level 2.</p>
<p>The combined Level 2 achievement target for all students in 2018 is 85.0% (84.7% in 2017). (2017 Level 2 overall Achievement was 86.1 %)</p>	<p>In 2018 87.4% (89.1% in 2017) of students who were at PHS by 6/11/2017 and potentially had sufficient credits, gained Level 2.</p> <p>Considering every student in Year 12 2018 Level 2 Achievement was 85.2% from 2017 Level 1 Achievement of 78.3%. This represents an increase of 6.9% whereas the previous year the change was + 3.9%.</p>

Maori Achievement		Maori Students - Outcomes	
92% (86% in 2017) of those returning who achieved Level 1 in 2017 will achieve Level 2 in 2018		In 2018 77.3% (96% in 2017) of Maori students who were at PHS by 6/11/2017 and potentially had sufficient credits and gained Level 1 in 2017, gained Level 2. 3 (2 in 2017) students from this group had Merit endorsement and 0(0 in 2017) had Excellence endorsement.	
55% (28.5% in 2017) of those returning who did not achieve Level 1 in 2017 will achieve Level 1 and 2 in 2018		In 2018 71.4% (55.6% in 2017) of Maori students who were at PHS by 6/11/2018 and potentially had sufficient credits and had not gained Level 1(had sufficient credits) in 2017, gained Level 2	
The combined Level 2 achievement target for Maori Students in 2018 is 84% (66.6% in 2017) (Nb. The number of Maori students in this cohort is smaller for part 2 goal, with the outcome of each student creating a 14% variable)		In 2018 75.9% (81.6% in 2017) of Maori students who were at PHS by 6/11/2018 and potentially had sufficient credits gained Level 2.	
The overall result is that in all areas related to our defined sample group, outcomes were met or exceeded – There was a significant improvement in Maori achievement (although, still less students achieved than NZ European).			
Actions (What we Did)	Outcomes (What Happened)	Reasons for Variance (why did it Happen)	Evaluation (Where to next?)
Academic Counselling	Goals were set and reviewed with form teachers/mentors Courses were selected that were appropriate to the needs of the student	Having analysed information on our SMS a high proportion of students set and reviewed goals with their Academic Mentors Improved tracking of CTC and National Trade Students. More flexibility in students moving to more appropriate courses throughout the year.	On-going professional development opportunities provided to meet school wide and individual mentor needs. Alignment of Year 10 to Year 12 AC Interviews with the course selection process.

	Conference Day attendance - 85% of students and Whanau	Improved communication between mentors and Whanau Ministry supported tracking system to follow our identified 'At Risk' Level Two students	Meaningful data provided for the mentor to engage with the student and Whanau to support appropriate personalised pathways for all students Adapt tracking system to include students at risk at other Levels of the achievement
Engagement Reports	Acknowledgment of students who were engaged in their learning Disengaged students were identified and supported through form teacher, Dean and subject teacher	Change in the criteria for awarding weekly grades. Introduced an automated tracking system which flagged students whose subject scores were of concern to Deans, subject teachers and form teachers	On-going review of the tracking and monitoring systems
PLD	Classroom teacher - selecting specific strategy(s) as part of teaching as inquiry cycle	Use of inquiry and actual outcomes reviewed as part of continuous improvement cycle.	Set goals in line with strategic plan inclusive of for priority learners

Planning for next year – 2019

Achievement Strategic Goals:

Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs.

Accelerate progress of students performing below expectations.

Annual Goal:

Accelerate progress of Maori students performing below expectations in NCEA by; “Reducing 7.7% gap in achievement by Maori as compared to NZ European identified by the PHS 2018 Level 1 NCEA results”.

Annual Target:

Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2019 from 2018 Level 1 results.

All Students - Achievement

92% of those returning who achieved Level 1 in 2018 will achieve Level 2 in 2019. (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA)

49% of those returning who did not achieve Level 1 in 2018 will achieve Level 1 and 2 in 2019 (data based on eligibility through retention to the end of 2019 and entered in sufficient entries to gain Level 2 NCEA)

The combined Level 2 achievement target for all students in 2019 is 83% from the 2018 Level 1 Achievement of 78.9%.

Maori Students - Achievement

92% of those returning who achieved Level 1 in 2018 will achieve Level 2 in 2019

50% of those returning who did not achieve Level 1 in 2018 will achieve Level 1 and 2 in 2019

The combined Level 2 achievement target for Maori Students in 2019 is 81% - (2018 Level 2 Maori Achievement was 77.4. %)

Baseline data

	ALL STUDENTS	MAORI
Have Level 1 2018 and will get Level 2 2019	194 Yes - No 17 194/211 = 92%	25 Yes – No 2 25/27 = 92%
Did not get Level 1 2018 but will get Level 2 2019	Yes = 27 – No = 28 27/55 = 49%	Yes = 5 – No = 5 5/10 = 50%
Overall get Level 2 With usual caveats	221/266 = 83%	30/37 = 81%

The 2018 analysis of NCEA results identified Papanui High School Maori students' achievement as above the national average by 1.3% (based on 71 days plus enrolment). For Papanui High School, Maori Achievement was below European achievement (participation data) by 8.1% and (71 days enrolment data) by 15.8%.

PLD

Culturally responsive pedagogy, Wellbeing, Digital citizenship, Collaboration, Inquiry, and internal PLD to school wide goals

Incorporating cultural responsive pedagogy, defining priority learners and those at risk – utilising data to identify, monitor and support student achievement.

Goal 2

Improvement Plan - Domain: Learning Year 13 Engagement Goal

Strategic Goals:

Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs.

To improve Year 13 student engagement to accelerate the progress of students performing below expectations (Building of longitudinal data, 2014)

Part Two: Engagement results at the end of Term 3 2018 will be analysed to see the correlation of engagement scores to NCEA Level 3 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 3 only)

Annual Goal:

To improve student achievement, particularly for Maori, Pasifika and students with special needs by enhanced engagement of Year 13 students through appropriate class placement and learning programmes.

Annual Target:

For students in the target groups (Y13 students who were eligible for level 2 attainment) and;

- Did not pass level 2, 2017 and are predicted to not pass level 3 2018
- Did not pass level 2, 2017 and are predicted to pass level 3 2018
- Did pass level 2, 2017 and are predicted to not pass level 3 2018

Review their 2014 engagement average and measure subject specific engagement 2018

Students to improve using a sliding scale;

3.0

2.8 - 2.9

2.5-.2.79

2.0 – 2.49-

2.0 below

Baseline data:

Goal Subject Number - Specific Engagement Data Year 13, 2018

	Average Score	5 Subjects	4 Subjects	3 Subjects	2 Subjects	1 Subject	Overall
Did not pass level 2, 2017 and are predicted to not pass level 3 2018	3.0						
	2.8 - 2.9						
	2.5- 2.79						
	2.0 – 2.49						
	2.0 below						
Did not pass level 2, 2017 and are predicted to pass level 3 2018	3.0						
	2.8 - 2.9						
	2.5-.2.79						
	2.0 – 2.49						
	2.0 below						
Did pass level 2, 2017 and are predicted to not pass level 3 2018	3.0						
	2.8 - 2.9						
	2.5-.2.79						
	2.0 – 2.49						
	2.0 below						

Did not pass level 2, 2017 and are predicted to pass level 3 2018 - Total Summary Sheet

Student	Ethnicity	Overall average	Average Engagement score Subject 1	Average Engagement score Subject 2	Average Engagement score Subject 3	Average Engagement score Subject 4	Average Engagement score Subject 5
A	MO	Example 2.72	3.0	2.8	2.8	3.0	2.0
B	FO						
C	MM						
D	MF						
etc							

Did not pass level 2, 2017 and are predicted to not pass level 3 2018 - Total Summary Sheet

Student	Ethnicity	Overall average	Average Engagement score Subject 1	Average Engagement score Subject 2	Average Engagement score Subject 3	Average Engagement score Subject 4	Average Engagement score Subject 5
A	MO	Example 2.72	3.0	2.8	2.8	3.0	2.0
B	FO						
C	MM						
D	MF						
etc							

Did pass level 2, 2017 and are predicted to not pass level 3 2018 - Total Summary Sheet

Student	Ethnicity	Overall average	Average Engagement score Subject 1	Average Engagement score Subject 2	Average Engagement score Subject 3	Average Engagement score Subject 4	Average Engagement score Subject 5
A	MO	Example 2.72	3.0	2.8	2.8	3.0	2.0
B	FO						
C	MM						
D	MF						
etc							

Key: MM – Male Maori MO - Male Other
 FM – Female Maori FO – Female Other

Annual Target Part Two: Analyses the correlation of engagement scores to NCEA 2018 results for 2014 cohort.

Engagement results at the end of Term 3 2018 will be analysed to see the correlation of engagement scores to NCEA Level 3 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 3 only)

Sample Table for Analysis.

<i>Engagement Grade</i>	<i>Non Achieved</i>	<i>Achieved</i>	<i>Merit</i>	<i>Excellence</i>
3.0				
2.9				
2.8				
2.7				
2.6				
2.0 to 2.5				
Below 2.0				

Key Improvement Strategies:			
When:	What:	Who	Indicators of Progress
Ongoing	Academic counselling	Academic Mentor Form Teacher Deans (supported by subject teachers and careers staff)	Goals set and reviewed Appropriate course selection Student achieving at or above expected curriculum level or NCEA level
Fortnightly for each Year level	Engagement reporting	Subject Teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected curriculum level or NCEA level
	Real Time reporting	Subject teachers	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal

		Academic Councillor	Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting.
		Deans	Information is made available for the Deans who use to support engagement of the student in school.
	Course selection	Careers Course selection night External providers	Appropriate course information from both in-school and external providers, cross referencing information and electing the appropriate course.
All Year	School wide PLD through Inquiry Including Kia Eke Panuku, e-learning and other personal PLD	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students
All Year	PB4L – PRIDE values	Whole Staff	Consistent approach to behaviour. Reduction in disengagement Reduction in reported major and minor incidents
Monitoring: Monitoring behavioural data and attendance data - kamar			
Resourcing: <i>Whole staff PD</i>			

Goal 2 Analysis of Variance Report – Year 13 Engagement Goal

Strategic Goals:

Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs.

To improve Year 13 student engagement to accelerate the progress of students performing below expectations (Building of longitudinal data, 2014)

Part Two: Engagement results at the end of Term 3 2018 will be analysed to see the correlation of engagement scores to NCEA Level 3 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 3 only)

Annual Goal

To improve student achievement, particularly for Maori, Pasifika and students with special needs by enhanced engagement of Year 12 students through appropriate class placement and learning programmes.

Annual Target – Engagement Reports

Annual Target:

For students in the target groups (Y13 students who were eligible for level 2 attainment) and;

- Did not pass level 2, 2017 and are predicted to not pass level 3 2018
- Did not pass level 2, 2017 and are predicted to pass level 3 2018
- Did pass level 2, 2017 and are predicted to not pass level 3 2018

Outcome

This and potential other sources of data was identified and analysed in 2017 and will continue to be identified and analysed to predict the rate of learning for individual students. This is for early and continued identification of students who are at risk of not achieving their learning potential.

The purpose is to determine the validity of data which could serve as a predictor of student achievement in Year 13 (2018) and use this to track the progress of the student against predictions.

Review their 2014 engagement average and measure subject specific engagement 2018

Students to improve using a sliding scale;

3.0

2.8 - 2.9

2.5-.2.79

2.0 – 2.49-

2.0 below

Ethnicity coding;

FE – Female European

ME – Male European

FM – Female Maori

MM – Male Maori

Goal Subject Number - Specific Engagement Data Year 13 2018

	Average Score	5 Subjects	4 Subjects	3 Subjects	2 Subjects	1 Subject	Overall
Did not pass level 2, 2017 and are predicted to not pass level 3 2018	3.0	2	3	3	4	4	16
	2.8 - 2.9			1	2	6	9
	2.5- 2.79				3	12	15
	2.0 – 2.49				0	0	0
	2.0 below					1	1
Did not pass level 2, 2017 and are predicted to pass level 3 2018	3.0					1	1
	2.8 - 2.9			1			1
	2.5-.2.79					1	1
	2.0 – 2.49						0
	2.0 below						0
Did pass level 2, 2017 and are predicted to not pass level 3 2018	3.0	3	2	8	13	1	27
	2.8 - 2.9			2	1	19	22
	2.5-.2.79				4	11	15
	2.0 – 2.49			1	2	3	6
	2.0 below				1	3	4

Table 1 shows the engagement rate of students by subjects relative to the prediction categories of success in Level 3, 2018. Five students' averaged 3 – full engagement in all of their 5 subjects, this is an improvement from zero in level 2 2017. However, the majority of students are not fully engaged, highlighting a number of potential barriers for student achievement, that being;

- Subject specific disengagement

- Lack of perceived choice of subjects
- Appropriate choice of subjects
- Timetable constraints in subject choice
- External factors of support outside of school
- The combination of degree of engagement via internal and external providers

Did not pass level 2, 2017 and are predicted to not pass level 3 2018

Identifier	Ethnicity	Av	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	NCEA Result 2018	Leaving Date	Final Result
A	FM	2.5	ENG33S	CHF32	SPC32	MPA32	TE REO	Not eligible	3/12/2018	Level 2 2018 plus 49 Level 3+ credits
			2.6	3	2.2	2.5	2.4	Not Achieved		
B	ME	2.9	ENG33S	CHF32	SPC32	OED	TOR	A	3/12/2018	Level 3 Achieved
C	FP	2.9	ENG33S	CHF32	FNU	HEA	TOR	Eligible	3/12/2018	Level 2 2018 plus 43 Level 3+ credits
			2.7	3	3	3	3	Not Achieved		
D	ME	2.45	CHF	SPC	FNU	OED	TOR	Not eligible	27/06/2018	Level 1 plus 55 Level 2+ credits
			2.7	2	2.9	2.3	3	Not Achieved	TERM 1/2	
E	MA	2.87	DST	ENG32	GRA	PED	SCI	Not eligible	3/12/2018	Level 2 2018 plus 37 Level 3+ credits
			2.9	3	2.8	3	3	Not Achieved		
F	MM	2.48	NO	TERM	3	ENGAGE.	SCORES	Not eligible	17/05/2018	Level 2 2018 plus 12 Level 3+ credits
								Not Achieved	TERM 1/2	

G	FA	2.87	TOR	BIO	CLS	ENG32	HIS	Not eligible	22/08/2018	38 credits at any level, lit, num
			3	2.6	2.9	3	3	Not Achieved	Term 3/4	
H	ME	2.85	ENG33	CLS	HIS	MAT31	TOR	Eligible	3/12/2018	Level 2 2018 plus 29 Level 3+ credits
			2.4	2.9	3	2.4	3	Not Achieved		
I	FE	2.78	NO	TERM	3	ENGAGE.	SCORES	Not eligible	18/05/2018	Level 1 plus 27 Level 2+ credits
								Not Achieved	TERM 1/2	
J	ME	2.625	AQU	DST	PED	CTC	CTC	Not eligible	26/09/2018	Level 2 2018 plus 43 Level 3+ credits
			3	2.5	2.6			Not Achieved	TERM3/4	
K	ME	3	CLS	ENG32	HIS	MAT31	TOR	A	3/12/2018	Level 3 Achieved
			3	3	3	3	3			
L	MA	2.92	ENG33	AQU	CHF	DST	OED	A	3/12/2018	Level 3 Achieved
			2.6	3	3	3	3			
M	MF	2.55	OED	FNU	MPA	MAT31	TOR	Eligible	3/12/2018	Level 2 2018 plus 50 Level 3+ credits
			3	2.1	2.6	2.8	2.7	Not Achieved		
O	MO	3	CHE	BIO	PHY	ENG31	MAT31	A	3/12/2018	Level 3 Achieved
			3	3	3	3	3			
P	ME	2.73	CHF	SPC	MUS	OED	TOR	Eligible	3/12/2018	Level 2 2018 plus 48 Level 3+ credits
			2.5	3	3	2.8	2.8	Not Achieved		
Q	MP	2.89	FNU	HEA	RES	CAFÉ	TOR	Eligible	3/12/2018	Level 2 2018 plus 57 Level 3+ credits

			3	2.5	3	3	3	Not Achieved		
R	FP	2.89	BIO	CHE	ENG32	TOR	PTG	Eligible	3/12/2018	Level 2 2018 plus 33 Level 3+ credits
			3	2.8	2.9	3	2.9	Not Achieved		

Summary Results

Did not pass level 2, 2017 and are predicted to not pass level 3 2018

Number of Students	Level 3 Achieved	Level 2 Achieved	Level 1 or NA
12 Completed Year 13 2018	4 – Students Ave Engagement score = 2.96 0 Male Maori 0 Female Maori	8 – Students Ave Engagement score = 2.79 0 Male Maori 1 Female Maori	0– Students Ave Engagement score = 0 Male Maori 0 Female Maori
5 Left During 2018	0 – Students Ave Engagement score = * 0 Male Maori 0 Female Maori	2 – Students Ave Engagement score = 2.55 1 Male Maori 0 Female Maori	3– Students Ave Engagement score = * 0 Male Maori 0 Female Maori
Total 17	4– Students Ave Engagement score = 2.96 0 Male Maori 0 Female Maori	10 – Students Ave Engagement score = 2.74 1 Male Maori 0 Female Maori	3 – Students Ave Engagement score = * 0 Male Maori 0Female Maori

- * Inconclusive data

Student specific data is available in the above table.

17 students did not pass level 2, 2017 and were predicted to not pass level 3 2018.

Of this cohort 4/17 (23%) did pass level 3. Average Engagement score 2.96

Of this cohort 10/17 (59%) did pass level 2. Average Engagement scores are greater than 2.96

In total, 3 of the students are Maori, 0 passed level 3, 2 passed level 2 and 0 did not achieve at least level 1.

Given 17 students were not predicted to pass level 3 and had not passed level 2, 82% achieving level or higher is a very positive outcome.

Did not pass level 2, 2017 and are predicted to pass level 3 2018

Identifier	Ethnicity	Av	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	NCEA Result 2018	Leaving Date
A	FM	2.8	ENG	ARH	CLS	HIS	PTG	Eligible	3/12/2018
			2.9	2.5	2.9	3	2.8	Not Achieved	Level 2 30 level 3

Summary Results

Did not pass level 2, 2017 and are predicted to pass level 3 2018

Number of Students	Level 3 Achieved	Level 2 Achieved	Level 1
1 Completed Year 13 2018	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori	1 – Students Ave Engagement score = 2.80 0 Male Maori 1 Female Maori	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori
0 Left During 2018	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori
Total 1	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori	1 – Students Ave Engagement score = 2.8 0 Male Maori 1 Female Maori	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori

- * Inconclusive data

Student specific data is available in the above table.

There was only 1 student who did not pass level 2, 2017 and was predicted to pass level 3 2018.

This student did not pass level 3, they identify as Maori and achieved level 2 and 30+ level 3 credits

Their Average Engagement scores was 2.80

Did pass level 2, 2017 and are predicted to not pass level 3 2018

Identifier	Ethnicity	Av	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	NCEA Result 2018	
A	FE	2.74						Not Eligible	11/04/2018
B	FE	2.57						Not Eligible	27/03/2018
C	FE	2.67	DRA	HEA	CHF	RES	TOR	A	3/12/2018
			1.8	2.5	2.9	3	3		
D	ME	2.12	CHF	CLS	FNU	HIS	CHF	Not eligible	3/12/2018
			2.3	2.5	1.8	2.7	2.4	Not Achieved	
E	ME	2.92	DST21	DST31	CTC	CTC		Not eligible	3/12/2018
			3	3				Not Achieved	
F	FA	2.89	CHF	DNC	ENG 22	ESL	HEA	Eligible	3/12/2018
			3	3	2.9	2.8	2.8	Not Achieved	
G	ME	2.67	No results					Not eligible	22/05/2018
								Not Achieved	
H	ME	2.76	No results						25/06/2018

I	MMEL AA	2.93	ENG33	CHF	SPO	DST	TOR	A	3/12/2018
			2.9	3	3	3	2.7		
J	MM	2.89	No T3 Engag ement					Not eligible	13/04/2018
								Not Achieved	
K	ME	3							14/03/2018
L	MM	2.5	CHF	SPO	HIS21	OED	TOR	A	3/12/2018
			2.8	2	3	3	1.8		
M	FM	3							22/02/2018
N	MA	2.98	DTM	ESL	CAL	PHY	SCI	M	3/12/2018
			3	2.9	3	3	3		
O	MM	2.83	CHF	SPO	FNU	HEA	PED	Eligible	3/12/2018
			3	3	3	2.5	2.8	Not Achieved	
P	FM	2.75	SPO	CHF	RES	TOR			1/08/2018
			2.7	3	2.9	3			
Q	FE	2.57	CHF	TXT	CAFÉ	CTC			10/09/2018
			3	2.4	3				
R	ME	2.45	CLS	DST	FNU	CHF	CTC	Eligible	3/12/2018
			2.9	2.3	2.2	2.3		Not Achieved	
S	MA	2.74	BIO	CHE	ESL	MAT	PHY	M	3/12/2018
			1.8	3	2.7	3	2.9		
T	FA	2.98	DNC	ESL	FNU	HEA	CAL	M	3/12/2018
			3	3	3	2.9	3		

U	ME	2.96	AUT32	CHF	SPF	OED	TOR		13/08/2018
			3	3	3	3	3		
V	ME	2.85	AQU	DST	OED	PED	CTC	A	3/12/2018
			3	2.8	3	2.8			
W	ME	2.98	SPC	HEEA	PED	SCI	TOU	A	3/12/2018
			3	2.8	3	3	3		
X	FA	3	ESL	CHF	CAL	MUS	PHY	Not eligible	3/12/2018
			3	3	3	3	3	Not Achieved	
Y	MM	2.86	CLS	DRA	ENG32	PRO	TOR	A	3/12/2018
			2.5	2.7	3	2.8	3		
Z	MA	2.94	DTM	ESL	CAL	PHY	STA	Not eligible	3/12/2018
			3	2.9	3	3	3	Not Achieved	
AA	ME	2.74	ENG33	GRA	MAT	PHY	ELE22	Eligible	3/12/2018
			2.4	2.2	2.9	2.6		Not Achieved	
BB	FM	3	No T3 Engag ement					Not eligible	20/03/2018
								Not Achieved	
CC	MP	2.83	No T3 Engag ement					Not eligible	22/06/2018
								Not Achieved	
DD	ME	2.66	SPF	CHF	RES	OED	TOR	A	3/12/2018
			3	2.2	2.6	2.8	3		

EE	MM	2.89	AQU	CHF	DST	OED	TOR	A	3/12/2018
			3	2.9	3	3	2.7		
FF	ME	2.84	No T3 Engag ement					Not eligible	30/04/2018
								Not Achieved	
GG	ME	2.76	CHF	DST	TOR			Eligible	3/12/2018
			3	2.7	2.8	CTC		Not Achieved	
HH	MA	3	ENG33	BIO	CHE	PHY	STA	M	3/12/2018
			3	3	3	3	3		
II	FE	2.87	ENG	GRA	MUS	PHY	SCI	Eligible	3/12/2018
			2.9	2.5	3	3	3	Not Achieved	
JJ	ME	2.5	No T3 Engag ement					Not eligible	19/03/2018
								Not Achieved	
KK	MM	2.7	No T3 Engag ement					Not eligible	25/07/2018
								Not Achieved	
LL	ME	2.92	DTM	CHF	PHO	TOR	PTG	Eligible	3/12/2018
			3	3	2.8	2.8	2.9	Not Achieved	
MM	FP	2.85	DNC	ENG32	FNU	CHF	TOR	A	3/12/2018
			3	2.7	3	3	2.7		
NN	FE	2.87	CHF	TXT	CAFÉ	RES	TOR	A	3/12/2018

			2.9	2.3	3	3	3		
OO	FP	2.7	CLS	HEA	MPA	MAT	MAO	Eligible	3/12/2018
			3	3	2.6	2.8	2.6	Not Achieved	

Summary Results

Did pass level 2, 2017 and are not predicted to pass level 3 2018

Number of Students	Level 3 Merit	Level 3 Achieved	Level 2
26 Completed Year 13 2018	4 – Students Ave Engagement score = 2.93 0 Male Maori 0 Female Maori	10 – Students Ave Engagement score = 2.81 3 Male Maori 0 Female Maori	12 – Students Ave Engagement score = 2.76 1 Male Maori 0 Female Maori
15 Left During 2018	0 – Students Ave Engagement score = * 0 Male Maori 0 Female Maori	0 – Students Ave Engagement score = * 0 Male Maori 0 Female Maori	15– Students Ave Engagement score = 2.78 2 Male Maori 3 Female Maori
Total 41	14 – Students Ave Engagement score = 2.84 3 Male Maori 0 Female Maori		27 – Students Ave Engagement score = 2.77 3 Male Maori 3 Female Maori

- * Inconclusive data

Student specific data is available in the above table.

41 students did pass level 2, 2017 and were predicted not to pass level 3 2018.

Of this cohort 14 (34%) did pass level 3, 4 with merit and 10 with achieved. 3 (7%) Maori students passed level 3, all with achieved.

Average Engagement scores 2.93, passing with merit, 2.81 passing with achieved and averaged 2.84 passing level 3.

In total, 6 of the students are Maori, 3(50%) passed level 3, and 3 (50%) passed level 2

Given the number of students not predicted to pass, a 34% achievement result is a very positive outcome.

Full Summary Results of the Three variable groups

Number of Students	Level 3 Achieved	Level 2 Achieved	Level 1 or NA
39 completed Year 13 2018	18 – Students Ave Engagement score = 2.87 3 Male Maori 0 Female Maori	21 – Students Ave Engagement score = 2.77 1 Male Maori 2 Female Maori	0 – Students Ave Engagement score = 0 Male Maori 0 Female Maori
20 Left During 2018	0 – Students Ave Engagement score = * 0 Male Maori 0 Female Maori	17 – Students Ave Engagement score = 2.74 2 Male Maori 3 Female Maori	3 – Students Ave Engagement score = * 0 Male Maori 0 Female Maori
Total 59	18 – Students Ave Engagement score = 2.87 3 Male Maori 0 Female Maori	38 – Students Ave Engagement score = 2.76 3 Male Maori 5 Female Maori	3 – Students Ave Engagement score = * 0 Male Maori 0 Female Maori

- * Inconclusive data

Student specific data is available in the above table.

59 students from the three variable groups had the following 2018 outcomes. Only 1 student (17 – in 2017) from this group was actually predicted to pass level 3.

Of the cohort, 18 (31%) did pass level 3. 3 (5%) of these were Maori students.
The Average Engagement scores were 2.87

18 of the 59 students had not passed level 2 in 2017, 15 (83%) of these gained at least level 2.

In total, 11 of the students are Maori, 3 (27%) passed level 3, 8 (73%) have level 2 and 0 (0%) did not achieve level 1 or lower.

Annual Target Part Two: Outcome

Engagement results at the end of Term 3 2018 will be analysed to see the correlation of engagement scores to NCEA Level 3 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 3 only)

<i>Engagement Grade</i>	<i>Non Achieved</i>	<i>Achieved</i>	<i>Merit</i>	<i>Excellence</i>	<i>Totals</i>
3.0	6 (8) ((12))	58 (75) ((86))	30 (47) ((62))	18 (23) ((28))	112
2.9	12 (8) ((14))	47 (55) ((28))	9 (9) ((8))	1 (0) ((1))	69
2.8	4 (4) ((5))	12 (25) ((18))	1 (0) ((3))	0 (0) ((0))	17
2.7	3 (5) ((3))	2 (9) ((3))	4 (0) ((0))	0 (0) ((0))	9
2.6	1 (4) ((0))	6 (9) ((2))	0 (0) ((1))	0 (0) ((0))	7
2.0 to 2.5	3 (2) ((4))	2 (4) ((1))	1 (0) ((0))	0 (0) ((0))	6
Below 2.0	0 (0) ((0))	0 (0) ((0))	0 (0) ((0))	0 (0) ((0))	220

Note: Data highlighted in Green represents level 3 results from 2108. Data in single brackets represents the same cohort level 2, 2017 results. Data in double brackets represents the same cohort level 1, 2016 results.

The Analysis reveals a number of interesting findings as the 2014 cohort travelled through Level 1, 2 and then 3.

The correlation to NCEA outcomes is mostly closely aligned at level 1. As average engagement increases beyond 2.7, the probability of NCEA achievement of Level 1 is more likely. For Merit endorsement, the engagement result was 2.8 or greater and Excellence endorsement 2.9 or greater. As students are required to take three compulsory subjects and two – three by choice, gathering at least 80 credits requires greater application across all subjects to achieve highly.

For level two and three, students choose all the subjects they wish to study. The requirement to achieve 60 credits allows for subject specific disengagement with still the possibility of passing with achieved, however to gain Merit and Excellence endorsements at level 2, engagement scores of 2.9 – 3.0 are required. For level 3, specialisation in subject choice, is allowing Students to achieve Merit endorsements, in some cases with lower engagement scores. The majority however, are achieving with scores of 2.9 and 3. For Excellence endorsement at Level 3, all but one student had engagements scores of 3. For Merit and Excellence endorsement, it is very clear that consistent year round engagement is critical to achievement.

Students with engagement grades of 2.0 – 2.7 have passed level 2 and 3, some even achieving Merit endorsements, however, this is in very lower numbers and is indicative of the specialisation in subject choice, supporting achievement and subject specific disengagement.

What is very clear over the three years, spanning level 1 to level 3, is only students with engagement scores of 2.9 (2 students) and 3.0 have achieved Excellence endorsements.

Actions (What we Did)	Outcomes (What Happened)	Reasons for Variance (why did it Happen)	Evaluation (Where to next?)
Academic Counselling	Goals were set and reviewed with form teachers/counsellors	Using information on progress from subject teachers and reflection sheets from students a high proportion of students set and reviewed goals in meetings with their Academic Mentors and/or parents	On-going professional development opportunities provided to meet school wide and individual mentor needs.
Engagement Reports	<p>Acknowledgment of students who were engaged in their learning.</p> <p>Disengaged students were identified and supported through form teacher, Dean and subject teacher</p>	<p>Change in the criteria for awarding weekly grades.</p> <p>Fortnightly statistics to Deans highlighting changes in students report averages.</p> <p>Introduced an automated tracking system which flagged students whose subject scores were of concern to Deans, subject teachers and form teachers</p>	<p>On-going review of the tracking and monitoring systems</p> <p>Form Teachers encouraged to review engagement reports with students in form time.</p>
PB4L - PRIDE	<p>Consistent approach to behaviour</p> <p>Reduction in disengagement</p> <p>Reduction in reported major and minor incidents</p>	<p>Implemented one of the five pillars of PHS PRIDE.</p> <p>Implemented trial acknowledgment system</p> <p>Reduction in office discipline referrals</p>	<p>Embedding the five pillars of PHS PRIDE into school culture</p> <p>Further implementing the acknowledgement system for positive behaviour.</p>

Planning for next year – 2019

Improvement Plan - Domain: Learning Year 11 Engagement Goal

Strategic Goals:

Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs.

To improve Boys engagement to accelerate the progress of students performing below expectations.

Engagement results at the end of Term 3 2019 will be analysed to see the correlation of engagement scores to NCEA Level 1 outcomes for Male Year 11 students. (Data will reflect all students who were present at the start of the Year and attended for more than 70 days in 2019).

Annual Goal:

To improve student achievement, particularly for Maori, Pasifika and students with special needs by enhanced engagement of Year 13 students through appropriate class placement and learning programmes.

Annual Target:

For students in the target group, Mid Band Students placed in Level 1.3 courses, what is the correlation to engagement scores in 2018 compared with 2019 and NCEA outcomes.

Baseline data:

From 2018, 65 Year 10 Mid Band Students were placed in 2019 C Band English, Mathematics and Science Courses Level 1 NCEA. This resulted in 90 total placements as A number of students where place two or three time.

Year 10 Mid Band Subject Placement for 2019																
	English		Maths		Science		Total		English & Maths		English & Science		Maths & Science		English, Maths & Science	
Boys	41		21		8		70		9		0		2		3	
Girls	7		13		0		20		2		0		3		0	
Maori Boys		6		1		3		10		1		0		0		0
Maori Girls		4		5		0		9		2		0		0		0
Totals	48		34		8		90		11		0		5		3	
		10		6		3		19		3		0		0		0

2018 Mid Band Year 10 learners (65) place in Level 1 English, Maths, and Science.1.3 courses for 2019.

Average Engagement Scores and NCEA Outcome

	Ethnicity	English			Mathematics			Science		
Student 1		Y10	Y11	NCEA	Y10	Y11	NCEA	Y10	Y11	NCEA
Student 2		Y10	Y11	NCEA	Y10	Y11	NCEA	Y10	Y11	NCEA
⋮										
⋮										
⋮										
Student 65		Y10	Y11	NCEA	Y10	Y11	NCEA	Y10	Y11	NCEA

Improvement Plan - Transition Goal 3

Strategic aim: All students have a successful transition from traditional contributing schools and other providers to, through and beyond Papanui High School.

Annual aim: Monitor the 2016 contributing schools cohort into Year 9 2017 to track the effectiveness of data gathered, and the class placement process and implementation as they progress through the year levels.

Target:

Part 1: At risk students who were identified as disengaged on transition into PHS as Year 9 in 2017, and students identified as disengaged and throughout their Year 9 year, will be tracked as Year 10 students.

Part 2: To evaluate effective transition of Year 10 -13 students who enrolled at Papanui high School January 2018 until March 1 2018.

Part 1

From the identified Year 9 at risk grouped by the following criteria;

1. Students identified and placed but required moving
2. Students identified and placed but not successfully transitioned and not moved
3. Students not identified and placed but required moving
4. Students not identified and placed but not successfully transitioned and not moved

Analyse the group as Year 10 students to see if their transition process has been successful
This will be based on attendance, behaviour and engagement.

Part 2

Analyse the identified group of Year 10 -13 students to see if their transition process has been successful
This will be based on attendance, behaviour and engagement. Two groups, one identified as at risk and the other as not at risk.

Baseline data: Part 1: This data was gathered by using information from contributing schools, including such things as RTL, attendance data, Rock On, other agencies and pastoral data and Year 9 pastoral records.

Part 2: Year 10 -13 students, entry data gathered through the enrolment process and tagged as at risk or not.

Actions to achieve target	Led by	Resourcing	Time frame	Indicators of progress
<p>Identifying risk factors To ensure a clear process is communicated to incoming new enrolments 2018 Y10 - 13 students and those identified in Year 9 2017- and families/whanau so that the ongoing transition process is as seamless and supportive as possible.</p>	<p>SLT- Pastoral Care</p>	<p>Y10 -13 Contributing schools and with current Y9's data/information on file, RTLB, attendance data, Rock On, other agencies and pastoral data, Student voice Youth workers Teachers/Deans/Pastoral care team Parents/whanau</p>	<p>Term 4 2017 and Start of year 2018 and then ongoing review</p>	<p>First weeks Term 1- absence, behaviour, parental/whanau voice, teacher/staff observations, and student voice</p> <p>Further diagnostic testing</p> <p>End of Term 1 – review current identified year 10 transition group and the new enrolments 2018 (Y10-13); use identifiable factors that show the students have not transitioned well & are at risk of disengagement.</p> <p>Those identified as at risk who have had a successful transitions and the conditions that contributed to this.</p> <p>Periodic review as required. Key stakeholders – self review to measure the success of students' academic and social outcomes to ensure student needs are being met.</p> <p>Procedures put in place to ensure accurate class placement of transitioning students is maintained throughout the year.</p>
<p>Data and its transfer from contributing schools and within school. Interpreting data, present it in a meaningful way and disseminating it to appropriate people.</p>	<p>SLT Data team & pastoral care team</p>	<p>Interviews Electronically and Paper documentation Cluster meetings and pastoral meetings</p>	<p>Term 2-4</p>	<p>Development of strategies to support ongoing understanding, implications and use of information based on academic, social & pastoral data.</p>
<p>Longitudinal plan actioned & on-going self-</p>	<p>Teachers, students &</p>	<p>Form/subject teachers, pastoral team, student</p>	<p>Term 1 2018 –</p>	<p>Key stakeholders – self review to ensure student needs are being met.</p>

review	pastoral team	voice, Peer support staff.	Term4 2018	Framework for data analysis and implementation of transition procedures within school to ensure accurate class placements are made and non-successful transition placements are promptly identified and remediated.
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Goal 3 Analysis of Variance Report - New Transition goal

Strategic aim: All students have a successful transition from traditional contributing schools and other providers to, through and beyond Papanui High School.

Annual aim: Monitor the 2016 contributing schools cohort into Year 9 2017 to track the effectiveness of data gathered, and the class placement process and implementation.

Target: To identify at risk students who are currently disengaged at contributing school who will transition into PHS as Year 9 students

Baseline data: To predict at risk/borderline decisions around Year 9 classroom placements. This data will be gathered by using information from contributing schools, including such things as RTLB, attendance data, Rock On, other agencies and pastoral data.

Actions to achieve target	Outcomes
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That 95% of students from contributing school are appropriately placed into a Year 9 class, by academic and/or social criteria.

Look at the group and ask who is at risk

To identify individual students who were placed into a Year 9 class from a contributing school who are not appropriately placed by academic and/or social criteria.

1. Students identified and placed but required moving
2. Students identified and placed but not successfully transitioned and not moved

Data for Year 9 Transition Goal 2017

2017 Y9 Student Intake	Prior to start	Reason	Identified, placed but moved	Identified, placed but not successful transition but not moved	Not Identified initially, required moving	Not Identified, placed not successful, not moved	Current Risk Status
A	Yes	Behaviour	TO AE				Alternative Education
B	Yes	Medical	TO AE				Alternative Education
C	Yes	Attendance/Behaviour	TO AE				Alternative Education
D	Yes	Attendance/Behaviour	TO AE 2018				Alternative Education beginning 2018
E	Yes	Behaviour		tick			At risk
F	Yes	Behaviour		tick			At risk
G	Yes	Attendance		tick			At risk
H	No	Behaviour/ General				tick	At risk
I	No	Behaviour				tick	At risk
J	Yes	Behaviour	MOVED AND MOVED BACK				At risk
K	No	General				tick	At risk
L	Yes	Behaviour		tick			At risk
M	No	Attendance/ Behaviour				tick	At risk
Q	Yes	Attendance/ Behaviour					Left 12/12/17 at 15 years 6 months
N	No	General				tick	Improvement - still some concerns
O	Yes	Behaviour		tick			Improvement seen
P	Yes	Behaviour					Improvement seen - still at moderate risk

- 3. Students not identified and placed but required moving
- 4. Students not identified and placed but not successfully transitioned and not moved

R	Yes	Health		tick			Moderate Success - some concerns still
S	Yes	Behaviour	moved successful transition				Successful
T	Yes	Learning					Successful
U	No	Medical/General					Successful
V	No	Learning					Successful
W	Yes	Behaviour					Successful
X	Yes	Behaviour					Successful
Y	Yes	Behaviour					Successful
AA	Yes	Parent's concern					Successful
BB	Yes	Learning					Successful
CC	Yes	Behaviour					Successful
DD	Yes	Behaviour					Successful

29 students in the sample group.

22 Identified at start of the year. Reasons included Behaviour, Attendance, Medical/Health, Learning
 7 Identified during the year. Reasons included Behaviour, Attendance, Medical/Health, Learning

Of the 22 students; 4 moved to Alternate Education, 5 still identified as at risk, 3 are improving, 9 learning successfully and 1 student left.

7 students not identified at the start of the year have 4 students still at risk and 2 learning successfully and 1 improving.

Total students for the Year 9 cohort was 289. In total 29 (10.0%) of the students were identified as transitional risks. 22 (7.6%) identified at the start of the year and 7 (2.4%) during the year.

By the end of 2017, 11 students were learning successfully leaving 18 at some degree of risk. Therefore 18 (6%) of the cohort are deemed to have not successfully transitioned into high school.

Target:

Part 1: At risk students who were identified as disengaged on transition into PHS as Year 9 in 2017, and students identified as disengaged and throughout their Year 9 year, will be tracked as Year 10 students.

From the identified Year 9 at risk grouped by the following criteria;

1. Students identified and placed but required moving
2. Students identified and placed but not successfully transitioned and not moved
3. Students not identified and placed but required moving
4. Students not identified and placed but not successfully transitioned and not moved

Analyse the group as Year 10 students to see if their transition process has been successful
This will be based on attendance, behaviour and engagement.

Rollover Data from Year 9 Transition Goal 2017 into 2018

Student	ID Prior to start	Reason at Risk	Status End 2017	2018 half days present (%)	Class Effort	Behaviour Counts 2017	Behaviour Counts 2018	Results English	Results Maths	Results Science	Results SS	Comment
A	Yes	Behaviour	AE									removed 19/10/2018 -continuous absence - 40 Level 1 credits
B	Yes	Medical	AE									left AE to SRHS - left present schooling unknown - 11 Level 1 credits
C	Yes	Attendance Behaviour	AE									left 8/5/2018 AE Continuous absence
D	Yes	Attendance Behaviour	AE start 2018									left 27/8/2018 continuous absence - 1-13 Level 1 credits
E	Yes	Behaviour	At Risk	77	2.97	12	1	3	3	T5	T3	
F	Yes	Behaviour	At Risk	91	2.69	22	12	3	3	T5?	A3	
G	Yes	Attendance	At Risk	56	2.66	12	29	2	4	4	A2	
H	No	Behaviour General	At Risk	66	2.64	20	27	3	A2	4	A3	
I	No	Behaviour	At Risk									left to go to AE June

													2018 - 80 credits
J	Yes	Behaviour	At Risk	82	2.68	41	34	T3	2	4	A2		
K	No	General	At Risk	75	2.91	8	19	3	3	T5	A3		
L	Yes	Behaviour	At Risk	96	2.59	29	27	A4	4	5	T5		
M	No	Attendance Behaviour	At Risk	72	2.7	24	25	A3	A3	T5	A3		
N	No	General	Improvements Some Concerns	76	2.8	61	14	4	3	T5	T4		
O	Yes	Behaviour	Improvement Seen	94	2.81	11	3	T5	T5	A5	5		
P	Yes	Behaviour	Improvement Seen - Still at Moderate Risk	90	2.89	22	19	1	2	T5?	T2		
Q	Yes	Attendance Behaviour	Left 12/12/2017 at 15 years 6 months										Did not attend PHS in 2018
R	Yes	Health	Moderate Success	90	2.91	0	0	3	2	A3	T3		Psych Services involved
S	Yes	Behaviour	Successful										Left 13/04/2018 Avonside GHS
T	Yes	Learning	Successful	94	2.98	1	0	4	4	T5	4		
U	No	Medical General	Successful	91	2.92	7	8	A2	T3	T4	A2		
V	No	Learning	Successful	83	2.9	5	6	T3	T3	T5?	A2		
W	Yes	Behaviour	Successful	82	2.91	9	5	A4	5	5	T5		
X	Yes	Behaviour	Successful	91	2.89	7	4	T4	A3	A4	T5		
Y	Yes	Behaviour	Successful	94	2.87	12	1	T4	A3	T4	T5		
AA	Yes	Parental Concern	Successful	41	2.95	0	1	2	A2	No result	T3		withdrawn form by parents for some time returned

													into different form class
BB	Yes	Learning	Successful	96	2.83	4	6	4	T5	T5	T5		
CC	Yes	Behaviour	Successful	91	2.97	1	1	4	3	A4	T3		
DD	Yes	Behaviour	Successful	85	2.74	28	15	A3	3	4	no result		

Part 2: To evaluate effective transition of Year 10 -13 students who enrolled at Papanui high School January 2018 until March 1 2018.

Students Transferred Y10 -13 arrivals January 2018 until 3/3/18

Data for Goal 3b - Year 10-13 Students Transitioning to PHS - 2nd April 2019

Name	Gender	Form Class	Attendance % half days present	Effort	Type	Achievement at the end of 2018	Leaving Date	Leaving Destination	Risk Level
A	M	11Frs	67	2.70	RE	Level 1 Achieved	3/12/2018	transferred schools	High anxiety over buildings at Boys High
B	M	13Mrj	46	2.62	RE	40+ credits Level 1 no lit or Num	23/08/2018	L	at risk due to limited to NCEA credits involved with Marg Foster - didn't engage
C	F	10MrrG	93	2.95	RE	working at level 5 or above			
D	F	11Hns	62	2.41	RE	14-39 Level 1 credits			Filipino ESL
E	M	12Chj	72	2.84	RE	Level 1 Achieved			Issues at CBHS
F	F	13Wlt	77	2.92	RE	1 to 13 Level 3	3/12/2018	end of schooling	Filipino ESL

	G	F	10CnaR	97	3.00	RE	Level 3 English, level 4 maths, Science SS Level 5			Filipino ESL
	H	F	10RviY	84	3.00	RE	Above Level 5 and often Level 6			
	I	F	13Skm	94	3.00	RE	Level 3 Merit	3/12/2018	end of schooling	
	J	F	12Adr	69	2.77	RE	14-39 credits at any level	18/05/2018	To Queens High Dunedin	
	K	M	11Frs	98	2.88	RE	No formal Attainment	13/04/2018	overseas	
	L	M	13Dlm	58	2.54	RE	Level 3 Achieved	3/12/2018	end of schooling	Repeat Year 13
	M	M	11Hns	84	2.63	RE	14-39 credits at any level no lit no num			Thai ESL
	N	F	11Hns	91	2.99	RE	40+ credits any level has lit and num			
	O	M	11Frs	89	2.61	RE	40+ credits any level has lit and num		Taiwanese	Taiwanese - ESL
	P	F	11Hns	94	2.97	RE	No formal Attainment		Taiwanese	Taiwanese - ESL
	Q	F	12Bka	82	3.00	RE	Level 2 Achieved			Unable to continue at STAC
	R	F	13Pwp	51	2.58	RE	Level 3 Achieved	3/07/2018	end of schooling	arrived from Haeata with few credits complete Level 3 and

										left
S	M	10BrsY	90	2.78	RE	basic level 5 to proficient				
T	M	12Csg	60	2.45	RE	Level 1 Achieved	2/07/2018	continuous absence	Mental Health	
U	F	11Hns	96	2.99	RE	Level 1 Achieved				
VI	M	12Chj	82	2.95	RE	30+ Level 2 credits	3/12/2018	end of schooling	Issues at CBHS	
W	M	10Hrn	72	2.80	RE	Level 4 or basic Level 5			no risk when he arrived however significant absences due to illness (72% attendance)	
X	F	12mlh	72	2.96	RE	Level 2 Achieved				
Y	F	10Cml	82	2.49	RE	level 4			risk living with sister	
Z	F	10RviY	99	3.00	RE	working at level 5 or above				
AA	F	10BrsY	25	2.87	RE	Level 3 and 4 often absent			attendance 25%	
BB	M	10BrsY	90	2.97	RE	Level 5				
CC	M	10DlbR	97	2.91	RE	Level 4 no result for English			Filipino -ESL	
DD	F	11Hns	95	3.00	RE	Level 1 Merit			Filipino -ESL	
EE	F	13Chk	74	2.83	RE	Level 3 Achieved	3/12/2018	End of schooling	Mental Health	
FF	F	11Hns	69	2.92	RE	Level 1	3/12/2018	End of	Mental	

							Achieved		schooling	Health SRHS
GG	M	11Hns	97	2.99	RE		Level 1 Achieved			
HH	F	12Smt	65	2.88	RE		Level 2 Achieved	15/05/2018	continuous absence	arrived close to Lvl 2 but had not achieved Lvl1. Gained both here before she left
II	M	11Hns	84	2.99	RE		Level 1 Achieved	3/12/2018	transferred schools	
JJ	F	11Hns	76	2.89	RE		40+ credits at any level lit and num	3/12/2018	transferred schools	
KK	M	IESB	85	2.60	RE		No formal Attainment	21/06/2018	end of schooling ESL	ESL
LL	F	11Hpg	87	2.98	RE		Level 1 Achieved			Supported Learning
MM	F	11Hns	82	2.99	RE		Level 1 Merit			Anxiety ex Burnside HS

Target Year 9 at Risk Groups as Year 10 - 2018

Year	Number	A.E	Risk	Improving	Successful	Leavers
2017	22 (start)	4	5	3	9	1
	7 (during)		4	1	2	
2018	22 (start)	4	4	3	8	2
	7 (during)	1	4	1	2	

1 student at risk in 2018 went to AE

1 student was working successfully in 2018 left

Transferring Year 10 -13 Students In-zone by March1 2018

	No Risk	ESOL	Health	Social	Disengaged
Year 10 9 students	5 At L x3, Above L x2	2 Below L x2		1 Below L x1	1 Below L x1
Year 11 15 students	7 L1 NAx2, Ax4 Levers x1	5 L1 NAx4, Mx1	3 L1 Ax2, Mx1		
Year 12 7 Students	4 L2 Ax2 Levers x1, x1 L2		1 L2 NAx1 (L1)	2 L2 NAx1, Ax1	
Year 13 7 students	2 L3 NAx1, Ax1	2 L3 NAx1 Levers x1	1 L3 Ax1		2 L3 Ax1 No Levels x1
Totals 38 students	18 students	9 Students	5 Students	3 Students	3 Students

Analysis of results show the following;

Transferring Students by March 1, 2018 was 38 students, they identified as;

- 18 – No Risk
- 20 – Some form of Risk
 - 9 – ESOL
 - 5 – Health
 - 3 – Social
 - 3 – Disengaged

Year 10, 9 Students:

- 5 No Risk – all achieving at or above the level
- 4 Some Risk – all achieving below the level

For Year 11 – 13, 29 Students	13 No Risk – 8 achieved NCEA and 5 non – achieved 16 Some Risk – 7 achieved and 9 non – achieved
All Levels	
ESOL	9 Students – 1 achieved and 8 below/non achieved
Health	5 Students – 4 achieved and 1 below/non achieved
Social	3 Students – 1 achieved and 2 below/non achieved
Disengaged	3 Students – 1 achieved and 2 below/non achieved

Actions (What we Did)	Outcomes (What Happened)	Reasons for Variance (why did it Happen)	Evaluation (Where to next?)
<p>Identifying risk factors To ensure a clear process is communicated to incoming new enrolments 2018 Y10 -13 students and those identified in Year 9 2017- and families/whanau so that the ongoing transition process is as seamless and supportive as possible.</p> <p>Enrolment process identifies students' history and current status. Class placement and subject choices are part of this consultative</p>	<p>Academic, social & pastoral data was analysed, interpreted and presented to the appropriate people.</p> <p>SLT Data team & pastoral care team used information to support on-going review. (Y10 -13 Contributing schools and with current Y9's data/information on file, RTLB, attendance data, Rock On, other agencies and pastoral data, Student voice Youth workers Teachers/Deans/Pastoral care team</p>	<p>Those identified as at risk who have had a successful transitions and the conditions that contributed to this.</p> <p>Relationship not established to generate trust required to empower students to seek/take support offered</p> <p>Students left the school</p> <p>ESOL limitation to achievement in first year</p> <p>Unidentified issues arose, and/or</p>	<p>Information used to support class placements for 2019</p> <p>Periodic review as required – self review to measure the success of students' academic and social outcomes to ensure student needs are being met.</p> <p>Longitudinal plan developed with on-going self-review from key stakeholders to ensure student needs are being met. Include a framework for data</p>

<p>process.</p> <p>Data and its transfer from contributing schools and within school.</p> <p>Interpreting data, present it in a meaningful way and disseminating it to appropriate people.</p>	<p>Parents/whanau)</p> <p>Further diagnostic testing was done to support student's as required</p>	<p>new issues</p>	<p>analysis and the implementation of transition procedures to ensure accurate class placements are made and non-successful transition placements are promptly identified and remediated.</p>
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Planning for next year – 2019 Improvement Plan - Transition Goal

Strategic aim: All students have a successful transition from traditional contributing schools and other providers to, through and beyond Papanui High School.

Annual aim: Monitor the transition into Year 11 from Year 10 to track the effectiveness of subject choice and class placement.

Target:

To evaluate effective transition of Year 10 students into Year 11 English, Mathematics and Science classes. Cross reference Year 10 banding grouping to see if students are engaged in their Year 11 class. Focus on Boys Education, which would include priority learners

Target Group will become identified students whose engagement scores are below 2.6 in term 1. Contributing factors will include behaviour records, attendance and class changes.

Baseline data: This data was gathered by using information from Year 10.

English		ENG11E		ENG11F		MED11F		ENG13F		ENI13F		Total	
												All	M
Extension	Boys	9		5		12		0		0		26	
	Girls	21		6		12		0		0		39	
	Maori Boys		0		0		1		0		0		1
	Maori Girls		2		1		1		0		0		4
Mid Band	Boys	0		32		16		35		6		89	
	Girls	4		54		17		7		0		82	
	Maori Boys		0		4		1		3		3		11
	Maori Girls		0		11		1		4		0		16
Supported Learning	Boys	0		0		0		2		37		39	
	Girls	0		0		0		8		17		25	
	Maori Boys		0		0		0		0		12		12
	Maori Girls		0		0		0		2		5		7
Totals	All students	34		97		61		61		80		300	
	Maori		2		16		4		9		20		51

Mathematics		MAT11F		MAT12F		MAT13F		MLS		Total	
										All	M
Extension	Boys	24		2		0		0		26	
	Girls	32		3		0		0		35	
	Maori Boys		2		0		0		0		2
	Maori Girls		3		1		0		0		4
Mid Band	Boys	26		48		21		0		95	
	Girls	30		45		13		0		88	
	Maori Boys		3		6		1		0		10
	Maori Girls		5		7		5		0		17

Supported Learning	Boys	0	0	30	7		37	
	Girls	0	2	17	4		23	
	Maori Boys	0	0	11	1			12
	Maori Girls	0	1	5	2			8
Totals	All students	112	100	81	11		304	
	Maori	13	15	22	3			53

Science		SCI11F		SCI12F		SCI13F		Total	
								All	M
Extension	Boys	22	7	0				29	
	Girls	31	5	0				36	
	Maori Boys	1	1	0					2
	Maori Girls	3	1	0					4
Mid Band	Boys	21	68	8				97	
	Girls	34	52	0				86	
	Maori Boys	3	6	3					12
	Maori Girls	6	11	0					17
Supported Learning	Boys	0	1	36				37	
	Girls	0	1	26				27	
	Maori Boys	0	0	12					12
	Maori Girls	0	0	7					7
Totals	All students	108	134	70				312	
	Maori	13	19	22					54

It will be import to cross reference individual students' curriculum level achievement in Year 10 to their class placement in Year 11. The Transition goal will merge into the Engagement goal.

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2018 the school received a total Kiwisport funding of \$35,708.58 (excluding gst). The funding was spent on purchasing equipment/ resources for Basketball and Volleyball due to the increased uptake in the new in school competitions that were offered to students. In addition to the equipment and resources bought the money was spent on sport administration due to the increased number of teams participating in sport and competing at regional tournaments. The number of students participating in organised sport during 2018 was 36% with an increase of 2% of boys participating in sport during 2018..