



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

The Auditor-General is the auditor of Papanui High School (the School). The Auditor-General has appointed me, Nicole Dring 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 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 28 May 2020. This is the date at which our opinion is expressed.

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

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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

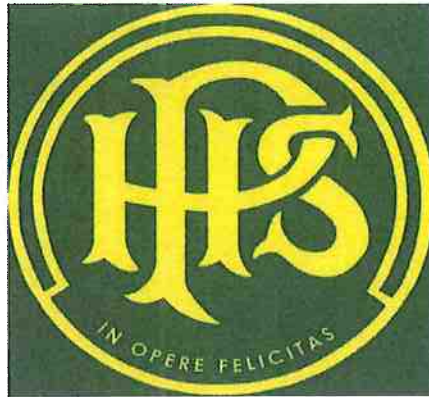
Other than the audit, we have no relationship with or interests in the School.



Nicole Dring
Deloitte Limited
On behalf of the Auditor-General

Christchurch, New Zealand

PAPANUI HIGH SCHOOL



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	316
Principal:	Jeffrey Smith
School Address	30 Langdons Road, Papanui, Christchurch
School Postal Address:	PO Box 5220, Papanui, Christchurch, 8542
School Phone:	03 352 6119
School Email:	admin@papanui.school.nz

PAPANUI HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
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	Financial Statements
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1	Statement of Responsibility
2	Board of Trustees
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7	Statement of Accounting Policies
12	Notes to the Financial Statements

	Other Information
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	Analysis of Variance
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	Kiwisport
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Papanui High School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflect the financial position and operations of the school.

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

SHANE CHARLES WARSON

Full Name of Board Chairperson



Signature of Board Chairperson

28.5.20

Date:

JEFFERY BARRY SMITH

Full Name of Principal



Signature of Principal

28.5.2020

Date:

Papanui High School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until	Occupation
Shane Watson	Chairperson	Elected	May 2022	Engineer
Jeffrey Smith	Principal	ex Officio		
Tina Barriball	Deputy Chairperson	Elected	May 2022	Office Administration
Michelle Bergman	Parent Rep	Elected	May 2022	Maori Outreach Advisor
Karen Brandon	Parent Rep	Elected	May 2022	Parent
Lana McCarroll	Parent Rep	Elected	May 2022	Legal Executive
Anglea Willmont	Staff Rep	Elected	May 2022	Teacher
Olivia Welsh	Student Rep	Elected	May 2022	Student
Jerome Williamson	Chairperson	Elected	May 2019	
Sandy Brinsdon	Parent Rep	Elected	May 2019	
Deborah Callahan	Parent Rep	Elected	May 2019	
Kent Sole	Student Rep	Elected	May 2019	
In attendance: Anne Johnstone	Secretary	Elected	May 2019	

Papanui High School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	14,462,813	13,300,359	13,865,301
Locally Raised Funds	3	1,029,146	555,592	861,864
Interest Income		135,383	120,000	129,448
International Students	4	759,151	798,522	787,651
		<u>16,386,493</u>	<u>14,774,473</u>	<u>15,644,264</u>
Expenses				
Locally Raised Funds	3	506,760	128,880	396,767
International Students	4	797,489	771,398	631,835
Learning Resources	5	11,234,310	10,118,392	10,535,234
Administration	6	765,971	746,129	658,683
Finance Costs		48,518	-	34,303
Property	7	2,714,350	3,168,051	2,919,160
Depreciation	8	347,703	265,000	319,166
Loss on Disposal of Property, Plant and Equipment		160	-	810
		<u>16,415,261</u>	<u>15,197,850</u>	<u>15,495,958</u>
Net (Deficit) / Surplus		(28,768)	(423,377)	148,306
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(28,768)</u>	<u>(423,377)</u>	<u>148,306</u>

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



Papanui High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	4,063,655	4,063,655	3,829,079
Total comprehensive revenue and expense for the year	(28,768)	(423,377)	148,306
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	86,270
Equity at 31 December	4,034,887	3,640,278	4,063,655
Retained Earnings	4,034,887	3,640,278	4,063,655
Equity at 31 December	4,034,887	3,640,278	4,063,655

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

Papanui High School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	503,169	289,257	447,634
Accounts Receivable	10	688,778	599,823	599,823
Prepayments		46,480	18,356	18,356
Investments	11	3,620,821	3,694,661	3,694,661
		<u>4,859,248</u>	<u>4,602,097</u>	<u>4,760,474</u>
Current Liabilities				
GST Payable		1,990	9,264	9,264
Accounts Payable	13	1,119,305	1,047,653	1,047,653
Revenue Received in Advance	14	466,917	503,245	503,245
Finance Lease Liability - Current Portion	16	138,736	93,413	93,413
Funds held in Trust	17	427,375	468,036	468,036
		<u>2,154,323</u>	<u>2,121,611</u>	<u>2,121,611</u>
Working Capital Surplus/(Deficit)		2,704,925	2,480,486	2,638,863
Non-current Assets				
Investments (more than 12 months)	11	136,781	141,128	141,128
Property, Plant and Equipment	12	1,671,177	1,584,930	1,849,930
		<u>1,807,958</u>	<u>1,726,058</u>	<u>1,991,058</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	105,700	52,850	52,850
Finance Lease Liability	16	372,296	513,416	513,416
		<u>477,996</u>	<u>566,266</u>	<u>566,266</u>
Net Assets		<u>4,034,887</u>	<u>3,640,278</u>	<u>4,063,655</u>
Equity		<u>4,034,887</u>	<u>3,640,278</u>	<u>4,063,655</u>

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

Papanui High School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,677,175	3,301,766	3,153,491
Locally Raised Funds		988,281	555,592	779,891
International Students		714,099	798,522	824,223
Goods and Services Tax (net)		(7,274)	-	7,368
Payments to Employees		(2,239,400)	(2,086,502)	(1,448,573)
Payments to Suppliers		(2,929,493)	(2,847,755)	(2,814,509)
Interest Received		128,046	120,000	131,342
Net cash from Operating Activities		331,434	(158,377)	633,233
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(168,942)	-	(98,801)
Proceeds from Sale of Investments		78,187	-	(937,026)
Net cash from Investing Activities		(90,755)	-	(1,035,827)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	86,270
Finance Lease Payments		(144,483)	-	(152,735)
Funds Administered on Behalf of Third Parties		(40,661)	-	107,546
Funds held for Capital Works Projects		-	-	(46,474)
Net cash from Financing Activities		(185,144)	-	(5,393)
Net increase/(decrease) in cash and cash equivalents		55,535	(158,377)	(407,987)
Cash and cash equivalents at the beginning of the year	9	447,634	447,634	855,621
Cash and cash equivalents at the end of the year	9	503,169	289,257	447,634

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

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

Papanui High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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

Prior Year Policy

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

1.9. Investments

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

Prior Year Policy

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

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

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

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.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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 Comprehensive 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	2,944,658	2,905,868	2,831,506
Teachers' salaries grants	8,920,829	7,500,000	8,390,625
Use of Land and Buildings grants	1,864,809	2,260,635	2,075,404
Resource teachers learning and behaviour grants	13,337	18,041	-
Other MoE Grants	592,860	497,042	514,993
Other government grants	126,320	118,773	52,773
	14,462,813	13,300,359	13,865,301

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	495,932	398,592	434,544
Fundraising	6,186	-	5,415
Bequests & Grants	15,000	-	32,567
Other revenue	175,079	157,000	173,177
Activities	147,133	-	216,161
Overseas Trip Income	189,816	-	-
	1,029,146	555,592	861,864
Expenses			
Activities	198,425	-	279,797
Other Expenses	118,272	128,880	116,970
Overseas Trip Expenses	190,063	-	-
	506,760	128,880	396,767
Surplus for the year Locally raised funds	522,386	426,712	465,097

During the year ended December 2019, 18 students and 2 staff members undertook a trip to Cambodia to volunteer to help lower social economic communities. The trip was fully funded through locally raised funds.

During the year ended December 2019, 28 students and 5 staff members undertook a Touch Rugby trip to Australia to compete in a Touch Rugby competition. The trip was fully funded through locally raised funds.

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	51	47	47
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International student fees	759,151	798,522	787,651
Expenses			
Commissions	97,903	90,000	90,460
Recruitment	41,691	33,000	25,937
International student levy	19,766	20,000	20,527
Employee Benefit - Salaries	589,857	582,898	448,293
Other Expenses	48,272	45,500	46,618
	797,489	771,398	631,835
Deficit/Surplus for the year International Students	(38,338)	27,124	155,816

5. Learning Resources

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	1,068,619	1,255,005	963,610
Information and communication technology	183,831	190,740	180,729
Library resources	9,143	10,515	8,911
Employee benefits - salaries	9,950,597	8,626,132	9,355,204
Staff development	22,120	36,000	26,780
	<u>11,234,310</u>	<u>10,118,392</u>	<u>10,535,234</u>

6. Administration

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	7,895	7,500	7,664
Board of Trustees Fees	7,487	8,500	8,280
Board of Trustees Expenses	69,471	50,000	18,770
Communication	27,047	25,500	28,295
Consumables	46,675	53,000	43,964
Operating Lease	(218)	18,000	7,345
Other	78,949	67,515	31,870
Employee Benefits - Salaries	490,631	474,614	474,411
Insurance	22,380	24,500	22,835
Service Providers, Contractors and Consultancy	15,654	17,000	15,249
	<u>765,971</u>	<u>746,129</u>	<u>658,683</u>

7. Property

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	33,793	38,000	33,569
Consultancy and Contract Services	244,174	245,000	242,586
Cyclical Maintenance Provision	52,850	52,850	52,850
Grounds	37,339	48,750	40,178
Heat, Light and Water	195,469	212,500	197,855
Rates	19,431	15,000	17,348
Repairs and Maintenance	107,524	139,500	103,691
Use of Land and Buildings	1,864,809	2,260,635	2,075,404
Security	19,318	15,000	23,567
Employee Benefits - Salaries	139,643	140,816	132,112
	<u>2,714,350</u>	<u>3,168,051</u>	<u>2,919,160</u>

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

8. Depreciation of Property, Plant and Equipment

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	44,318	40,000	44,318
Furniture and Equipment	64,349	50,000	71,027
Information and Communication Technology	71,058	60,000	70,227
Motor Vehicles	5,610	5,000	11,864
Leased Assets	147,941	105,000	101,505
Library Resources	14,427	5,000	20,225
	<u>347,703</u>	<u>265,000</u>	<u>319,166</u>

9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	460	-	-
Bank Current Account	291,689	289,257	447,634
Short-term Bank Deposits	211,020	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>503,169</u>	<u>289,257</u>	<u>447,634</u>

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

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	56,917	7,328	7,328
Interest Receivable	23,722	16,385	16,385
Teacher Salaries Grant Receivable	608,139	576,110	576,110
	<u>688,778</u>	<u>599,823</u>	<u>599,823</u>
Receivables from Exchange Transactions	80,639	23,713	23,713
Receivables from Non-Exchange Transactions	608,139	576,110	576,110
	<u>688,778</u>	<u>599,823</u>	<u>599,823</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	3,620,821	3,694,661	3,694,661
Non-current Asset			
Graham condon Investment	134,781	139,128	139,128
Shares	2,000	2,000	2,000
Total Investments	<u>3,757,602</u>	<u>3,835,789</u>	<u>3,835,789</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	771,789	-	-	-	(44,318)	727,471
Furniture and Equipment	300,928	46,965	-	-	(64,349)	283,544
Information and Communication	151,180	73,027	-	-	(71,058)	153,149
Motor Vehicles	10,964	-	-	-	(5,610)	5,354
Leased Assets	611,967	37,633	-	-	(147,941)	501,659
Library Resources	3,102	11,484	(159)	-	(14,427)	-
Balance at 31 December 2019	1,849,930	169,109	(159)	-	(347,703)	1,671,177

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	1,258,099	(530,628)	727,471
Furniture and Equipment	1,496,233	(1,212,689)	283,544
Information and Communication	1,217,661	(1,064,512)	153,149
Motor Vehicles	115,647	(110,293)	5,354
Leased Assets	667,680	(166,021)	501,659
Library Resources	203,292	(203,292)	-
Balance at 31 December 2019	4,958,612	(3,287,435)	1,671,177

The net carrying value of equipment held under a finance lease is \$501,659 (2018: \$611,967)

	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

13. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating creditors	80,929	86,793	86,793
Accruals	34,988	-	-
Banking staffing overuse	249,958	237,958	237,958
Employee Entitlements - salaries	680,795	660,525	660,525
Employee Entitlements - leave accrual	72,635	62,377	62,377
	1,119,305	1,047,653	1,047,653
Payables for Exchange Transactions	1,119,305	1,047,653	1,047,653
	1,119,305	1,047,653	1,047,653

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	400,516	445,568	445,568
Other	66,401	57,677	57,677
	<u>466,917</u>	<u>503,245</u>	<u>503,245</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	52,850	52,850	-
Increase/ (decrease) to the Provision During the Year	52,850	-	52,850
Provision at the End of the Year	<u>105,700</u>	<u>52,850</u>	<u>52,850</u>
Cyclical Maintenance - Term	<u>105,700</u>	<u>52,850</u>	<u>52,850</u>
	<u>105,700</u>	<u>52,850</u>	<u>52,850</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	176,550	126,640	126,640
Later than One Year and no Later than Five Years	418,669	606,835	606,835
	<u>595,219</u>	<u>733,475</u>	<u>733,475</u>

17. Funds Held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	427,375	468,036	468,036
	<u>427,375</u>	<u>468,036</u>	<u>468,036</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.

18. Funds Held on Behalf of the Redwood Learning Cluster

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held at Beginning of the Year	-	-	46,474
Funds Spent on Behalf of the Cluster	-	-	(46,474)
Funds Held at Year End	<u>-</u>	<u>-</u>	<u>-</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.

	2019 Actual \$	2018 Actual \$
Board Members		
Remuneration	7,487	8,280
Full-time equivalent members	0.23	0.20
Leadership Team		
Remuneration	845,396	834,081
Full-time equivalent members	6.75	7.00
Total key management personnel remuneration	852,883	842,361
Total full-time equivalent personnel	6.98	7.20

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	5-6	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	2019 FTE Number	2018 FTE Number
100 -110	2.00	1.00
110 -120	2.00	2.00
120 -130	-	-
130 -140	-	1.00
	4.00	4.00

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:

	2019 Actual	2018 Actual
Total	\$ -	\$ -
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

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

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.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of a laptops;

	2019 Actual \$	2018 Actual \$
No later than One Year	-	6,828
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	6,828

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:

Financial assets measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	503,169	289,257	447,634
Receivables	688,778	599,823	599,823
Investments - Term Deposits	3,620,821	3,694,661	3,694,661
Total Financial assets measured at amortised cost	4,812,768	4,583,741	4,742,118

Financial liabilities measured at amortised cost

Payables	1,119,305	1,047,653	1,047,653
Finance Leases	511,032	606,829	606,829
Total Financial liabilities measured at amortised cost	1,630,337	1,654,482	1,654,482

26. Events After Balance Date

Impact from COVID-19

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

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

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

27. Comparatives

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

28. Adoption of PBE IFRS 9 Financial Instruments

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

Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

PAPANUI HIGH SCHOOL



**ANALYSIS OF VARIANCE REPORT
FOR 2019**

(an analysis of progress towards targets for 2019)

May 27 2020

2019 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 8.1% gap in achievement by Maori as compared to NZ European identified by the PHS 2018 Level 1 NCEA participation 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%.

(2018 Level 2 overall Achievement was 84.8 %)

Maori Students - Achievement

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

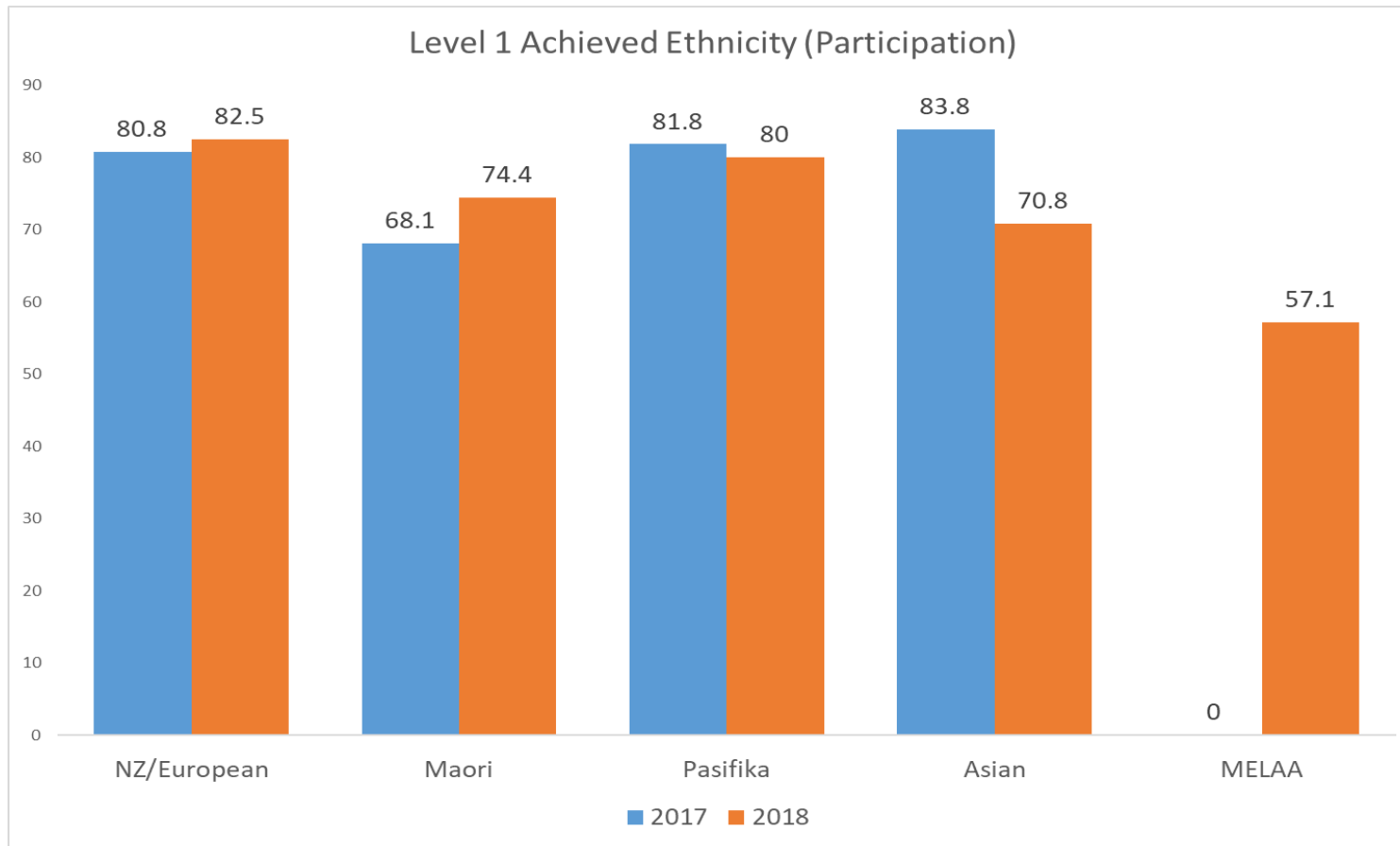
50% of those returning who did not achieve Level 1 in 2018 will achieve Level 1 and 2 in 2019

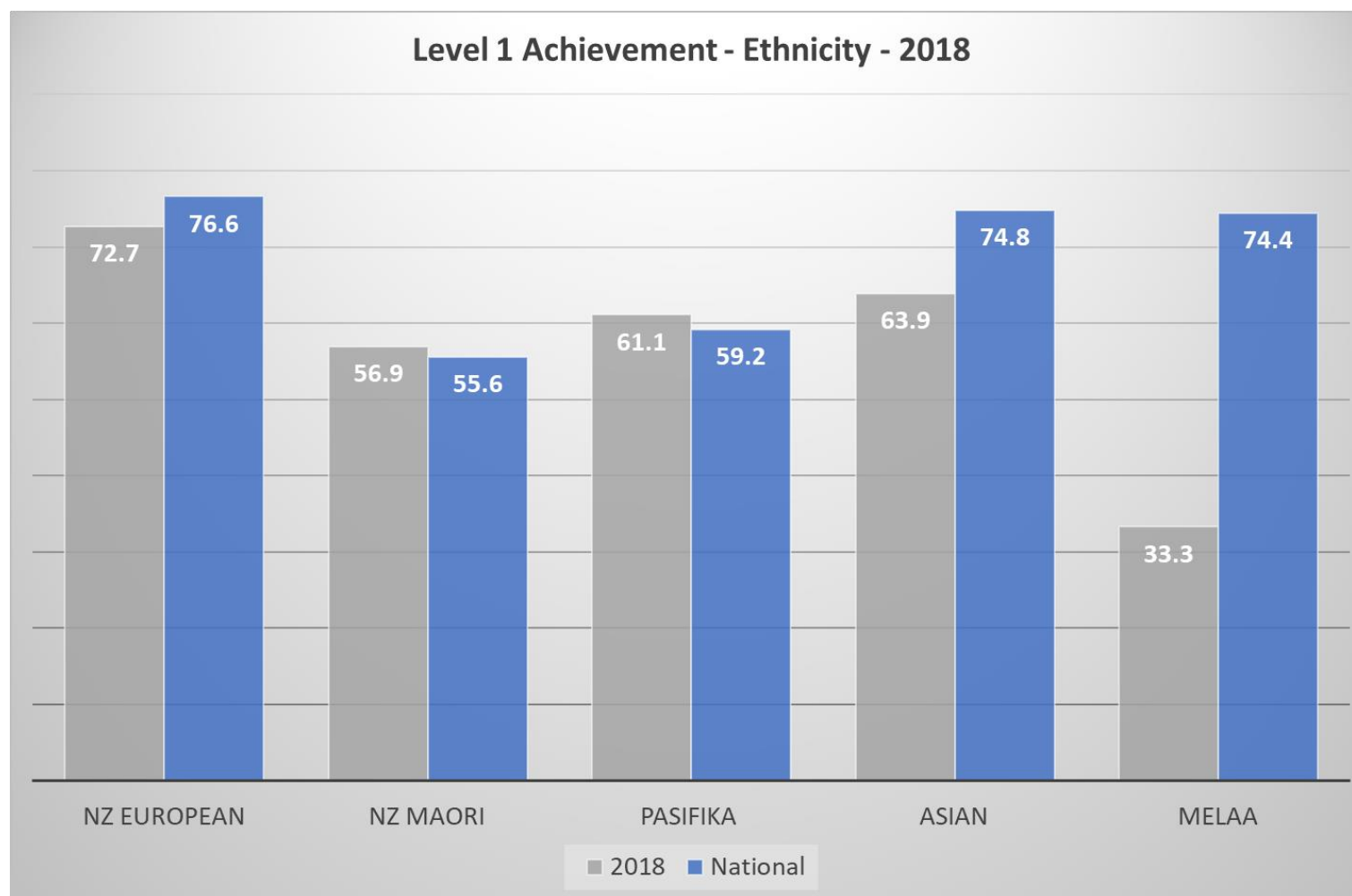
The combined Level 2 achievement target for Maori Students in 2019 is 81% - (2018 Level 2 Maori Achievement was 77.4. %)

	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%

Baseline data:

Ethnicity and Achievement Graph Level 1





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%.

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	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

		Deans	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 cultural responsiveness, wellbeing, digital citizenship and within school teacher CoL.	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 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.			
Resourcing: MOE PLD, Relief as required and new staff professional development.			

Analysis of Variance Report – Goal 1 Achievement Goal

Strategic Goal Improve outcomes for all students particularly Maori. 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 8.1% gap in achievement by Maori as compared to NZ European identified by the PHS 2018 Level 1 NCEA participation results”.	Outcome As measured by Level 2 results NCEA 2019 the gap between Maori achievement and NZ European reversed to Maori achieving 3.4% greater than European, net swing of 11.5%. (This gap was 8.1% in 2018; (This participation figure included all Maori students in Year 12, including new students to school and students who had insufficient credits to participate in Level 1 Statistics in 2018)).
Annual Target – Targets have been set for Year 12 students following the identification of capability of achieving NCEA Level 2 in 2019 from 2018 Level 1 results.	
Target All Students - Achievement	Outcome (Calculated on students who were still at school and were enrolled in sufficient credits to achieve Level 2).
92.0% (94.5% in 2018) 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 2019 and entered in sufficient entries to gain Level 2 NCEA)	In 2019 96% (87.4% in 2018) of students who were at PHS by 6/11/2019 and potentially had sufficient credits and gained Level 1 in 2019, gained Level 2. n=200
49.0% (71.4% in 2018) 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)	In 2019 55.0% (65.7% in 2018) of students who were at PHS by 6/11/2019 and potentially had sufficient credits and had not gained Level 1 in 2018, gained Level 2. n=25
The combined Level 2 achievement target for all students in 2019 is 83.0% (85.0% in 2018). (2018 Level 2 overall Achievement was 84.8 %)	In 2019 91.1% (87.4% in 2018) of students who were at PHS by 6/11/2018 and potentially had sufficient credits, gained Level 2. n=249 *24 did not achieve level. Considering every student in Year 12 2019 Level 2 Achievement was 77.8% from 2018 Level 1 Achievement of 79.4%. This represents a small decrease of 1.6% whereas the previous year the change was + 6.9%.

Maori Achievement		Maori Students - Outcomes	
92% (92% in 2018) of those returning who achieved Level 1 in 2018 will achieve Level 2 in 2019		In 2019 80% (77.3% in 2018) of Maori students who were at PHS by 6/11/2019 and potentially had sufficient credits and gained Level 1 in 2018, gained Level 2. n=25	
50% (55% in 2018) of those returning who did not achieve Level 1 in 2018 will achieve Level 1 and 2 in 2019		In 2019 75% (71.4% in 2018) of Maori students who were at PHS by 6/11/2019 and potentially had sufficient credits and had not gained Level 1(had sufficient credits) in 2018, gained Level 2 n=8	
The combined Level 2 achievement target for Maori Students in 2019 is 81% (84% in 2018) (Nb. The number of Maori students in this cohort is smaller for part 2 goal, with the outcome of each student creating a 12.5% variable)		In 2019 79% (75.9% in 2018) of Maori students who were at PHS by 6/11/2019 and potentially had sufficient credits gained Level 2. N=33 This data only includes Maori students who were here in 2018, it does not include new student in 2019.	
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 with 84.6% gaining level 2, compared with NZ European at 81.2% - net improvement for Maori of 3.4%. This reflects that those who stay at school are more likely to achieve. The variable still remains retention rate.			
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 - 90% 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 – 2020

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 21.8% gap in achievement by Maori as compared to NZ European identified by the PHS 2019 Level 1 NCEA results”.

Annual Target:

Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2020 from 2019 Level 1 results.

All Students - Achievement

96.7% of those returning who achieved Level 1 in 2019 will achieve Level 2 in 2020. (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA, n=174/180)

61.6% of those returning who did not achieve Level 1 in 2019 will achieve Level 1 and 2 in 2020 (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA, n=45/73)

The combined Level 2 achievement target for all students in 2020 is 86.5% from the 2019 Level 1 Achievement of 71.6%. (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA, n=219/253)

Maori Students - Achievement

87.5% of those returning who achieved Level 1 in 2019 will achieve Level 2 in 2020 (n=21/24)

47.6% of those returning who did not achieve Level 1 in 2019 will achieve Level 1 and 2 in 2020 (n=10/21)

The combined Level 2 achievement target for Maori Students in 2020 is 71.1% - (n=32/45)
(2019 Level 2 Maori Achievement was 69.8 %)

Baseline data

	ALL STUDENTS	MAORI
Have Level 1 2019 and will get Level 2 2020	174 Yes - No 6 174/180 = 96.7%	21 Yes - No 3 21/24 = 87.5%
Did not get Level 1 2019 but will get Level 2 2020	45 Yes - No 28 45/73 = 61.6%	10 Yes - No 11 10/21 = 47.6%
Overall get Level 2 With usual caveats	219/253 = 86.5%	32/45 = 71%

The 2019 analysis of NCEA results identified Papanui High School Maori students' achievement as below the national average by 12.7% (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 21.8%.

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 - 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.

When:	What:	Who	Indicators of progress
All Year	Subject Learning	Classroom Teachers	Achievement data Maths class trial Year 11
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	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
All Year	Focused data analysis	Data team AC committee Literacy/numeracy coordinator 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, Community of Learning			
Resourcing: MOE PLD, CoL. Staff Relief. New staff professional development.			

Goal 2 Analysis of Variance Report – 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

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

Actions to achieve target

An evaluation of effective transition of Year 10 students into Year 11 English, Mathematics and Science classes will be 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

Outcomes

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

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.

Mathematics		MAT11F	MAT12	MAT13	MLS		Total	
							All	M
Extension	Boys	24	2	0	0		26	
	Girls	32	3	0	0		35	
	Maori Boys		2	0	0			2
	Maori Girls		3	1	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	11	10	81	11		30	
	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	10	13	70			31	
	Maori		13	19	22			54

Annual Target:

In Term 1, 2019 – 22 students were identified as achieving average engagement scores of 2.6 or less.

Engagement Scores – Guide

3 – Focused fully engaged in learning

2 – Mostly engaged – small occasional loss of focus.

1 – Not engaged in learning

Students are assessed on engagement in every subject over a two weekly period.

English		Media	English			ENI			Total			Mathematics			Total		Science			Total	
		11F	11E	11F	13F	13F	B	G	11F	12F	13F	MLS	B	G	11F	12F	13F	B	G		
Extension	Boys																				
	Girls																				
	Maori Boys																				
	Maori Girls																				
Mid Band	Boys			1	6		7			5	2		7		1	4	2	7			
	Girls			2			2			2			2	1	1			2			
	Maori Boys			1	3		4			1	3		4		1	3		4			
	Maori Girls				1		1			1			1				1		1		
Supported Learning	Boys			2	2	4				2	2	4					4	4			
	Girls				1		1			1			1				1		1		
	Maori Boys			1		2	3			1	2	3		1			2	3			
	Maori Girls						0						0							0	
Totals				5	13	4	22		10	10	2	22	4	8	10	22					
Maori				2	4	2	8		2	6	0	8	2	3	3	8					

Outcome

The Target group of 22 students, who had an average engagement score of 2.6 or lower, was made up of the following;

Group	Mid Band	Supported Learning	Totals
Boys	7	4	11
Girls	2	1	3
Maori Boys	4	3	7
Maori Girls	1	0	1
Totals	14	8	22

No students from the extension classes had average engagements scores lower than 2.6. Mid Band accounted for 14 students and Supported Learning 8. This is from a cohort of approximately 310 students.

An analysis was completed from English, Mathematics and Science.

Students were placed in NCEA Level 1 courses based on their Year 10 Curriculum Level achievement, of note is the number of Mid Band students who were not achieving at Year 10 curriculum levels High 4 – towards 5, and were consequently placed in Year 11, 13F courses.

The table below has the summary representative data for the target group.



22 Student – Target Group – Engagement Scores 2.6 or Less

Stu de nt	G en de r	Group	Band	English level/NCEA		Math level/NCEA		Science level/NCEA		Credits Total	Average Engagement score/number of terms	Attend ance %	Pastoral Notes A, C,D,O,U,	Enrolment Status		
				C L	Credits	C L	Credits	C L	Credits					Exit	Entry	
1	M	NZ European	MID	N/A	13F/0	N/A	12F/0	N/A	13F/0	0	2.0/1T	16	9	A9	07/03/19 AE	Year 10
3	F	NZ European	MID	A5	11F/0	A4	12F/4	N/A	11F/0	4	2.08/3T	34	5	A2, D1, U2	27/09/19 L	Year 10
4	M	NZ European	MID	A4	13F/14	H3	13F/10	T4	12F/4	28	2.37/4T	90	13	A3, U5, C5	C Y12	Year 9
7	M	Other	MID	N/A	11F/0	N/A	12F/0	N/A	12F/0	0	2.2/2T	51	8	A4, D2,U2	23/05/19 L	Year 10
8	M	Maori	MID	T4	13F/0	N/A	13F/0	H/4	12F/0	0	2.45/3T	43	27	A15, D10, U2, C9	29/05/19 L	Year 10
9	M	Maori	MID	T5	11F/0	A5	12F/4	A5	11F/4	8	2.24/4T	89	24	A19, D1, U3, C1	C Y12	Year10
10	M	Maori	MID	T3	13F/0	T3	13F/4	T4	12F/0	4	2.19/4T	41	16	A2, U14	C Y12	Year 9
13	M	NZ European	MID	H3	13/17	T5	12F/7	H5	11F/8	28	2.54/4T	95	1	C1	C Y12	Year 9
14	M	NZ European	MID	T3	13F/10	T3	13F/10	T4	13F/8	28	2.50/4T	70	178	A176, D2	C Y12	Year 9
16	M	NZ European	MID	A4	13F/6	A4	12F/4	T5	12F/0	10	2.57/4T	85	17	A6, D2, U7, O1, C1	17/02/19	Year 9
19	M	NZ European	MID	T3	13F/2	T4	12F/4	A5	12F/4	10	2.58/2T	76	6	A1, U3,C2	18/07/19 L	Year 10
20	M	Maori	MID	A4	13F/29	T5	12F/11	A5	12F/16	56	2.60/4T	91	5	A3, U1, C1	C Y12	Year 9
21	F	NZ European	MID	N/A	11F/0	A5	12F/0	N/A	12F/0	0	2.56/4T	30	49	A40, U8, C1	C Y12	Year 9
22	F	Maori	MID	A4	13F/0	T4	13F/0	H4	13F/0	0	2.33/4T	37	48	A47, U1	25/07/19	Year10
2	F	NZ European	SUPL	T4	13F/0	A3	13F/0	T5	13F/0	0	2.33/2T	50	13	A2, D2, U7, C1	13/05/19 AE	Year 10
5	M	NZ European	SUPL	T3	13F/0	H2	13F/0	T5	13F/4	4	2.33/2T	69	62	A57, U4, O1	06/08/19 L	Year 9
6	M	Maori	SUPL	A2	13F/7	T4	13F/11	A4	13F/4	22	2.27/4T	67	56	A48, D1, U5	04/12/19 L	Year 9
11	M	Maori	SUPL	T4	11F/8	A3	12F/0	T5	11F/4	12	2.19/4T	62	25	A4, D5, U4	C Y12	Year 9
12	M	NZ European	SUPL	T3	13F/0	T2	13F/0	T3	13F/0	0	2.52/3T	71	165	A142,D5,U13,O2,C3	06/09/19 L	Year 10
15	M	NZ European	SUPL	A3	13F/0	A3	13F/10	T5	13F/0	10	2.39/4T	74	19	A6, U12, C1	C Y12	Year 9
17	M	NZ European	SUPL	T3	13I/13	T2	13F/0	T4	13F/0	13	2.45/4T	82	31	A15, D6, U12, O2, C8	C Y12	Year 9
18	M	Maori	SUPL	A3	13I/6	H3	13F/7	T5	13F/12	25	2.53/4T	73	44	A33, D2, U8, C1	04/12/19	Year 9

Key

Band MID – Most learners Supported Learners	Curriculum Levels Year 10 Aim for Curriculum Level 5	Curriculum Levels Year 11 – NCEA (includes)	Engagement Scores Average of Eng, Math, Sci	Pastoral Notes A, C,D,O,U,	Enrolment Status
	T – Towards the level A – At the level H – Highly at the level N/A – no data	11F – More externals 12F – some externals 13F – no externals Credits Achieved	1T = Term 1 only 2T – Terms 1 & 2 3T – Terms 1, 2 & 3 4t – Terms 1, 2, 3, & 4	A – Attendance – lateness C – Classroom – referral D – Discipline O – other U – Uniform	AE – Alternate Ed L – Leaver C Y12 – Current Y12

Key Findings

The 2.6 or lower average engagement score threshold for English, Mathematics and Science identified a target group of 22 students.

Of this group:

13 Students started PHS as Year 9

- 1 left during the year
- 3 left at the completion of Year 11
- 9 remain at school as Year 12 students

9 Students came to PHS in Year 10 from another school

- 9 students left during the year
- 6 of the 9 achieved 0 credits, the other 3 achieved 10 or fewer.

Total Credits achieved

- 14 students achieved 0 – 10 credits
- 2 students achieved 11 – 20 credits
- 5 students achieved 21 – 30 credits
- 1 student achieved 56 credits

18 of the 22 students are Boys, of which 7 are Maori (achievement ranged from 0 to 56 credits)

Attendance is a big factor in success

- Generally the higher the level of attendance the greater the number of credits achieved
- E.g. 91% attendance = 56 credits achieved (Maori Boy), 2 students 90% attendance 28 credits achieved each NZ European Boys).

Pastoral Notes

- Percentage of attendance has a big influence over pastoral note entries as often students are simply not at school.
- Lateness is the most significant characteristic identified in pastoral notes. 1 student late on 176 occasions/70% attendance.

Conclusions

- Students who transfer in at Year 10 struggle to engage and consequently are not achieve, and are leaving during Year 11. For 2020 a vertical form class will be established to be the form class of all transitioning students above Year 9.
- 2.6 as an engagement indicator sign posts a highly probable disengagement and unsuccessful outcomes in English, Maths and Science
- For most B Band students with 2.6 or lower engagement scores, participating in a 13F course does not significantly support increased credit/learning outcomes
- Low attendance and frequent lateness are closely linked to disengagement, lower achievement and early leaving of high school.
- Students who start at PHS are more likely to stay at school, even when engagement is low, attendance is an issue and achievement is limited in English, Mathematics and Science.
- Important to review Year 12 students from this group to see if engagement improves and achievement increased when English, Mathematics and Science is not compulsory.

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	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. Fortnightly statistics to Deans highlighting changes in students report averages. 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 Form Teachers encouraged to review engagement reports with students in form time.
PB4L - PRIDE	Consistent approach to behaviour Reduction in disengagement Reduction in reported major and minor incidents	Implemented one of the five pillars of PHS PRIDE. Implemented trial acknowledgment system Reduction in office discipline referrals	Embedding the five pillars of PHS PRIDE into school culture Further implementing the acknowledgement system for positive behaviour.

Planning for next year – 2020

Goal 2 2020

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 12 from Year 11 to track the effectiveness of subject choice and class placement.

Target:

To evaluate effective transition of 30 male Year 11 students into Year 12 courses. Cross reference Year 11 Achievement in English, Mathematics and Science to see what subject's students choose, their engagement and NCEA outcomes in their Year 12. Focus on Boys Education, which would include priority learners

Target Group will become the 30 identified male students who were closest to achieving NCEA level 1 (but did not achieve NCEA Level 1) in 2019

Contributing factors will include behaviour records, attendance and class changes.

Baseline data: This data was gathered by using information from Year 11.

Boys Years 11 Achievement below 80 credits in Level 1 NCEA 2019 Transition into Year 12 2020

Student	Leaving Date	Credits	Total EMS	Total Credits from other subjects	English Course and Credits		Maths Course and Credits		Science Course and Credits	
1		78	28	50	13	24	12	4	12	0
2		78	39	39	13	21	13	10	12	8
3		78	34	44	11	14	11	12	12	8
4		78	36	42	eni13	10	13	10	13	16
5		77	35	42	13	24	12	7	12	4
6		77	29	48	11	11	12	10	11	8
7		76	25	51	11	7	12	10	12	8
8		76	25	51	11E	7	11	10	11	8
9		76	37	39	MED11	16	13	9	12	12
10		73	32	41	13	16	12	4	12	12
11		73	35	38	13	23	11	8	11	4
12		73	31	42	MED11	15	11	4	11	12
13		72	27	45	eni13	12	13	7	13	8
14		72	22	50	11	10	12	4	12	8
15		68	29	39	13	21	12	4	12	4
16		68	41	27	13	19	12	10	11	12
17		67	25	42	ESL11	5	13	4	13	16
18		66	36	30	eni13	10	13	10	13	16
19		65	25	40	eni13	10	13	7	12	8
20		64	14	50	ENI13	10	13	4	12	0
21	17/02/20	64	34	30	13	26	12	4	12	4
22		64	28	36	ENI13	10	13	6	13	12
23		63	32	31	13	24	13	4	13	8
24		62	22	40	13	11	12	7	12	4
25		61	25	36	11F	14	12	7	12	4
26	11/12/2019	60	39	21	13	16	13	7	12	16
27		59	16	43	11	0	11	0	12	16
28	4/12/2019	59	33	26	eni13	10	13	7	13	16
29		58	22	36	11	18	12	0	11	4
30		57	33	24	ENi13	10	13	7	13	16

It will be import to cross reference individual students' English, Mathematics and Science specific course achievement in Year 11 to their subject choice and engagement in Year 12.

Goal 3 - Engagement Goal 2019

Improvement Plan - Domain: Learning Year 11 Engagement Goal	
<p>Strategic Goals: Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs.</p> <p>To improve Boys engagement to accelerate the progress of students performing below expectations.</p> <p>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).</p>	
<p>Annual Goal: To improve student achievement, particularly for Maori, Pasifika and students with special needs by enhanced engagement of Male students through appropriate class placement and learning programmes.</p>	<p>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.</p>
<p>Baseline data: From 2018, 65 Year 10 Mid Band Students were placed in 2019 Level 1.3 English, Mathematics and Science NCEA Courses. This resulted in 90 total placements as a number of students where place two or three time.</p>	

Year 10 Mid Band Subject 1.3 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

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
At least once a term	Real Time reporting	Subject teachers Academic Councillor	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.

		Deans	Information is made available for the Deans who use to support engagement of the student in school.
All Year	School wide PLD through Inquiry Including cultural responsiveness, wellbeing, digital citizenship and within school teacher CoL.	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students
All Year	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 3 Analysis of Variance Report – Year 13 Engagement Goal for 2019.

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 Male students through appropriate class placement and learning programmes.

Annual Target – Engagement Reports

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.

Annual Target:

For students in the target groups;
From 2018, 65 Year 10 Mid Band Students were placed in 2019 Level 1.3 English, Mathematics and Science NCEA Courses. This resulted in 90 total placements as a number of students where place two or three time.

Outcome

This and potential other sources of data was identified and analysed in 2018 and will continue to be identified and analysed in 2019 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 the senior school (2019) and use this to track the progress of the student against predictions.

Year 10 Mid Band Subject 1.3 Placement for 2019												
	English		Maths		Science		Total		English & Maths		English & Science	
Boys	41	21	8				70		9	0	2	3
Girls	7	13	0	3			20		2	0	3	0
Maori Boys	6	1	0	3			10		1	0	0	0
Maori Girls	4	5	0				9		2	0	0	0
Totals	48	34	8	3			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

	English	Maths	Science	English & Maths	English & Science	Maths & Science	English, Maths & Science	Totals	Final Totals
Boys NZ European	12	4	0	2	0	0	2		
Girls NZ European	1	5	1	0	0	2	0		
Maori Boys	1	1	0	1	0	0	0		
Maori Girls	4	2	0	3	0	0	0		
Other Boys	5	3	2	1	0	3	1		
Other Girls	2	0	0	0	0	0	0		
Totals	25	15	3	7	0	5	3	43	15
Totals				14	0	10	9	33	76



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 58		Y10	Y11	NCEA	Y10	Y11	NCEA	Y10	Y11	NCEA

For students in the target groups; From 2018, 65 Year 10 Mid Band Students were identified to be placed in Level 1.3 English, Mathematics and Science NCEA Courses 2019. This resulted in 90 total placements as a number of students where place two or three time.

Actual 2019 numbers reduced to 58 Students and 76 places. Two key reasons for the decrease in numbers was Identified students left Papanui High School or choose not to do 13F course.

The Other category was separated out within the sample group as a number of those students were ESOL.

Engagement Scores – Guide

3 – Focused fully engaged in learning

2 – Mostly engaged – small occasional loss of focus.

1 – Not engaged in learning

Students are assessed on engagement in every subject over a two weekly period.

English Level 13F 23 Students						
STUDENT	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits 13F	NOTES
A	NZ European	M	2.5	2.7	24	
G	NZ European	M	2.9	3	28	
I	NZ European	M	2.9	2.9	26	
K	Filipino	M	3	3	24	
N	NZ European	F	3	2.8	24	
***Q	Filipino	M	3	3	11	ESL YR10
U	NZ European	M	3	3	30	
*V	NZ European	M	2.9	2.1	2	18/07/2019 leaving Exemption
**X	Cook Island Maori	F	3	2.9	2	22/07/2019 – leaving exemption
***Y	Filipino	M	3	3	5	ESL YR10
BB	Maori	F	2.9	2.8	18	
DD	Maori	F	2.3	2.4	19	
II	NZ European	M	2.5	2.6	26	
***JJ	Afghani	M	3	3	4	
LL	NZ European	M	3	3	23	
MM	NZ European	M	2.7	2.9	31	
OO	NZ European	M	2.5	2.7	24	
QQ	Maori	M	2.9	3	21	
TT	NZ European	M	2.9	3	28	
YY	NZ European	M	2.9	2.9	23	
ZZ	English	M	2.8	2.9	24	ESL YR 10 2018
DDD	NZ European	M	2.7	2.8	19	
HHH	Taiwanese	F	3	3	19	

Mathematics Level 13F 15 Students						
15 STUDENTS	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits 13F	NOTES
F	Maori	M	2.6	2.2	4	
H	Chinese	M	2.6	3	14	
J	NZ European	M	2.1	3	20	
M	Maori	M	2.7	2.3	17	
O	NZ European	F	2.9	2.9	17	
S	NZ European	M	3	3	8	ESL YR10
AA	NZ European	M	2.9	3	13	
CC	NZ European	M	2.3	2.5	17	18/07/2019 leaving Exemption
FF	Maori	F	3	3	10	22/07/2019 – leaving exemption
KK	NZ European	M	2.5	2.5	0	ESL YR10
SS	Filipino	F	2.5	2.9	3	
VV	NZ European	F	3	2.7	16	
AAA	NZ European	M	2.9	3	20	
BBB	NZ European	M	2.9	3	4	
CCC	Thai	M	3	2.6	19	

Students in the sample groups and analysed by their choice of one 13F subject in either English, Mathematics or Science, a combination of any two 13F subjects or all three 13F subjects.

English Level 13F 23 Students

English Level 13F												
Students 23	Ethnicity	Gender M = Male F = Female								Totals	M	F
Group	NZ European 13	M 12	F 1	Maori 3	M 1	F 2	Others 7	M 5	F 2	23	18	5
Number of Students												
Average Engagement score Year 10	2.79	2.78	3	2.7	2.9	2.6	2.97	2.96	3	2.84	2.83	2.84
Average Engagement score Year 11	2.81	2.8	3	2.7	2.9	2.6	2.97	2.96	3	2.84	2.85	2.84
Average Level 1 NCEA Credits	23.6	23.6*	24	19.3	21	18.5	11.4	10.5***	13.6**	19.3	19.8	17.64

Commentary – Key Findings

Engagement scores variance between Year 10 and Year 11 for 22 students ranged between 0 and 0.2. Of these 21 students had a score of 2.6 or greater, 1 student Maori male was 2.4 – achieved 19 credits. The average credits achieved was 24 (range was 18 to 31).

The remaining student *(NZ European male) went from 2.9 to 2.1, achieved 2 credits and left school July 2019, this data decreased the overall data.

Overall in terms of credits achieved, all students benefited significantly from the move from Mid Band to an English 31F course. Boys, inclusive of Maori Boys demonstrated an increase in engagement from Year 10 to Year 11, supporting achievement outcomes.

For all groups, engagement was characteristically very high.

In the Other category, achievement should be noted to reflect students who have 'English as a Second Language', achieving lower credit totals, males*** and Females** were both characterised by very high engagement scores.

Mathematics Level 13F 15 Students

Mathematics Level 13F												
Students 15	Ethnicity	Gender M = Male F = Female								Totals	M	F
Group	NZ European 9	M 4	F 5	Maori 3	M 1	F 2	Others 3	M 3	F 0	15	8	7
Number of Students												
Average Engagement score Year 10	2.75	2.75	2.70	2.76	2.6	2.85	2.7	2.7	-	2.74	2.71	2.78
Average Engagement score Year 11	2.84	2.92	2.78	2.50	2.2	2.65	2.83	2.83	-	2.77	2.80	2.74
Average Level 1 NCEA Credits	12.8	16	10.2	10.33	4	13.5	12	12	-	12.14	13.0	11.1

Commentary – Key Findings

Engagement scores variance between Year 10 and Year 11 for 15 students;

- 9 European Males and Females both increasing with Boys achieving comparatively highly, gaining on average 16 credits. Females slightly less engaged and achieved on average 10.2 credits.
- Maori group is very small, with both males and females being less engaged in Year 11. The single males' achievement was 4 credits. The two females averaged 13.5 credits which is higher than that for NZ European Females.
- The 3 Others Boys showed increased engagement from Year 10 to 11 and an average credit return of 12.

Overall in terms of credits achieved, all students bar one achieved good to very good achievement results. More than 20 credits would be seen as a near maximum assessment return in terms of credits achieved. There is evidence for almost all boys that a move from Mid Band to a Maths 31F course has positive results in terms of both engagement and credits achieved.

Science Level 13F 3 Students						
3 STUDENTS	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits 13F	NOTES
T	Chinese	M	3	3	4	ESL YR10
FFF	NZ European	F	2.7	3	8	9/08/2019 Leaver
GGG	Ethiopian	M	3	3	12	ESL YR10

English Inquiry Level 13F 2 Students						
32STUDENTS	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits 13F	NOTES
EE	Maori	M	1.9	3	10	
NN	Maori	M	2.6	2	0	14/08/2020 Leaver

Science Level 13F 3 Students

Science Level 13F												
Students 3	Ethnicity		Gender		M = Male F = Female							
Group	NZ European		M		F		Maori		M		F	
Number of Students	1		0		1		0		0		0	
Average Engagement score Year 10	2.7		-		2.7		-		-		3	
Average Engagement score Year 11	3		-		3		-		-		3	
Average Level 1 NCEA Credits	8		-		8		-		-		8	

Commentary – Key Findings

Very few students have been placed from Mid Band into 13F Science, making the data individually specific.

Engagement scores variance between Year 10 and Year 11 for 3 students;

- 1 European Females increased engagement from Year 10 to 11.
- 2 students with an ESOL background both achieved maximum engagement scores. Although their credit return was limited the students demonstrated a focus on their learning.
- Interestingly no NZ European boys or any Maori students were placed in 13F Science.

English Inquiry Level 13F 3 Students

English Inquiry Level 13F												
Students 2	Ethnicity		Gender		M = Male F = Female							
Group	NZ European		M		F		Maori		M		F	
Number of Students			0		0		2		2		0	
Average Engagement score Year 10	-		-		-		2.25		2.25		-	
Average Engagement score Year 11	-		-		-		2.5		2.5		-	
Average Level 1 NCEA Credits	-		-		-		5		5		-	

Commentary – Key Findings

English Inquiry provides a learning programme for students who find English very challenging.

Two Maori Boys were placed in ENI 13F from their Year 10 Mid Band Class.

- Although both students had a low credit return, both students had increases in their engagement which shows a greater focus on their learning.
- 1 student left before the end of the year.

English 13F and Mathematics Level 13F 7 Students									
15 STUDENTS	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits	Engagement Scores Yr 10	Engagement Scores Yr 11	NCEA Credits	NOTES
P	NZ European	M	3	2.9	21	2.9	2.9	20	
W	Maori	F	2.6	3	24	1.8	2.8	17	
Z	Maori	M	2.5	2	0	2.6	1.0	0	20/08/2019 Leaver
GG	Cook Islands	M	2.6	2.3	16	2.3	2.5	3	
HH	Maori	F	2.1	3	0	2	2.3	0	25/07/2019 Leaver
WW	Maori	F	2.5	1.9	0	2.7	1.5	0	10/09/2019 Leaver
XX	NZ European	M	2.7	2.4	26	2.2	2.9	14	

Mathematics and Science Level 13F 5Students									
5 STUDENTS	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits	Engagement Scores Yr 10	Engagement Scores Yr 11	NCEA Credits	NOTES
C	Filipino	M	3	3	8	3	3	16	
D	NZ European	F	2.3	3	14	2.7	3	8	
E	Samoa	M	2.9	3	14	3	3	12	
PP	NZ European	F	3		0	2.9		0	31/05/2019 Leaver
UU	Thai	M	3	2.9	20	3	3	8	25/07/2019 Leaver

English and Mathematics Level 13F 7 Students

English and Mathematics Level 13F																	
Students 7		Gender M = Male F = Female															
Ethnicity		NZ European 2				Maori 4				Others 1				Totals 7			
Group Number of Students	2M		0F		1M		3F		1M		0F		4M		3F		
	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	Eng	Math	
Average Engagement score Year 10	2.85	2.55	-	-	2.5	2.6	2.4	2.16	2.6	2.3	-	-	2.7	2.50	2.4	2.16	
Average Engagement score Year 11	2.65	2.9	-	-	2	1	2.6	2.2	2.3	2.5	-	-	2.43	2.33	2.6	2.2	
Average Level 1 NCEA Credits	24.5	17	-	-	0	0	8	5.6	16	3	-	-	16.33	9.25	8	5.6	

Commentary – Key Findings

Engagement scores variance between Year 10 and Year 11 for 7 students;

- 3 Students, 2 European Males and 1 Maori Female had very good success over both subjects, achieving very highly with credit attainment and engagement. A fourth student also achieved highly in English, but struggled in Maths, their engagement score increased slightly.
- The three other Maori students, 1 male and 2 females, all had significant decreases in their engagement, did not achieve any credits and all left before the end of the year.

Mathematics and Science Level 13F 5 Students

Mathematics and Science Level 13F																	
Students 5		Gender M = Male F = Female															
Ethnicity		NZ European 2				Maori 0				Others 3				Totals 5			
Group		0M		2F		0M		0F		3M		0F		3M		2F	
Number of Students		Math	Sci	Math	Sci	Math	Sci	Math	Sci	Math	Sci	Math	Sci	Math	Sci	Math	Sci
Average Engagement score Year 10		-	-	2.65	2.95	-	-	-	-	2.96	3	-	-	2.96	3	2.65	2.95
Average Engagement score Year 11		-	-	1.5	1.5	-	-	-	-	2.96	3	-	-	2.96	3	1.5	1.5
Average Level 1 NCEA Credits		-	-	7	6	-	-	-	-	14	12	-	-	14	12	7	6

Engagement scores variance between Year 10 and Year 11 for 5 students;

- 2 Students, both European females had significant decreases in their engagement, achieve a limited number of credits and one of them left halfway during the year.
- The three Other students, all Male had consistently high engagement in both subjects demonstrating a focus on learning, and a moderate to very good credit return. One of the students left partway through the year.

English, Mathematics and Science Level 13F 3Students												
3 STUDENTS	Ethnicity	Gender	Engagement Score Yr 10	Engagement Score Yr 11	NCEA Credits	Engagement Scores Yr 10	Engagement Scores Yr 11	NCEA Credits	Engagement Scores Yr 10	Engagement Scores Yr 11	NCEA Credits	Notes
B	NZ European	M	2.1	2	10	1.7	2	10	2.1	3	8	
R	NZ European	M	2.3	2.6	24	2.5	2.9	4	2.7	2.2	6	
EEE	Samoa	M	3	2.9	25	3	2.9	4	2.7	2.6	12	

English and Science Level 13F 7 Students

No students were placed in an English/Science combination.

English Mathematics and Science Level 13F 3 Students

English, Mathematics and Science Level 13F																						
Students 5		Gender M = Male F = Female																				
Ethnicity		NZ European 2						Maori 0			Others 1				Totals 3							
Group	Number of Students	2M			0F			M			F		1M		F		3M			0F		
		Eng	Math	Sci	Eng	Math	Sci	Eng	Math	Sci	Eng	Math	Sci	Eng	Math	Sci	Eng	Math	Sci	Eng	Math	Sci
Average Engagement score Year 10		2.2	2.1	2.4	-			-			-		3	3	2.7	-		2.46	2.4	2.5	-	
Average Engagement score Year 11		2.3	2.45	2.6	-			-			-		2.9	2.9	2.6	-		2.50	2.6	2.6	-	
Average Level 1 NCEA Credits		17	7	8	-			-			-		25	4	12	-		19.6	6	9.3	-	
Commentary – Key Findings																						
Engagement scores variance between Year 10 and Year 11 for 3 students;																						
<ul style="list-style-type: none">3 Students, 2 European Males and 1 Other Male all improved (bar one for Science) had improved engagement from Year 10 to Year 11. All students had their greatest success in English, with the other two subject having limited to medium credit return.																						

All English Outcomes

English Level 13F												
Students 23	Ethnicity	Gender M = Male F = Female								Totals		
Group	NZ European	M	F	Maori	M	F	Others	M	F	23	M	F
Number of Students	13	12	1	3	1	2	7	5	2		18	5
Average Engagement score Year 10	2.79	2.78	3	2.7	2.9	2.6	2.97	2.96	3	2.84	2.83	2.84
Average Engagement score Year 11	2.81	2.8	3	2.7	2.9	2.6	2.97	2.96	3	2.84	2.85	2.84
Average Level 1 NCEA Credits	23.6	23.6*	24	19.3	21	18.5	11.4	10.5**	13.6***	19.3	19.8	17.64
English Inquiry Level 13F												
Students 2	-	-	-	2	2	-	-	-	-	2	2	-
Average Engagement score Year 10	-	-	-	2.25	2.25	-	-	-	-	2.7	2.7	-
Average Engagement score Year 11	-	-	-	2.5	2.5	-	-	-	-	2.9	3	-
Average Level 1 NCEA Credits	-	-	-	5	5	-	-	-	-	8	8	-
English and Mathematics Level 13F												
Students 7	2	2	-	4	2	2	1	1	-	7	5	2
Average Engagement score Year 10	2.85	2.85	-	2.45	2.5	2.4	2.6	2.6	-	2.61	2.7	2.4
Average Engagement score Year 11	2.65	2.65	-	2.30	2	2.6	2.3	2.3	-	2.47	2.43	2.6
Average Level 1 NCEA Credits	24.5	24.5	-	2	0	8	16	16	-	13.9	16.33	8
English, Mathematics and Science Level 13F												
Students 3	2	2	-	-	-	-	1	1	-	3	3	-
Average Engagement score Year 10	2.2	2.2	-	-	-	-	3	3	-	2.46	2.46	-
Average Engagement score Year 11	2.3	2.3	-	-	-	-	2.9	2.9	-	2.50	2.50	-
Average Level 1 NCEA Credits	17	17	-	-	-	-	25	25	-	19.6	19.6	-
Total All English												
Students 35	17	16	1	9	5	4	9	7	2	35	28	7
Average Engagement score Year 10	2.73	2.72	3	2.48	2.48	2.46	2.93	2.91	3	2.75	2.76	2.71
Average Engagement score Year 11	2.73	2.72	3	2.47	2.38	2.60	2.89	2.86	3	2.75	2.75	2.77
Average Level 1 NCEA Credits	22.9	22.9	24	8.4	6.2	11.5	13.4	13.4	13.6	17.6	18.3	14.9
Commentary – Key Findings												
Engagement scores variance between Year 10 and Year 11 for 35 students;												
<ul style="list-style-type: none"> Overall engagement scores in Year 10 and Year 11 is 2.71 to 2.77 – considered good. Average credit return for all students 17.6 (18.3 males and 14.9 females) Maori Boys were not successful in English, especially if they were in multiple 13F courses. One Maori Boy in Eng13F and no other 13F courses achieved very highly. Overall, boys achieved and were more focussed then girls, inclusive of the low result for Maori boys. The Other category's results are influence by the number of students who come from an ESOL background. 												

All Mathematics Outcomes

Mathematics Level 13F												
Students 15	Ethnicity	Gender M = Male F = Female										
Group Number of Students	NZ European 9	M 4	F 5	Maori 3	M 1	F 2	Others 3	M 3	F 0	Totals 15	M 8	F 7
Average Engagement score Year 10	2.75	2.75	2.70	2.76	2.6	2.85	2.7	2.7	-	2.74	2.71	2.78
Average Engagement score Year 11	2.84	2.92	2.78	2.50	2.2	2.65	2.83	2.83	-	2.77	2.80	2.74
Average Level 1 NCEA Credits	12.8	16	10.2	10.33	4	13.5	12	12	-	12.14	13.0	11.1
English and Mathematics Level 13F												
Students 7	2	2	-	4	2	2	1	1	-	7	4	3
Average Engagement score Year 10	2.55	2.55	-	2/27	2.6	2.16	2.3	2.3	-	2.56	2.50	2.16
Average Engagement score Year 11	2.9	2.9	-	1.90	1	2.2	2.5	2.5	-	2.67	2.33	2.2
Average Level 1 NCEA Credits	17	17	-	4.2	0	5.6	3	3	-	7.69	9.25	5.6
Mathematics and Science Level 13F												
Students 5	2	-	2	-	-	-	3	3	-	5	3	2
Average Engagement score Year 10	2.65	-	2.65	-	-	-	2.96	2.96	-	2.84	2.96	2.65
Average Engagement score Year 11	1.5	-	1.5	-	-	-	2.96	2.96	-	2.34	2.96	1.5
Average Level 1 NCEA Credits	7	-	7	-	-	-	14	14	-	11.2	14	7
English, Mathematics and Science Level 13F												
Students 3	2	2	-	-	-	-	1	1	-	3	3	-
Average Engagement score Year 10	2.1	2.1	-	-	-	-	3	3	-	2.40	2.40	-
Average Engagement score Year 11	2.45	2.45	-	-	-	-	2.9	2.9	-	2.60	2.60	-
Average Level 1 NCEA Credits	7	7	-	-	-	-	4	4	-	6	6	-
Total All Mathematics												
Students 30	15	8	7	7	2	5	8	8	-	30	18	12
Average Engagement score Year 10	2.62	2.54	2.69	2.48	2.60	2.44	2.78	2.78	-	2.63	2.65	2.60
Average Engagement score Year 11	2.62	2.80	2.41	2.16	1.60	2.38	2.86	2.86	-	2.57	2.69	2.40
Average Level 1 NCEA Credits	11.8	14	9.29	6.83	2.0	8.78	10.6	10.6	-	10.3	11.17	9.04

Commentary – Key Findings

Engagement scores variance between Year 10 and Year 11 for 30 students;

- Overall engagement scores in Year 10 and Year 11 is 2.4 to 2.69 – which shows inconsistent engagement.
- Average credit return for all students 10.3 (11.7 males and 9.04 females)
- Overall, European Boys were the most successful, Maori Boys were not successful, finding engagement a challenge and credit return very limited.
- Overall, boys achieved and were more focussed than girls, inclusive of the low result for Maori boys.

All Science Outcomes

Science Level 13F												
Students 3	Ethnicity	Gender M = Male F = Female								Totals		
Group Number of Students	NZ European 1	M 0	F 1	Maori 0	M 0	F 0	Others 2	M 2	F 0	3	M 2	F 1
Average Engagement score Year 10	2.7	-	2.7	-	-	-	3	3	-	2.9	3	2.7
Average Engagement score Year 11	3	-	3	-	-	-	3	3	-	3	3	3
Average Level 1 NCEA Credits	8	-	8	-	-	-	8	8	-	8	8	8
Mathematics and Science Level 13F												
Students 5	2	-	2	-	-	-	3	3	-	5	3	2
Average Engagement score Year 10	2.95	-	2.95	-	-	-	3	3	-	2.98	3	2.95
Average Engagement score Year 11	1.5	-	1.5	-	-	-	3	3	-	2.40	3	1.5
Average Level 1 NCEA Credits	6	-	6	-	-	-	12	12	-	9.6	12	6
English, Mathematics and Science Level 13F												
Students 3	2	2	-	-	-	-	1	1	-	3	3	-
Average Engagement score Year 10	2.4	2.4	-	-	-	-	2.7	2.7	-	2.5	2.5	-
Average Engagement score Year 11	2.6	2.6	-	-	-	-	2.6	2.6	-	2.6	2.6	-
Average Level 1 NCEA Credits	8	8	-	-	-	-	12	12	-	9.3	9.3	-
Total All Science												
Students 11	5	2	3	-	-	-	6	6	-	11	8	3
Average Engagement score Year 10	2.68	2.40	2.87	-	-	-	2.95	2.95	-	2.83	2.81	2.87
Average Engagement score Year 11	2.24	2.60	2.0	-	-	-	1.93	1.93	-	2.62	2.85	2.00
Average Level 1 NCEA Credits	7.2	8	6.67	-	-	-	10.8	10.8	-	9.46	10.86	6.67

Commentary – Key Findings

Engagement scores variance between Year 10 and Year 11 for 11 students;

- Overall engagement scores in Year 10 and Year 11 is 2.0 to 2.87 – which shows inconsistent engagement.
- Average credit return for all students 9.46 (10.86 males and 6.67 females)
- European Boys had limit credit successful and engagement.
- No Maori students studied in 13F science courses.
- Overall, boys achieved and were more focussed then girls, although all results are on the lower end.

Combined English, Mathematics and Science Outcomes

Total all English, Mathematics and Science Level 13F												
Group	English			Mathematics			Science			Grand Total		
Gender M = Male F=Female		M	F	Total	M	F	Total	M	F	Totals	M	F
Students European	17	16	1	15	8	7	5	2	3	37	26	11
Average Engagement score Year 10	2.73	2.72	3	2.62	2.54	2.69	2.68	2.40	2.68	2.68	2.64	2.72
Average Engagement score Year 11	2.73	2.72	3	2.62	2.80	2.41	2.24	2.60	2.24	2.62	2.74	2.42
Average Level 1 NCEA Credits	22.9	22.9	24	11.8	14	9.29	7.2	8	7.2	16.3	19.0	10.1
Students Maori	9	5	4	7	2	5	-	-	-	16	7	9
Average Engagement score Year 10	2.48	2.48	2.46	2.48	2.60	2.44	-	-	-	2.48	2.51	2.45
Average Engagement score Year 11	2.47	2.38	2.60	2.16	1.60	2.38	-	-	-	2.33	2.16	2.48
Average Level 1 NCEA Credits	8.4	6.2	11.5	6.83	2.0	8.78	-	-	-	7.6	5.0	9.99
Students Other	9	7	2	8	8	-	6	6	-	23	21	2
Average Engagement score Year 10	2.93	2.91	3	2.78	2.78	-	2.95	2.95	-	2.88	2.87	3
Average Engagement score Year 11	2.89	2.86	3	2.86	2.86	-	1.93	1.93	-	2.41	2.59	3
Average Level 1 NCEA Credits	13.4	13.4	13.6	10.6	10.6	-	10.8	10.8	-	11.7	11.6	13.6
Students Total	35	28	7	30	18	12	11	8	3	76	54	22
Average Engagement score Year 10	2.72	2.72	2.69	2.63	2.65	2.58	2.83	2.81	2.68	2.69	2.71	2.66
Average Engagement score Year 11	2.70	2.69	2.77	2.58	2.69	2.40	2.62	2.10	2.24	2.56	2.66	2.50
Average Level 1 NCEA Credits	16.8	17.5	13.9	10.3	11.15	9.08	9.16	10.1	7.2	13.1	14.3	10.4

Commentary – Key Findings

The overall analysis was inclusive of 58 individual students being placed in 76 Year 11, 13F courses from the previous year as mid Band students.

Engagement scores variance between Year 10 and Year 11 for all 76 class placements showed the following;

- Overall engagement scores in Year 10 and Year 11 is 2.50 to 2.71 – considered an inconsistent level of engagement.
- On average, overall students were less engaged in Year 10 as compared to Year 11. A significant contributing factor is that some engagement scores in Year 11 were very low, and a number of students left school.
- Average credit return for all students 13.1 (14.3 males and 10.4 females)
- Boys had the greatest overall success both with engagement scores and credit outcomes.
- Overall Maori Boys were on average more successful than all girls.
- The most successful area of achievement was for students who were placed in the single Eng13F category.
- The more combinations of 13F courses a student from Mid Band was placed in, collectively the less positive their learning outcomes.
- Significantly fewer Mid Band students are placed in Science 13F courses – this may reflect that students who participate in 13F courses are less likely to meet the criteria for Level Science courses.

The results of students placed in 31F courses need to be taken in context with engagement and achievement outcomes for all Year 11 students.

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	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. Fortnightly statistics to Deans highlighting changes in students report averages. 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 Form Teachers encouraged to review engagement reports with students in form time.
PB4L - PRIDE	Consistent approach to behaviour Reduction in disengagement Reduction in reported major and minor incidents	Implemented one of the five pillars of PHS PRIDE. Implemented trial acknowledgment system Reduction in office discipline referrals	Embedding the five pillars of PHS PRIDE into school culture Further implementing the acknowledgement system for positive behaviour.

Planning for next year – Goal 3 - Engagement Goal 2020

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.

The lowest 30 Year 10 Boys averaged English, Mathematics and Science engagement scores and their associated curriculum level achievement in 2019 will be analysed to see the correlation of engagement and achievement in Year 11 NCEA English, Mathematics and Science.

(Final 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 Male students through appropriate class placement and learning programmes.

Annual Target:

For students in the target group, the lowest 30 Year 10 Boys averaged English, Mathematics and Science engagement scores, what is the correlation to engagement scores and 2020 NCEA outcomes.

Baseline data:

From 2019; the lowest achieving 30 Year 10 boys average English, Mathematics and Science engagement scores.

Student Number	Gender	Stu Form Class	Average for 2019	% Attendance Year	Ethnicity	ENG	MAT	Sci
18	M	10WrjG	2.88	93	NZ European	A4	T5	H4
1	M	10MdtY	2.87	63	NZ European	T5	T5	T5
15	M	10WrjG	2.87	31	Korean	A3	A4	A3
22	M	10GLPG	2.86	79	Maori	H4	A5	A5
12	M	10RSSB	2.85	65	NZ European	H3	T3	H4
19	M	10FlrB	2.85	93	Maori	A5	A4	A5
25	M	10STTR	2.85	86	NZ European	T4	T4	T4
2	M	10SMMR	2.83	86	NZ European	A4	A4	T5
3	M	10RSSB	2.83	94	NZ European	T4	A4	A4
27	M	10jmk	2.83	91	NZ European	A3	T4	A4
6	M	10SMMR	2.82	78	NZ European	T4	A4	A5
8	M	10TRPG	2.82	73	NZ European	A4	A4	N/A
13	M	10RSSB	2.82	88	NZ European	H3	T4	A4
7	M	10RxeB	2.81	95	South African	T4	A4	T5
16	M	10WrjG	2.81	67	Maori	A3	A4	A4

29	M	10TKKY	2.8	68	Maori	T4	A5	T4
4	M	10SMMR	2.78	85	NZ European	H4	H4	T5
26	M	10RxeB	2.78	97	Maori	A4	A4	T5
28	M	10Onc	2.78	91	Maori	A3	A3	T4
17	M	10TkkY	2.77	26	Australian	N/A	T5	T5
24	M	10STTR	2.77	64	Colombian	A3	T3	T4
9	M	10Onc	2.76	86	Cook Islands	H2	T3	T4
14	M	10WrjG	2.76	70	NZ European	A4	T5	T5
5	M	10STTR	2.74	78	NZ European	T4	H3	T4
21	M	10RXEB	2.74	70	NZ European	A4	T5	A4
11	M	10MDTY	2.7	68	NZ European	T4	T4	T4
20	M	10STTR	2.61	86	Chinese	A1	A2	A3
30	M	10TrpG	2.61	82	NZ European	A4	T4	A4
23	M	10STTR	2.55	91	NZ European	A3	T3	T4
10	M	10TrpG	2.49	84	NZ European	T2	A3	A4

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2019 the school received a total Kiwisport funding of \$36,213.07 (excluding GST). The funding was spent on purchasing and providing sports equipment and resources to accommodate the 40+ sports being provided to students throughout the year. In addition to the equipment and resources purchased the money was put towards sport administration to ensure the work behind the scenes could be completed in a timely manner due to the amount of sports being taken up including the increased amount of tournaments students were attending nationwide also.