

HENDERSON INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1307
Principal:	Wendy Esera
School Address:	70 Lincoln Road, Henderson, Waitakere
School Postal Address:	70 Lincoln Road, Henderson, Auckland, 0610
School Phone:	09 838 8529
School Email:	accounts@hendersonint.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Ron Crawford	Chair Person	Elected	31/05/2019
Wendy Esera	Principal	ex Officio	-
Witeri Williams	Parent Rep	Co-opted	31/05/2019
Julie Owen	Parent Rep	Elected	31/05/2019
James Christie	Parent Rep	Elected	31/05/2019
Lionel Anderson	Parent Rep	Elected	31/05/2019
Pera Adams	Parent Rep	Co-opted	31/05/2019
Nigel Hunt	Parent Rep	Elected	31/05/2019
Oliver Harris	Staff Rep	Elected	31/05/2019

Accountant / Service Provider:	Education Services Ltd
---------------------------------------	------------------------

HENDERSON INTERMEDIATE

Annual Report - For the year ended 31 December 2018

Index

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

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 19	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

Henderson Intermediate

Statement of Responsibility

For the year ended 31 December 2018


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


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


It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.


Full Name of Board Chairperson


Full Name of Principal


Signature of Board Chairperson


Signature of Principal


Date:


Date:

Henderson Intermediate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	5,266,552	4,087,003	4,421,149
Locally Raised Funds	3	430,690	141,450	290,213
Interest Earned		6,072	10,000	9,588
Gain on Sale of Property, Plant and Equipment		145	-	1,501
International Students	4	130,986	160,000	166,814
		<u>5,834,445</u>	<u>4,398,453</u>	<u>4,889,265</u>
Expenses				
Locally Raised Funds	3	325,030	159,100	173,518
International Students	4	57,690	30,000	112,802
Learning Resources	5	3,034,798	2,437,635	2,527,168
Administration	6	299,650	292,750	286,044
Finance Costs		1,931	964	1,842
Property	7	1,635,970	1,247,320	1,582,602
Depreciation	8	237,406	203,382	210,490
Loss on Disposal of Property, Plant and Equipment		-	-	1,479
		<u>5,592,475</u>	<u>4,371,151</u>	<u>4,895,945</u>
Net Surplus / (Deficit)		241,970	27,302	(6,680)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>241,970</u>	<u>27,302</u>	<u>(6,680)</u>

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

Henderson Intermediate**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	1,633,418	1,647,407	1,640,098
Total comprehensive revenue and expense for the year	241,970	27,302	(6,680)
Capital Contributions from the Ministry of Education			
MoE SNUP Contribution	12,271	-	-
Equity at 31 December	1,887,659	1,674,709	1,633,418
Retained Earnings	1,887,659	1,674,709	1,633,418
Equity at 31 December	1,887,659	1,674,709	1,633,418

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

Henderson Intermediate
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	450,593	796,564	304,150
Accounts Receivable	10	262,286	148,506	141,411
GST Receivable		-	27,820	18,577
Prepayments		16,325	14,534	16,196
Inventories	11	595	497	796
Funds owed for Capital Works Projects	18	-	-	15,513
		<u>729,799</u>	<u>987,921</u>	<u>496,643</u>
Current Liabilities				
GST Payable		23,547	-	-
Accounts Payable	13	248,945	206,574	287,391
Revenue Received in Advance	14	71,687	15,560	53,018
Provision for Cyclical Maintenance	15	20,985	9,000	20,791
Finance Lease Liability - Current Portion	16	8,971	9,946	11,252
Funds held in Trust	17	(7,611)	17,076	(6,620)
Funds held for Capital Works Projects	18	244,241	-	-
		<u>610,765</u>	<u>258,156</u>	<u>365,832</u>
Working Capital Surplus/(Deficit)		<u>119,034</u>	<u>729,765</u>	<u>130,811</u>
Non-current Assets				
Property, Plant and Equipment	12	1,892,333	1,060,570	1,599,589
		<u>1,892,333</u>	<u>1,060,570</u>	<u>1,599,589</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	116,675	111,544	92,745
Finance Lease Liability	16	7,033	4,082	4,237
		<u>123,708</u>	<u>115,626</u>	<u>96,982</u>
Net Assets		<u>1,887,659</u>	<u>1,674,709</u>	<u>1,633,418</u>
Equity		<u>1,887,659</u>	<u>1,674,709</u>	<u>1,633,418</u>

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

Henderson Intermediate
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,219,259	1,075,425	960,047
Locally Raised Funds		432,125	141,450	309,630
International Students		150,986	120,000	186,814
Goods and Services Tax (net)		42,124	-	9,243
Payments to Employees		(511,177)	(468,800)	(440,598)
Payments to Suppliers		(861,373)	(423,985)	(732,212)
Cyclical Maintenance Payments in the year		(15,776)	(13,000)	(9,539)
Interest Paid		(1,931)	(964)	(1,842)
Interest Received		6,293	10,000	9,498
Net cash from / (to) the Operating Activities		460,530	440,126	291,041
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	1,501
Purchase of PPE (and Intangibles)		(569,425)	(40,000)	(363,396)
Net cash from / (to) the Investing Activities		(569,425)	(40,000)	(361,895)
Cash flows from Financing Activities				
Finance Lease Payments		(7,185)	(10,379)	(5,215)
Funds Administered on Behalf of Third Parties		2,769	-	(17,700)
Funds Held for Capital Works Projects		259,754	-	(8,898)
Net cash from Financing Activities		255,338	(10,379)	(31,813)
Net increase/(decrease) in cash and cash equivalents		146,443	389,747	(102,667)
Cash and cash equivalents at the beginning of the year	9	304,150	406,817	406,817
Cash and cash equivalents at the end of the year	9	450,593	796,564	304,150

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

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

Henderson Intermediate

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Henderson Intermediate (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	20 years
Building Improvements	10 - 20 years
Furniture and Equipment	5 - 20 years
Information & Communication Technology	4 - 15 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets are depreciated over the life of the lease.	

1) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements***Short-term employee entitlements***

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to 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.

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	998,592	854,380	834,476
Teachers' salaries grants	2,710,940	2,056,135	2,165,861
Use of Land and Buildings grants	1,321,595	958,489	1,298,645
Resource teachers learning and behaviour grants	1,340	2,000	1,565
Secondary tertiary alignment resource grants	14,387	13,614	-
Other MoE Grants	219,278	202,385	120,386
Other government grants	420	-	216
	<u>5,266,552</u>	<u>4,087,003</u>	<u>4,421,149</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	68,226	5,000	12,306
Activities	187,128	44,150	162,158
Trading	166,207	89,000	107,866
Fundraising	8,226	3,300	7,883
Other Revenue	903	-	-
	<u>430,690</u>	<u>141,450</u>	<u>290,213</u>
Expenses			
Activities	161,249	47,100	59,837
Trading	146,053	92,000	111,125
Fundraising costs	17,728	20,000	2,556
	<u>325,030</u>	<u>159,100</u>	<u>173,518</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>105,660</u>	<u>(17,650)</u>	<u>116,695</u>

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	7	5	8
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	130,986	160,000	166,814
Expenses			
Advertising	1,759	5,000	21,179
Commissions	2,760	5,000	2,993
International student levy	606	-	523
Other Expenses	52,565	20,000	88,107
	<u>57,690</u>	<u>30,000</u>	<u>112,802</u>
<i>Surplus for the year International Students'</i>	<u>73,296</u>	<u>130,000</u>	<u>54,012</u>

5. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	78,556	80,700	64,274
Library resources	2,809	5,000	1,381
Employee benefits - salaries	2,893,653	2,272,435	2,403,240
Staff development	20,194	35,000	21,247
Minor Equipment/R&M	39,586	44,500	37,026
	<u>3,034,798</u>	<u>2,437,635</u>	<u>2,527,168</u>

6. Administration

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	7,410	6,900	6,840
Board of Trustees Fees	5,095	5,750	4,595
Board of Trustees Expenses	17,205	16,000	11,368
Communication	12,311	13,900	11,240
Consumables	50,605	36,000	50,874
Operating Lease	430	-	1,599
Legal Fees	-	-	280
Other	23,556	35,200	24,784
Employee Benefits - Salaries	157,977	159,000	150,745
Insurance	9,101	4,000	7,754
Service Providers, Contractors and Consultancy	15,960	16,000	15,965
	<u>299,650</u>	<u>292,750</u>	<u>286,044</u>

7. Property

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	68,258	65,000	70,244
Cyclical Maintenance Expense	40,466	26,231	32,222
Grounds	12,640	20,000	8,435
Heat, Light and Water	41,570	48,000	43,340
Rates	87	100	83
Repairs and Maintenance	57,116	36,000	38,296
Use of Land and Buildings	1,321,595	958,489	1,298,645
Security	5,647	5,000	6,088
Employee Benefits - Salaries	83,416	83,500	71,134
Contractors & Consultants	5,175	5,000	14,115
	<u>1,635,970</u>	<u>1,247,320</u>	<u>1,582,602</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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	39,833	38,319	39,658
Building Improvements	45,829	41,866	43,329
Furniture and Equipment	43,327	32,927	34,078
Information and Communication Technology	82,084	69,134	71,550
Leased Assets	14,987	10,235	10,593
Library Resources	11,346	10,901	11,282
	<u>237,406</u>	<u>203,382</u>	<u>210,490</u>

9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	210	-	210
Bank Current Account	447,528	643,988	95,718
Bank Call Account	2,855	2,576	2,737
Short-term Bank Deposits	-	150,000	205,485
Cash equivalents for Cash Flow Statement	450,593	796,564	304,150

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

Of the \$450,593 Cash and Cash Equivalents, \$244,241 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	1,897	15,039	4,663
Receivables from the Ministry of Education	85,990	31,840	-
Interest Receivable	-	131	221
Teacher Salaries Grant Receivable	174,399	101,496	136,527
	262,286	148,506	141,411
Receivables from Exchange Transactions	1,897	15,170	4,884
Receivables from Non-Exchange Transactions	260,389	133,336	136,527
	262,286	148,506	141,411

11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	44	-	-
Uniforms	180	-	424
Canteen	371	497	372
	595	497	796

12. Property, Plant and Equipment

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	495,467	41,977	-	-	(39,833)	497,611
Building Improvements	516,999	257,615	-	-	(45,829)	728,785
Furniture and Equipment	336,509	134,932	-	-	(43,327)	428,114
Information and Communication Technology	215,474	75,548	-	-	(82,084)	208,938
Leased Assets	13,753	16,301	(672)	-	(14,987)	14,395
Library Resources	21,387	4,449	-	-	(11,346)	14,490
Balance at 31 December 2018	1,599,589	530,822	(672)	-	(237,406)	1,892,333

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	835,128	(337,517)	497,611
Building Improvements	1,145,701	(416,916)	728,785
Furniture and Equipment	1,163,249	(735,135)	428,114
Information and Communication Technology	528,748	(319,810)	208,938
Motor Vehicles	10,676	(10,676)	-
Leased Assets	47,022	(32,627)	14,395
Library Resources	96,548	(82,058)	14,490
Balance at 31 December 2018	3,827,072	(1,934,739)	1,892,333

2017	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	535,124	-	-	-	(39,658)	495,466
Building Improvements	500,344	59,984	-	-	(43,329)	516,999
Furniture and Equipment	92,971	277,830	(214)	-	(34,078)	336,509
Information and Communication Technology	210,203	78,087	(1,265)	-	(71,550)	215,475
Leased Assets	23,016	1,330	-	-	(10,593)	13,753
Library Resources	28,350	4,319	-	-	(11,282)	21,387
Balance at 31 December 2017	1,390,008	421,550	(1,479)	-	(210,490)	1,599,589

2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	793,151	(297,685)	495,466
Building Improvements	888,086	(371,087)	516,999
Furniture and Equipment	1,028,317	(691,808)	336,509
Information and Communication Technology	453,200	(237,725)	215,475
Motor Vehicles	10,676	(10,676)	-
Leased Assets	32,052	(18,299)	13,753
Library Resources	92,099	(70,712)	21,387
Balance at 31 December 2017	3,297,581	(1,697,992)	1,599,589

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors			
Accruals	26,908	61,778	26,031
Capital accruals for PPE items	5,250	6,740	5,000
Employee Entitlements - salaries	4,336	-	82,237
Employee Entitlements - leave accrual	174,399	101,496	136,527
	38,052	36,560	37,596
	<u>248,945</u>	<u>206,574</u>	<u>287,391</u>
Payables for Exchange Transactions	248,945	206,574	287,391
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>248,945</u>	<u>206,574</u>	<u>287,391</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income in Advance			
Foreign Fee Paying Students	31,687	15,560	33,018
	40,000	-	20,000
	<u>71,687</u>	<u>15,560</u>	<u>53,018</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year			
Increase to the Provision During the Year	113,536	94,313	91,082
Use of the Provision During the Year	40,466	26,231	32,222
	(16,342)	-	(9,768)
Provision at the End of the Year	<u>137,660</u>	<u>120,544</u>	<u>113,536</u>
Cyclical Maintenance - Current	20,985	9,000	20,791
Cyclical Maintenance - Term	116,675	111,544	92,745
	<u>137,660</u>	<u>120,544</u>	<u>113,536</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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	8,971	9,946	11,252
Later than One Year and no Later than Five Years	7,033	4,082	4,237
	<u>16,004</u>	<u>14,028</u>	<u>15,489</u>

17. Funds held in Trust

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$ (7,611)	\$ 17,076	\$ (6,620)
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>(7,611)</u>	<u>17,076</u>	<u>(6,620)</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Held (Owed) for Capital Works Projects

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
ILE Project		\$	\$	\$		\$
Blocks 1,2,10,AncillaryA Boiler,Roofing&Flashing	<i>completed</i>	(15,513)	-	(15,513)	-	-
	<i>in progress</i>	-	250,000	5,759	-	244,241
Totals		<u>(15,513)</u>	<u>250,000</u>	<u>(9,754)</u>	<u>-</u>	<u>244,241</u>
Represented by:						
Funds Held on Behalf of the Ministry of Education						244,241
Funds Due from the Ministry of Education						-
						<u>244,241</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
Block 7-10 Upgrade		\$	\$	\$		\$
ILE Project	<i>completed</i>	(6,615)	-	(6,615)	-	-
	<i>in progress</i>	-	-	15,513	-	(15,513)
Totals		<u>(6,615)</u>	<u>-</u>	<u>8,898</u>	<u>-</u>	<u>(15,513)</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, Deputy Principals and Heads of Departments.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration		
Full-time equivalent members	5,095	4,595
	0.18	0.37
<i>Leadership Team</i>		
Remuneration		
Full-time equivalent members	378,799	345,463
	3.00	3.00
Total key management personnel remuneration		
Total full-time equivalent personnel	383,894	350,058
	3.18	3.37

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	2	-
	2.00	0.00

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:

	2018 Actual	2017 Actual
Total	-	\$17,079
Number of People	-	1

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2018 Actual \$	2017 Actual \$
-	110
-	-
-	-
-	110

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	450,593	796,564	304,150
Receivables	262,286	148,506	141,411
Investments - Term Deposits	-	-	-
Total Loans and Receivables	712,879	945,070	445,561

Financial liabilities measured at amortised cost

Payables	248,945	206,574	287,391
Borrowings - Loans	-	-	-
Finance Leases	16,004	14,028	15,489
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	264,949	220,602	302,880

26. Events After Balance Date

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

27. Comparatives

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

Independent Auditor's Report

To the readers of Henderson Intermediate's Financial statements For the year ended 31 December 2018

The Auditor-General is the auditor of Henderson Intermediate (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2019. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board 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 includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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 Henderson Intermediate.



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



Henderson Intermediate School

Charter 2019

CONTENTS

Vision Statement

Mission Statement

School Beliefs and Values

Strategic Goals 2019 - 2021

Annual Plan 2019

- 2018 National Standards NAG2 (b) Report
 - Areas of Strength
 - Areas for Improvement (2019 Targets)
 - Basis for identifying areas for improvement
 - Planned actions for lifting achievement
 - Progress Statement based on 2018 data
 - Analysis of Variance
- Pacific Islands Action Plan
- Maori Action Plan
- Curriculum Plan 2019
- 2019 Budget



VISION STATEMENT

Henderson Intermediate.....where students flourish and grow into confident, connected, actively involved, life-long learners!

MISSION STATEMENT

To provide a variety of learning experiences which prepare students for secondary school and beyond, recognising the individual needs of children and their learning, as our first priority.



Henderson Intermediate

Core Culture

Henderson Intermediate School - Where students flourish and grow!

Students at Henderson Intermediate School will become confident, connected, actively involved life-long learners.

At the centre of the Henderson Intermediate School Learning Community there is a set of **values, shared beliefs** (that incorporate the NZ Curriculum Principles) and **shared understandings** which constitute our schools Core Culture.

We believe our students....

- Are our priority and deserve the best
- Come with their own identity and knowledge which will be valued
- Will strive for academic, social, cultural and sporting excellence
- Will receive high quality teaching through a range of opportunities
- Will take responsibility for themselves, their learning, their behaviour and their environment
- Will be resilient
- Will develop positive relationships with peers, all staff and the wider community
- Will respect and value the cultures of others

We believe our Board....

- Support our staff, students and whānau
- Is open, approachable and visible
- Has a vision for the future of HIS and communicates it clearly to all stakeholders
- Actively seeks opportunities to develop and enhance our school
- Is the ears and voice of the community
- Effectively govern Henderson Intermediate

We believe our whānau....

- Always want what is best for their tamariki
- Are welcome and supported partners
- Expect ongoing, accurate communication of their child's progress
- Are able to advocate for their child
- Will take an active interest and support their children's learning
- Are a source of knowledge and expertise

We believe our colleagues....

- Understand the importance of effective communication
- Act in a professional, positive and supportive manner
- Expect their students to achieve academic, social, cultural and sporting excellence
- Involve themselves in co-curricular activities
- Care about and create a safe environment for our students and whānau
- Ensure planning is responsive to the needs of students
- Are life-long learners with our students and whānau
- Are supportive and collaborative
- Encourage whānau to take an active interest and support their children's learning

Our Shared Beliefs

Our School Values

RESPECTFUL – ka whakakoha

RESPONSIBLE – ka rangatira

PREPARED – ka whiwhita

PROUD – ka whakatama

Reviewed February 2018

STRATEGIC GOALS

2019 - 2021

Strategic Goal 1

Engagement with families and whānau is maximised to ensure successful learning outcomes for all students. Communication is regular and input from families is sought and is valued. Teachers empower families and whānau, to work closely with their children supporting their child's learning. (Waitākere COL)

Strategic Goal 2

Teachers are: reflective of their teaching, culturally responsive relationship based teachers (Waitākere COL), deliver the curriculum through inquiry learning in English, Samoan and Māori Medium, using digital devices to enhance student engagement, growing self-regulated learners. Successful student agency is evident across the School.

Strategic Goal 3

School Leaders ensure teachers understand and use assessment data to determine student next learning steps. There is acceleration of achievement for every student. (ERO 2018) Transitions between Schools enable feedback from assessment data to determine schoolwide strengths and areas for learning focus.(Waitākere COL)

Strategic Goal 4

The Board of Trustees sets targets, policies, manages finance and property, within set budgets to enhance student achievement. Staff and Board are encouraged and supported to undertake appropriate professional development.

Strategic Goals for Finance, Property, Health and Safety

2019

- To purchase Chromebooks to enable an increased number of students the ability to access online learning.
- To complete the School Hall Roof.
- To replace areas of roof needing replacing.

2020

- To ensure all students at Henderson Intermediate School have a Chromebook for learning.
- To plan and design the upgrade to Rooms 7-10

2021

- To develop a plan for upgrading the School Hall.



NATIONAL STANDARDS ANNUAL REPORT 2018

NAG2A (b)(i) Areas of Strength

National Standard subjects: Reading, Writing and Mathematics.

The real progress in achievement that we can compare is between Year 7 and Year 8, as this is the group we have had over two years.

It is pleasing to see that in **Reading Year 8s 69%** are at or above the Standard compared to 55% of this cohort last year.

In **Writing, 65%** of Year 8s are where they should be compared to 50% of this group last year.

In **Maths, 62%** of Year 8s are where they should be compared to 49% of this same student group last year.

Female students continue to be our highest achieving group both in Reading and Writing with **Boys being the highest achieving group in Mathematics.**

AREAS FOR IMPROVEMENT Planned actions for lifting achievement

- That all students will make “at least the expected average value added shift in their Scaled Score in Mathematics and Reading Comprehension” in the NZCER PAT Tests. These tests will be administered in Week 5 Term 1 and Week 5 Term 4.
- That at least 75% of Year 8 students will be achieving At or Above Level 4 of the New Zealand Curriculum in Reading, Writing and Mathematics by December 2019.
- That all classroom teachers will have/receive communication with/from every parent in their homeroom at least once every 2 weeks each term. (Engagement)

The 2019 Annual Plan outlines what the School will do to lift achievement for all students at Henderson Intermediate School.

NATIONAL STANDARDS

NAG2A (b) (iv)

PROGRESS STATEMENT BASED ON 2018 DATA

National Standards - WHOLE SCHOOL

Reading % of Students at or above NZC expectation		
Group	Year 7	Year 8
All	65%	69% (55%)
Māori	63%	67%
Pasifika	67%	58%
Female	73%	73%
Male	60%	66%

Writing % of Students at or above THE STANDARDS		
Group	Year 7	Year 8
All	57%	65% (50%)
Māori	55%	61%
Pasifika	55%	62%
Female	63%	75%
Male	52%	56%

Mathematics % of Students at or above NZC expectation		
Group	Year 7	Year 8
All	56%	62% (49%)
Māori	55%	53%
Pasifika	52%	48%
Female	53%	61%
Male	59%	63%

Progress can be best seen when we compare Year 7 data in 2017 to Year 8 data as at the end of 2018.

Reading - A shift from 55% to 69% shows an improvement of 14%. The Year 8 student cohort is overall achieving better than the Year 7s. The only group where this is not the case is the Year 8 Pasifika students who are not having as much success as the Year 7s. The Pasifika students are the lowest achievers in Reading. Female students are the most successful students in Reading. Male students are not achieving as well as female students.

Writing - From 50% to 65% shows a shift of 15%. It is worth noting that in Writing, every Year 8 student group is having greater success than the Year 7s.

Female students are well ahead of all other student groups, with 75% Female Year 8s achieving where they should be. Male students are the lowest achievers. It is pleasing to see that both Maori and Pasifika are close to the overall whole school percentage.

Mathematics - A shift from 49% to 62% is a shift of 13% in this learning area. This is pleasing. Concerning is that in the Maths area both Year 8 Maori and Pasifika are lower than their Year 7 cohort. Male students are slightly higher than any other group. Female students are close behind.

It needs to be noted that in almost every student group, in Reading, Writing and Maths, the Year 8 students are having more success in their learning than the Year 7s.

The School has continued to closely monitor Target Students identified in every classroom. Progress of these students is positive. Teachers are planning fully for every student who they have identified as a Target student.

KIWISPORT FUNDING 2018

In 2018 this funding provided through the annual Kiwisport Funding, was used to purchase new Soccer Goals for the field.

These are heavily utilised by students both during break times and during training for Zone Days.

In addition to this it supported:

- Sports Camp – Bus to transport students, additional staff to supervise and support.
- Netball Uniforms – To allow an additional 40 students to participate in the Wednesday Comp
- Rugby Uniforms – to allow two additional teams to participate in zone days in full uniform.
- Re-establishing a School Water Polo team – helped us to purchase playing caps



ANALYSIS OF VARIANCE REPORT 2018

A number of factors have had an impact on overall school achievement in 2018.

The Education Review Office visited the School in March. This was a hugely successful review for the School. This affirmed the direction that the School was going in and also gave good feedback around the huge shift that there has been over the last three years in student achievement overall. It was particularly exciting for them to be able to share our big shift in Maori engagement and achievement. They recognised that there had been a big change in the culture of the school and the focus of the School has become “all about the students”.

This year has seen a real embedding of the inquiry learning model across the school. This is still in the stages of us making changes as we go, to ensure that student achievement remains our focus. In some classes, teachers that are more confident to use the inquiry model, their reading, writing and maths has been successfully integrated with the inquiry unit. For other teachers, this has not been as successful. We have identified teachers needing extra support to ensure that their students are having the same learning success. This support will continue in 2019.

This year, four teachers used the DMIK Maths programme. By the start of Term 4, data was gathered and compared to see if the achievement of students using this model was more successful or not. There was no real difference at all in the end of year data. In 2019 teachers will use the DMIK Model on a Friday only and the rest of the time they will continue with the programme that gives a more, instructional approach to cover all strands and work at student ability levels. Staff have felt that feedback from the local colleges would indicate that a more in depth focus on all strands is needed.

With changes to planning taking place in Food Technology, the data from this area has been very exciting this year. Progress made by Year 8s, comparing them to their data as Year 7s, is very clear to see. The Specialist area will in 2019 add an extra programme with digital technology. This will see students enjoying a lot of different sorts of learning.

The COL Writing Tool has been used across the School as has a new approach shared through the COL, for the teaching of Reading. The Reading has been hugely successful in the School and this will certainly direct our teaching of Reading in the future. It makes huge sense to be focussing each term only on 3 Reading Strategies at a time. Children can become confident, become masters in using strategies to support them with reading.

The new Writing Tool has given students a lot more ownership of their Writing and they are now more confident to not only assess their own levels of achievement but to also identify their next learning steps. This will continue to be streamlined in 2019.

This year in Science, the specialist teacher tried a new approach and made this programme more inquiry based. This did not prove to be as successful as the more structured Science programme that was used previously. In Term 3 the teacher therefore made the decision to go back to what had been done previously as she felt that learning outcomes were better for students. It was however she felt, a good thing to try. This has had an impact on the overall school achievement data in Science, with this not being as good as we had hoped.

With the Music Specialist Teacher away on Maternity Leave, one of the classroom teachers went into this room and every student got to learn how to play the ukulele. The music coming out of this room every day has been fantastic! This has been most successful for our students.

The Teaching Team has had professional learning around Written Feedback, Teaching as Inquiry and Meeting the needs of Pasifika Learners. Written Feedback has been an area of progress and still a work in progress for some teachers. Team Leaders are monitoring and supporting staff with this. Where teachers are successfully providing written feedback, students are acknowledging this as being of value to them in their learning.

Teaching as Inquiry has been around the new Standards for the NZ Teachers Council. This has been a huge amount of work for staff and in 2019, we will be looking at making some changes to the current model we are using. Teachers however, are becoming aware of and more confident to ask questions about the success of their teaching. Review of teaching by teachers, TAI, has become a lot more deliberate, a lot more about teachers really unpacking what has been going well in their teaching and what they still need to be developing further. This has taken up a lot of teacher time with many after school meetings in order to get this right.

Through the Ministry of Education, we have worked with a Student Achievement Function Leader around meeting the needs of Pasifika Learners. Through this work the Teaching Team has put together a revised Quality Teachers Characteristics for our School. This work has been very useful. In 2019 staff will continue this work with growing their understanding of the Tapasa document.

Target students have continued to be closely monitored at the end of each term. Data showing progress is shared with staff.

Curriculum Reviews have taken on a different shape. This is now done by the whole staff together in a set Staff Meeting at the end of each term. This is now being used more effectively as a review tool to change delivery of learning when student success has not been what was anticipated.

The Whanua Hui each term have been very successful hui where data on achievement has been shared, and there has been wonderful whanau engagement. The School Kapa Haka has again been involved at a Regional Level with this.

The Pacific Celebrations evenings have not been as successful this year. Numbers have fallen and the challenge now is, to really focus on engaging with these families more effectively in 2019.

Curriculum Meetings were held in Term One. This was a lot more positive and more successful this year as staff changed the model for doing this. The Hall was set up with various STATIONS. At each one there was a teacher or group of teachers, that demonstrated use of chromebooks, Reading Strategies, Writing and Maths Strategies for supporting children with their learning at home. The parent engagement with this was excellent. This will be the model we use again in 2019 for this sort of meeting.

This year the School has completed a significant amount of Board Funded, Board managed, work around the School. Rooms 28 and 29, owned by the Board, had a complete upgrade to make way for roll growth that was unexpected. These two classes had previously been for storage only. The Board also turned what was a junk area, not used for many years, into a meeting room which has been fantastic and used almost every day for various groups. ie School Leaders, Sports Leaders, Council, ICT Leaders, Enviro

Leaders, Korean Class etc. This has been a real bonus. An area between the Science and Woodwork Room was repainted, carpeted and has also become an extra teaching space. What was once our Woodwork Room is now a magnificent Whare! This is an incredible new space for classes to use. The School is now using every single bit of space that it has. The front and back gates now have a security arm system to help with parking. These two are a great addition to the School. The gardens at the back of the School have had an upgrade and are now a very attractive area. Students are making use of the gardens for growing things that can be used in Food Technology. Concrete areas around the School have been repaired. The area where the Caretaker shed is has been given a big clean up. Trees needing to be trimmed and cut down have also been tidied up. The mulch then has been used in the School gardens. The amount of property work that the Board has completed this year has been incredible!

Looking to 2019 we will be including in our Annual Plan many things that are in fact in our COL Annual Plan. The big 4 areas of focus in the COL are Careers, Transitions, Academic Confidence and Engagement. Our School has objectives that fit under all of these areas.

ANNUAL PLAN 2019

This Annual Plan outlines how Henderson Intermediate School, Staff and Board will achieve the **Strategic Goals** as outlined in the **2019 Charter**.

Together with this Annual Plan, the 2019 Curriculum Annual Plan supports high expectations for all students, acknowledges the Treaty of Waitangi, reflects the cultural diversity of NZ, is inclusive of all students, encourages students to be reflective learners, connects with whānau and the Henderson Community, provides a broad education and teaches students to look to the future and the issues that lie ahead of them.

The **Waitākere Community of Learners** is reflected in this Annual Plan. **Waitākere COL_** to raise achievement levels of Māori and PI students in Reading, Writing and Mathematics, in the NZCF Level 4, and to improve the attendance of Māori students.

These targets will be met through: Use of culturally responsive pedagogies, collaborative inquiry across the schools in the Community of Learners, improved student attendance and transition between Schools.

Attachments, Resources and other 2019 documentation included in this Annual Plan are:

1. School Targets
2. Budget
3. Staff Professional Development Plan
4. Māori Action Plan
5. Pasifika Action Plan
6. Curriculum Plan.

STRATEGIC GOAL 1

Engagement with families and whānau is maximised to ensure successful learning outcomes for all students. Communication is regular and input from families is sought and valued. Teachers empower families and whānau, to work closely with their children supporting their child's learning.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To GROW LEARNING PARTNERSHIPS with parents and whanau.	Term 1 – meet the teacher evening and also at the end of Term 1, Goal setting meetings with teachers. Term 2 – formal report home followed by parent meeting to discuss in Week 1 of Term 3. Provide a range of effective communication methods to meet diverse needs of our parents. Reporting and sharing information with parents regularly and throughout the year. Providing ongoing support to parents about how they can support their children in their learning.
To survey parents (Collect whānau voices) in Term 1 and 4 in order to seek feedback from whānau about success of their child in learning programmes.	Collect whānau voice Term 1 – Transition, settled etc. Collect whānau voice Term 4 – satisfaction, Y8s.
To ensure that classroom teachers contact whānau regularly Emails and fortnightly newsletters sent to whānau from the principal.	Parents contacted regularly email or other means. Principal emails through Group, fortnightly.
That teachers will using the Tapasā Resource, develop more effective ways of engaging with Pacific Families and raising achievement for PI students.	Through staff professional development time set aside, staff will work through the Tapasā Resource. Teachers will focus on and set goals around suggested strategies for lifting achievement of students. Teachers making deliberate contact with families on a regular basis. Reviewing and reporting progress of students. Grow the Samoan Bilingual to 3 classes. Establish a PACIFIC ISLAND students classroom for Pacific students, other than Samoan.

STRATEGIC GOAL 2

Teachers are reflective of their teaching, culturally responsive relationship based teachers (Waitākere COL), delivering the curriculum through inquiry learning in English, Samoan and Māori Medium, using digital devices to enhance student engagement, growing self-regulated learners. Successful student agency is evident across the School.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To build teacher capabilities to be able to gather, analyse and use information to support progress in the NZCF and Te Marautanaga.	<p>End of term reflections completed.</p> <p>Team Leaders provide regular written feedback, following classroom observations.</p> <p>Multiple forms of data gathered, both soft data and hard data, to inform teaching and next learning steps.</p> <p>Grow and develop the aromatawai and assessment tools, processes and literacy that are integral to inquiry and evaluation.</p> <p>Utilise data-literate teachers in HIS to grow and develop other teacher's capability.</p>
That teachers engage with their students positively and deliberately at the start of each day, to grow their relationship with their students.	<p>Student and teacher relationships are positive.</p> <p>Student survey provides evidence of positive relationships.</p> <p>Students feeling good about being at School.</p> <p>Students feeling that they are in control of their learning.</p>
To see all teachers confidently using the school inquiry learning model to deliver learning programmes, resulting in increased student agency.	<p>Students engaged in exciting inquiry learning.</p> <p>Students confidently asking their own questions.</p> <p>Students locating information and sharing information with others.</p> <p>Students enjoying learning.</p>
Through the use of IT skilled staff, all teachers will use digital technologies to maximise the engagement of their students resulting in raised achievement.	<p>All students confident to access information that they need for their learning through using various digital technologies.</p> <p>Greater engagement and interest in learning shown by students.</p>
Through successful programme delivery, students will increase their capability to become self-regulating learners, setting learning goals and self-assessing.	<p>Students able to articulate their own achievement and are able to express their next learning steps.</p> <p>Students set their own learning goals and plan ways to meet these goals.</p> <p>Students reflecting on their learning and being able to articulate their next learning steps.</p> <p>Students recognising their areas of ability.</p>

<p>To see all homeroom teachers using see-saw to report to parents about student achievement regularly in all learning areas, capturing rich learning.</p>	<p>Established a team of teachers and students to monitor the use of see-saw across the school. To see IT Leaders managing the ipad in their classes, to record student work. Reporting to parents becomes more relevant, more “ in-time” and effective.</p>
<p>That teachers develop with student, rubrics to monitor and self assess the Key Competencies through different learning contexts.</p>	<p>Classroom teachers planning around the Inquiry Units together in staff meetings possible performance indicators for the KC that is the focus in that Unit. In class students brainstorming together, possible indicators, things they would be showing/doing/using, that would indicate they are able to competently use that particular KC. Student self assessing and self monitoring, peer review, teacher review.</p>
<p>That classroom teachers effectively use the 12 Reading Strategies to lift the achievement of students in Reading.</p>	<p>Each term 3 strategies will be taught and assessed. Students able to gain mastery of strategies. Reading levels in classes, improving. Students making the expected or better, increase shift through the PAT Scaled Score.</p>

STRATEGIC GOAL 3

School Leaders ensure teachers understand and use assessment data for determining student next learning steps. There is acceleration of achievement for every student.(ERO 2018) Transition between schools involves the use of data to provide feedback that enables Schools to identify areas for future target. (Waitākere COL)

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<p>That School Leaders coach teachers in how to interpret achievement data and to plan to meet the individual learning needs of their students, in particular Target Students.</p>	<p>After School PLD provided for teachers around use of achievement data. Teachers confidently interpreting and monitoring data. Teachers understanding what acceleration in achievement looks like. Leaders help teachers plan ways to lift student achievement, particularly the Target students.</p>
<p>To ensure teachers identify the various different student groups within their class and that they identify students at risk.</p>	<p>Teachers know what achievement of the different student groups in their class looks like. ie. Māori, Samoan, Fijian, Asian etc Planned actions to raise achievement.</p>
<p>To improve transition between Schools resulting in more seamless movement for students between schools.</p>	<p>HIS staff gather Y7 and Y9 PAT data. Visit the Contributing Schools and Colleges to gather and provide feedback about areas of strength and areas needing attention. Identify the trends that the data shows. Provide a reliever in Term 4 to go into classes to cover while homeroom teachers come out and talk 1-1 with College Y9 Dean about students going to the College. And provide a reliever to cover in classes at the Contributing Schools so that the Y6 teacher can talk with our DP 1-1 about children coming to HIS.</p>
<p>To grow teacher capability in the delivery of Maths and Literacy programmes.</p>	<p>Two staff meetings provided for Maths and two for Literacy each term. C OL Lead Teachers provide in depth support around programme delivery. (Reading, Writing, Maths) Teachers gaining confidence through sharing of good practice. Student assessment data showing raised student achievement schoolwide.</p>

STRATEGIC GOAL 4

The Board of Trustees sets targets, policies, manages finance and property, within set budgets to enhance student achievement. Staff and Board are encouraged and supported to undertake appropriate professional development.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<p>To set Annual Student Achievement Targets based on 2018 student achievement data.</p> <p>That all Board Policies are reviewed annually and reflect any current NZ legislation.</p> <p>To provide the 2019 budget that will enable the School to achieve what it sets out to achieve.</p> <p>To complete the re- roof of the Hall in order to have the hall meet health and safety regulations.</p> <p>To ensure that the School meets the new Workplace Health and Safety Legislation.</p>	<p>Targets set by the start of the 2019 School year. Board understanding of achievement data. Regular monitoring of student achievement throughout the year.</p> <p>Board Schedule for 2019 is provided. Policies are reviewed according to the annual schedule.</p> <p>Monthly Financial Statements ensure that the Board is kept up to date with the Schools' financial position. Income and expenditure is monitored monthly.</p> <p>New Hall Roof completed by the end of Term 1.</p> <p>Planned meetings take place led by the WHS Officer. RAMS are provided at the start of every term. OSH Hazards are identified and addressed, each term.</p>

Henderson Intermediate School

PACIFIC ISLANDS - ACTION PLAN

2019

The HIS staff and Board are committed to raising the achievement of Pasifika students. This Action Plan documents what we will do in 2019 in order to *accelerate success* for Pacific Island Students.

These things are part of every Pasifika Annual plan:

- End of term Pasifika Celebrations Night hosted by the two Pasifika Student Leaders.
- Pacific Islands National Language Weeks celebrated.
- Morning notices a Pasifika comment etc is added
- Emails from the Principal to families, that includes PI language.

<u>Objectives</u> (What we need to do.)	<u>Strategies</u> (What will we do, how will we do it, who will do it when?)	<u>Achieved</u>
<p>1. <u>Culturally Responsive Partnerships.</u></p> <p>To involve Pasifika parents and families in the development of school and classroom programmes at HIS.</p> <p>To increase reciprocal relationships between school and home.</p> <p>2. <u>Culturally responsive School environment and Culture.</u></p> <p>To ensure that the School is welcoming of Pacific Island families and their communities.</p> <p>To empower and embrace Pacific cultural practices.</p>	<p>Share school plans with families and seeking feedback. Email, text, phone calls, newsletters, Homework Sheets. (DH, RM, TF, Teaching Team)</p> <p>Keep the BOT members (Samoan), well informed and involved in things that are about learning and teaching. (WE)</p> <p>Making contact with families through the homework weekly sheets and also a weekly class email. Pasifika Celebration Nights each term, Winterfest, Parent Interviews, Meet the Teacher Evening each term. (Teaching Team)</p> <p>Signage that uses Pacific languages, around the school.</p> <p>Pacific Island students active in the school and performing regularly. Female students purchase their own poulatasi for performances. (DH, WE, TF)</p> <p>Male students in Tupu Ma Ola wearing a lava lava instead of shorts. (DH, TF)</p>	

<p>To provide an environment that reflects Pacific identities, languages and cultures.</p> <p>To provide a special forum twice a term, to improve the Pacific student self esteem and pride.</p> <p>3. <u>Culturally Responsive Teaching and Learning.</u></p> <p>To ensure that all members of the Teaching Team undertake professional development about the <u>Tapasa</u> and the use of this guiding document.</p> <p>To ensure that Pacific Island identities, languages and cultures are reflected in teaching practice, through providing a Pasifika Class for students from various island groups other than Samoan</p> <p>To enable teachers to build their own cultural intelligence. To build teacher relationships with Pacific learners and their families and community to ensure their learning success.</p> <p>To grow student agency, accelerating Pacific Island student achievement.</p> <p>To provide educationally powerful connections through teacher inquiry.</p>	<p>Ensure that throughout the year the School celebrates the various different ethnic weeks. ie Samoan Language, Tongan Language Week etc. (DW,DH, TF)</p> <p>Wednesdays Weeks 3 and 9 each term, 11.00am all HIS Pacific students meet together in the hall. Sharing and conversations around setting high expectations, growing self esteem, building confidence. Improved attendance, behaviour, uniform and positive attitude to work by our PI students. Increased involvement by PI students in co – curricular activities.</p> <p>Increased understanding and competence of teachers, working with Pacific Island students in their classes. (WE, Senior Team)</p> <p>Pacific links in all unit plans across all learning areas. (Curriculum Leaders) DH have a class that is almost all, students from other PI groups. By the start of 202, this class will be fully PI only. To only put Y7 Samoan children into AP classroom so that by the start of 2020 we will have 3 Samoan Classes. (DH, AL)</p> <p>Use Year 8 students to come along to staff meetings for 10 minutes to share their particular culture. Weeks 3 and 6 of each term. Parents invited to come along too. Students, teaching staff about who they are. (WE, DH,TF)</p> <p>Students know what progress they are making and their level of achievement. Students able to articulate their next learning steps. Students confident to share with their families about their learning. Students becoming self directed, self monitoring learners.</p> <p>Parent voice sought about teachers, teacher voice about parents, student voice about the teacher and BOT voice about what they understand to be happening. Attending Pacific Island Celebrations, Staff Meeting time provided for students to come along and share cultures, Curriculum Evenings, Devices Night, Newsletters, Winterfest. (Teaching Team, WE, DH, RM, TF)</p>	
--	---	--

4. Culturally Responsive Systems and Processes.

To develop systems and processes for effective family engagement.

To ensure that Pasifika identities, language and cultures are acknowledged and recognised in operational and classroom planning and programmes.

To identify the different Pasifika students in the school.

Pasifika links in all unit plans across all learning areas. (Curriculum Team)
Pasifika perspectives and goals. (Teaching Team)

End of Term 1 all teachers know the actual ethnicities of their PI students.
Teachers monitoring students and know what PI group they belong too.
(Teaching Team)

Teachers call home when Pasifika students are absent/late, unjustified.
Office follow up and letter in the case of ongoing issues.
(Teaching Team)

Henderson Intermediate School

Māori Action Plan

2019

The two Critical Factors (Ka Hikitia) that make the most difference to Māori students having educational success are: **Quality provision, leadership, teaching and learning, supported by effective governance and strong engagement and contribution from students and those who are best placed to support them.**

Objectives (What we need to do.)	Strategies (What will we do, how will we do it , who will do it when?)	Achieved
<p><u>Culturally Responsive Partnerships.</u> To increase the involvement of Māori mainstream classes parents, families and whānau in the development of school and classroom programmes at HIS.</p> <p>That teachers engage and connect with Māori parents, families and whānau.</p> <p><u>Culturally responsive School environment and Culture.</u> To ensure that the School environment is reflective of Māori identities, language and culture.</p> <p><u>Culturally Responsive Teaching and Learning.</u> To ensure that Māori identities, languages and cultures are reflected in teaching practice.</p>	<p>Use the Whānau Hui to share overviews. Seek parent input and support. (All Staff)</p> <p>Teachers contact Māori parents regularly. (Tchg Team) Principal email Māori Parents fortnightly. (WE) Classroom Teachers and other staff, attend the Māori Hui each term and encourage Māori parents in mainstream classes to attend too. (Tchg Team)</p> <p>Unit Plans continuing to include a Māori perspective. (Moko Team, Curriculum Leaders, WE) Road sign greeting in Māori. (Moko Team, Admin Staff) To provide a second Kapa Haka Group. ie Performance To further develop the teaching to all staff of Māori language in each staff meeting, to increase staff confidence and competence in using Māori. (HT and CS) Naming of the TWM classes. (Moko Team)</p> <p>Include Māori proverbs in School Reports of Māori students. Hone to provide a bank. (HT, JT) Utilise Māori speaking students and Te whānau Moko Students and Staff to help scaffold planning, teaching, learning and assessment of Te Reo Māori Unit, (Ako) (HT, AP, HJ, CS)</p>	

<p>To shift Te Whānau Moko students from beginners to proficient and proficient to fluency in kōrero(oral language), pānui(reading), tuhituhi(writing) and pāngarau(mathematics) in 2 years.</p> <p><u>Culturally Responsive Systems and Processes.</u></p> <p>To develop systems and processes for effective whānau engagement.</p> <p>To ensure that Māori identities, language, culture, Treaty partnership and Māori world views are acknowledged and recognised in operational and classroom planning and programmes.</p>	<p>All classes continue to be taught Te Reo on a weekly basis with homeroom teachers. Unit Plan shared by CS and HT. (CS, HT, All Staff)</p> <p>Mainstream classes go over to Moko Team for karakia etc. early morning. (Tchg Team, Moko)</p> <p>Use our reo rua classrooms as a bridging programme where students can confidently engage in a rumaki setting. (Moko Team)</p> <p>PLD provided to enhance all key areas of learning for the Marautanga. (Moko Team)</p> <p>Set goals using the Ngā whanaketanga Rumaki Māori booklets (Moko Team includes students & whānau)</p> <p>Use the Whānau Hui each term. (Moko Team, WE)</p> <p>Goal setting meetings with whānau at the end of Term 2 and 4. (Tchg Team)</p> <p>Annual visits to secondary schools that provide kaupapa Māori learning pathway (Moko Team)</p> <p>Annual visits of primary schools to H.I.S Te Whānau Moko (Moko Team)</p> <p>Provide a mid year and end of year report to the Board and Parents, showing students progress in Te Marautanga. (Moko Team)</p>	
---	---	--

Henderson Intermediate School

2019 CURRICULUM ANNUAL PLAN

	Term 1 Who am I? Ko wai au?	Term 2 Into the unknown Ki Tua	Term 3 Pubertal Change/Game of Life Tōku Tinana, Tōku Oranga	Term 4 Community Kindness? Ngākau Aroha Atu, Ngākau Aroha Mai
Social Sciences	Social Science (Minor A/O) A/O: Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. KCs: Using Language, Symbols and Text & Participating and Contributing R2P2: Respectful Principle: Treaty of Waitangi & Cultural Diversity Assessment:	Social Science (Minor A/O) A/O: Understand that events have causes and effects KCs: Thinking R2P2: Prepared Principle: High Expectations & Learning To Learn	Social Science (Major A/O) A/O: Enterprise (Financial Literacy, Enterprise, and Advertising) Understand how producers and consumers exercise their rights and meet their responsibilities (Rugby world cup) CAMP Week 10 KCs: Using Language, Symbols and Text & Managing Self R2P2: Responsible Assessment: Principle: Inclusion & Coherence Board Report	Social Science (Major A/O) A/O: Rights, responsibilities, and laws: Specify individual responsibilities and take collection for the care and safety of other people in their school and in the wider community. KCs: Relating to others R2P2: Proud Principle: Community engagement & Future focus Assessment:
Science	Science (Specialist) (Major A/O) Life processes A/O Recognise that there are life processes common to all living things and that these occur in different ways. (L3/4) Describe the organisation of life at the cellular level. (L5) Physical inquiry and physics Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement ,	Science (Major A/O) Context: Into the Unknown Exploration - Astronomical Systems (Visit Observatory) A/O: Planet Earth and Beyond: Investigate the components of the solar system, developing an appreciation of the distances between them. Understanding about Science - Appreciate that science is a way of	Science (same as Term 1)	Science (same as Term 1)

	<p>forces, electricity and magnetism, light, sound, waves, and heat. (L3/4)</p> <p>Communicating in Science - Begin to use a range of scientific symbols, conventions, and vocabulary.</p> <p>KCs: Using Language, Symbols and Texts & Participating and Contributing R2P2: Responsible Principle: Learning to Learn Assessment: Motion and forces</p>	<p>explaining the world and that science knowledge changes over time.</p> <p>Identify ways in which scientists work together and provide evidence to support their ideas.</p> <p>KCs: Thinking R2P2: Prepared Principle: High Expectations & Learning To Learn Assessment:</p>		
Health and PE	<p>Health (Major A/O) Context: HIS -Who am I? Ko wai au? Identity and wellbeing/hauora.</p> <p>Introduction to inquiry learning.</p> <p>Pause, Breathe, Smile.</p> <p>Attitudes presentations: Identity and the Friendship Factor</p> <p>Relationships • A/O-identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. Positive attitudes • A/O-Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p> <p>Te Whare Tapawhā, Dr. Mason Durie Māori health models – Te Whare Tapa Whā, Māori health: te whare tapa whā model</p>	<p>Health/PE (Minor A/O) Movement skills • A/O-Demonstrate consistency and control of movement in a range of situations</p>	<p>Health (Minor A/O) PUBERTAL CHANGE Personal Growth and Development • A/O- Describe the characteristics of pubertal change and discuss positive adjustment strategies Personal Identity • A/O- describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth Societal Attitudes and Values • A/O- investigate and describe lifestyle factors and media influences that contribute to the well-being of people in NZ</p> <p>Health/PE (Minor A/O) Personal Identity • A/O- Describe how social messages and stereotypes including those in the media can affect feelings of self worth.</p>	<p>Health (Minor A/O) Community resources • A/O-Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</p> <p>KCs: Relating to others R2P2: Proud Principle: Community engagement & Future focus Assessment:</p>

	<p>PE (Minor) Movement skills • A/O- Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance lifestyle.</p> <p>KCs: Using Language, Symbols and Text & Participating and Contributing R2P2: Respectful Principle: Treaty of Waitangi & Cultural Diversity Assessment: Board Report for Health</p>		<p>KCs: Using Language, Symbols and Text & Managing Self R2P2: Responsible Principle: Inclusion & Coherence Assessment: Inclusion, Coherence</p>	
English	<p>Writing: Speaking and presenting A/O Language features and conventions: Use a range of LF appropriately, showing an increasing understanding of their effects.</p> <p>Reading: A/O Language features and conventions: Show and increasing understanding of how LF are used for effect within and across texts.</p> <ul style="list-style-type: none"> Finding the main idea Drawing conclusions and making inferences Interpreting figurative language <p>KCs: Using Language, Symbols and Text & Managing Self R2P2: Respectful Principle: Treaty of Waitangi & Cultural Diversity Assessment:</p>	<p>Writing: Speaking and presenting A/O Ideas: Select, develop and communicate ideas on a range of topics</p> <p>Reading: A/O Ideas: Show and increasing understanding of idea within, across, and beyond texts.</p> <ul style="list-style-type: none"> Recognising cause and effect Recalling facts and details Distinguishing between fact and opinion. <p>KCs: Thinking R2P2: Prepared Principle: High Expectations & Learning To Learn Assessment:</p>	<p>Writing: Speaking and presenting A/O Structure: organise texts use a range of appropriate structures.</p> <p>Reading: Listening and viewing A/O Structure: Show and increasing understanding of text structures.</p> <ul style="list-style-type: none"> Understanding sequence Summarising Finding word meaning in context <p>KCs: Using Language, Symbols and Text & Participating and Contributing R2P2: Responsible Principle: Inclusion & Coherence Assessment:</p>	<p>Writing: Speaking and presenting A/O Purpose and Audience: Show an increasing understanding of how to shape texts for different purposes and audiences.</p> <p>Reading: A/O Purpose and Audience: Show and increasing understanding for how texts are shaped for different audiences and purposes.</p> <ul style="list-style-type: none"> Making predictions Identifying author's purpose Comparing and contrasting <p>KCs: Relating to others R2P2: Proud Principle/s: Community engagement & Future focus Assessment:</p>

Number, Add/Sub, Mult/Div, Prop/Ratio ACROSS ALL FOUR TERMS				
Maths	GEOMETRY/MEASUREMENT Position and orientation (Odd Year) <ul style="list-style-type: none"> Communicate and interpret locations and directions, using compass directions, distances, and grid references. KCs: Using Language, Symbols and Text & Participating and Contributing R2P2: Respectful Principle: Treaty of Waitangi & Cultural Diversity Assessment:	GEOMETRY/MEASUREMENT Length, Weight, Time, Temperature (Odd year) <ul style="list-style-type: none"> Use appropriate scales, devices and metric units for length, area, volume and capacity, weight (mass), temperature, angle and time. Convert between metric units, using whole numbers and commonly used decimals. Interpret and use scales, timetables and charts. KCs: Thinking R2P2: Prepared Principle: High Expectations & Learning To Learn Assessment:	NUMBER & ALGEBRA Patterns and Relationships (Odd year) <ul style="list-style-type: none"> Generalise properties of multiplication and division with whole numbers. Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns KCs: Using Language, Symbols and Text & Managing Self R2P2: Responsible Principle: Inclusion & Coherence Assessment:	STATISTICS Statistical Investigation (Odd year) Plan and conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> determining appropriate variables and data collection methods gathering, sorting and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships and trends comparing distributions visually communicating findings using appropriate activities Statistical Literacy <ul style="list-style-type: none"> Evaluate statements made by others about the findings of statistical investigations and probability activities KCs: Relating to others R2P2: Proud Principle: Community engagement & Future focus Assessment:
Te Reo	Who am I?, Ko wai au? Marae visit, School haka A/O: Make connections with known cultures Make connections with their own language	Into the Unknown, Ki Tua Matariki, 27th May - 3rd July A/O: Recognise that the target language is organised in particular ways	Pubertal Change / Game of Life Tōku Tinana, Tōku Oranga	Community Kindness Ngākau Aroha Atu, Ngākau Aroha Mai Crafts? Poi, flax weaving?

	<p>A/O: Show social awareness when interacting with others</p> <p>KCs: Using Language, Symbols and Text & Participating and Contributing R2P2: Respectful Principle: Treaty of Waitangi & Cultural Diversity Assessment: Peer/Self, Mihi</p>	<p>A/O: Produce and respond to questions and requests</p> <p>KCs: Thinking R2P2: Prepared Principle: High Expectations & Learning To Learn Assessment: Peer/Self</p>	<p>A/O: Recognise that the target culture is organised in particular ways A/O: Receive and produce information</p> <p>KCs: Using Language, Symbols and Text & Managing Self R2P2: Responsible Principle: Inclusion & Coherence Assessment: Peer/Self Rubrics</p>	<p>A/O: Show social awareness when interacting with others A/O: Recognise that the target culture is organised in particular ways</p> <p>KCs: Relating to others R2P2: Proud Principle: Community engagement & Future focus Assessment: Peer/Self Rubrics</p>
The Arts	<p>A/O's: DANCE-explore and describe how dance is used for different purposes in a variety of cultures and contexts VISUAL ART-explore and use art-making conventions, applying knowledge of elements and selected principals through the use of materials and processes Assessment Term 4 for Reports DRAMA-initiate and refine ideas with others to plan and develop drama (T4 Y7)</p>			
Music	<p>A/O: Prepare, rehearse and present performance of music, using performance skills and techniques Reflect on the expressive qualities of their own and others' music, both live and recorded A/O: Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.</p>			
Design Technology	<p>A/O: Technological Products - understand the relationship between the materials used and their performance properties in technological products A/O: Brief Development -describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.</p>			
Food Technology	<p>A/O: Outcome development and evaluation -investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.</p>			