

NORMANBY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2207

Principal: Janelle Jones

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Accountant / Service Provider:

Education Services.
Dedicated to your school

NORMANBY SCHOOL

Annual Report - For the year ended 31 December 2021

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Normanby School

Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Maïon Prince

Full Name of Presiding Member



Signature of Presiding Member

31 May 2022

Date:

Janelle Jones

Full Name of Principal



Signature of Principal

31 May 2022

Date:

Normanby School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	1,568,244	1,259,450	1,422,906
Locally Raised Funds	3	74,587	54,750	77,531
Interest Income		2,975	-	4,594
Gain on Sale of Property, Plant and Equipment		-	-	957
Other Revenue		4,382	-	-
		1,650,188	1,314,200	1,505,988
Expenses				
Locally Raised Funds	3	64,662	44,700	47,556
Learning Resources	4	1,120,134	930,565	993,649
Administration	5	202,840	93,870	107,811
Finance		1,527	1,515	2,186
Property	6	208,325	281,784	275,814
Depreciation	11	41,510	34,830	39,096
		1,638,998	1,387,264	1,466,112
Net Surplus / (Deficit) for the year		11,190	(73,064)	39,876
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		11,190	(73,064)	39,876

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

Normanby School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		592,977	539,500	553,101
Total comprehensive revenue and expense for the year		11,190	(73,064)	39,876
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,213	4,500	-
Equity at 31 December		608,380	470,936	592,977
Retained Earnings		608,380	470,936	592,977
Equity at 31 December		608,380	470,936	592,977

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

Normanby School Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	238,049	113,736	374,463
Accounts Receivable	8	85,825	59,486	69,411
GST Receivable		5,920	8,379	-
Prepayments		8,722	7,985	7,339
Inventories	9	753	914	2,313
Investments	10	86,000	86,000	86,000
Funds owed for Capital Works Projects	16	3,939	-	-
		429,208	276,500	539,526
Current Liabilities				
GST Payable		-	-	2,476
Accounts Payable	12	110,069	71,203	107,851
Revenue Received in Advance	13	1,420	1,124	663
Provision for Cyclical Maintenance	14	-	24,111	76,366
Finance Lease Liability	15	4,846	6,008	5,829
Funds held for Capital Works Projects	16	-	-	60,000
		116,335	102,446	253,185
Working Capital Surplus/(Deficit)		312,873	174,054	286,341
Non-current Assets				
Property, Plant and Equipment	11	297,508	306,409	327,232
		297,508	306,409	327,232
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	-	15,700
Finance Lease Liability	15	2,001	9,527	4,896
		2,001	9,527	20,596
Net Assets		608,380	470,936	592,977
Equity		608,380	470,936	592,977

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

Normanby School
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		477,675	364,583	427,112
Locally Raised Funds		79,726	53,750	77,070
Goods and Services Tax (net)		(8,396)	-	10,855
Payments to Employees		(383,184)	(252,299)	(249,772)
Payments to Suppliers		(213,916)	(265,799)	(172,062)
Interest Paid		(1,527)	(1,515)	(2,186)
Interest Received		4,339	-	7,926
Net cash from/(to) Operating Activities		(45,283)	(101,280)	98,943
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,173
Purchase of Property Plant & Equipment (and Intangibles)		(9,981)	(14,000)	(28,820)
Net cash from/(to) Investing Activities		(9,981)	(14,000)	(27,647)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,213	4,500	-
Finance Lease Payments		(4,174)	(7,408)	(5,193)
Funds Administered on Behalf of Third Parties		(81,189)	-	76,436
Net cash from/(to) Financing Activities		(81,150)	(2,908)	71,243
Net increase/(decrease) in cash and cash equivalents		(136,414)	(118,188)	142,539
Cash and cash equivalents at the beginning of the year	7	374,463	231,924	231,924
Cash and cash equivalents at the end of the year	7	238,049	113,736	374,463

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

Normanby School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Normanby School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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 and Training Act 2020 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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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) 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.

e) 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.

f) 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.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised 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.

i) Investments

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

j) 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.

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

Finance Leases

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

Depreciation

Property, plant and equipment 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:

Building Improvements	20 years
Buildings	50 years
Furniture and Equipment	5-10 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) 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.

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.

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expenses.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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 the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. 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 balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) 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.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

w) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	361,567	331,141	336,452
Teachers' Salaries Grants	820,401	709,279	801,101
Use of Land and Buildings Grants	158,991	185,588	191,652
Other MoE Grants	227,285	33,442	93,701
	1,568,244	1,259,450	1,422,906

The school has opted in to the donations scheme for this year. Total amount received was \$23,400.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	1,914	5,000	1,622
Fees for Extra Curricular Activities	13,687	1,000	14,189
Trading	3,735	5,000	5,825
Fundraising & Community Grants	11,926	3,750	14,030
School House	23,350	21,000	20,740
Mini Van	19,975	19,000	21,125
	74,587	54,750	77,531
Expenses			
Extra Curricular Activities Costs	17,556	2,800	11,085
Trading	5,054	5,000	4,864
School House	13,132	8,400	8,753
Mini Van	28,920	28,500	22,854
	64,662	44,700	47,556
<i>Surplus for the year Locally raised funds</i>	9,925	10,050	29,975

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	15,089	22,500	13,454
Library Resources	367	500	235
Employee Benefits - Salaries	1,088,536	885,065	963,977
Staff Development	13,960	20,000	13,958
Extra Curricular Activities	2,182	2,500	2,025
	1,120,134	930,565	993,649

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,362	4,200	4,039
Board Fees	3,610	4,455	4,715
Board Expenses	6,560	5,500	9,652
Communication	2,570	3,350	2,537
Consumables	7,724	7,000	10,128
Other	15,540	11,432	17,582
Employee Benefits - Salaries	39,656	41,083	43,466
Insurance	5,338	6,100	5,107
Service Providers, Contractors and Consultancy	9,430	10,750	10,585
Healthy School Lunch Programme	108,050	-	-
	202,840	93,870	107,811

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	10,595	13,500	16,706
Cyclical Maintenance Provision	(32,109)	9,944	3,843
Grounds	5,878	7,000	5,367
Heat, Light and Water	13,499	16,000	15,698
Rates	618	822	590
Repairs and Maintenance	7,692	11,000	10,715
Use of Land and Buildings	158,991	185,588	191,652
Security	1,655	2,500	1,546
Employee Benefits - Salaries	41,506	35,430	29,697
	208,325	281,784	275,814

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	238,049	113,736	374,463
Cash and cash equivalents for Statement of Cash Flows	238,049	113,736	374,463

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

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	60	60	60
Banking Staffing Underuse	17,125	-	-
Interest Receivable	1,311	6,007	2,675
Teacher Salaries Grant Receivable	67,329	53,419	66,676
	<u>85,825</u>	<u>59,486</u>	<u>69,411</u>
Receivables from Exchange Transactions	1,371	6,067	2,735
Receivables from Non-Exchange Transactions	84,454	53,419	66,676
	<u>85,825</u>	<u>59,486</u>	<u>69,411</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	753	914	726
Uniform Account	-	-	1,587
	<u>753</u>	<u>914</u>	<u>2,313</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	86,000	86,000	86,000
Total Investments	<u>86,000</u>	<u>86,000</u>	<u>86,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	13,750	-	-	-	-	13,750
Buildings	73,316	-	-	-	(2,040)	71,276
Building Improvements	135,808	-	-	-	(9,808)	126,000
Furniture and Equipment	69,542	6,403	-	-	(14,600)	61,345
Information and Communication Technology	24,784	1,950	-	-	(8,271)	18,463
Leased Assets	8,335	2,810	-	-	(6,233)	4,912
Library Resources	1,697	623	-	-	(558)	1,762
Balance at 31 December 2021	327,232	11,786	-	-	(41,510)	297,508

The net carrying value of equipment held under a finance lease is \$4,912 (2020: \$8,335)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	13,750	-	13,750	13,750	-	13,750
Buildings	101,989	(30,713)	71,276	101,989	(28,673)	73,316
Building Improvements	342,080	(216,080)	126,000	342,080	(206,272)	135,808
Furniture and Equipment	400,210	(338,865)	61,345	393,806	(324,264)	69,542
Information and Communication Technology	43,005	(24,542)	18,463	41,056	(16,272)	24,784
Motor Vehicles	39,981	(39,981)	-	39,981	(39,981)	-
Leased Assets	21,528	(16,616)	4,912	22,221	(13,886)	8,335
Library Resources	29,507	(27,745)	1,762	28,884	(27,187)	1,697
Balance at 31 December	992,050	(694,542)	297,508	983,767	(656,535)	327,232

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	31,782	9,661	31,624
Accruals	2,908	3,333	3,434
Employee Entitlements - Salaries	67,329	53,419	66,676
Employee Entitlements - Leave Accrual	8,050	4,790	6,117
	110,069	71,203	107,851
Payables for Exchange Transactions	110,069	71,203	107,851
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	110,069	71,203	107,851

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	1,086	955	409
Family A/cs in Credit	334	169	254
	1,420	1,124	663

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	92,066	14,167	88,223
Increase to the Provision During the Year	21,910	9,944	9,267
Adjustment to the Provision	(54,019)	-	(5,424)
Use of the Provision During the Year	(59,957)	-	-
Provision at the End of the Year	-	24,111	92,066
Cyclical Maintenance - Current	-	24,111	76,366
Cyclical Maintenance - Term	-	-	15,700
	-	24,111	92,066

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	5,479	6,008	7,144
Later than One Year and no Later than Five Years	2,087	9,527	5,423
Future finance charges	(719)	-	(1,842)
	6,847	15,535	10,725
Represented by			
Finance lease liability - Current	4,846	6,008	5,829
Finance lease liability - Term	2,001	9,527	4,896
	6,847	15,535	10,725

16. 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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Permanent Shelters	225198	45,617	4,185	(49,802)	-	-
SIP E: Heat Pumps	225200	5,350	-	(5,350)	-	-
SIP A: Security System	225197	9,033	-	(9,033)	-	-
LSPM Fences & Gates	228656	-	118,199	(118,199)	-	-
SIP New PE Shed	229065	-	26,937	(29,931)	-	(2,994)
Roofing Remediation	230025	-	-	(945)	-	(945)
Totals		<u>60,000</u>	<u>149,321</u>	<u>(213,260)</u>	<u>-</u>	<u>(3,939)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

(3,939)

(3,939)

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Rm 5 & 6 Refurbishment	205127	-	6,920	(6,920)	-	-
A Block Flooding Repair completed		814	(14)	(800)	-	-
SIP Permanent Shelters	225198	-	46,667	(1,050)	-	45,617
SIP E: Heat Pumps	225200	-	6,400	(1,050)	-	5,350
SIP A: Security System	225197	-	25,083	(16,050)	-	9,033
Totals		<u>814</u>	<u>85,056</u>	<u>(25,870)</u>	<u>-</u>	<u>60,000</u>

17. 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.

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,610	4,715
<i>Leadership Team</i>		
Remuneration	133,297	306,809
Full-time equivalent members	2.93	3.00
Total key management personnel remuneration	136,907	311,524

There are 5 members of the Board excluding the Principal. The Board had held 13 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met as per full BoT meeting and as per full BoT meeting times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
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	2021 FTE Number	2020 FTE Number
100 - 110	1.00	1.00
	1.00	1.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$29,930 contract for the SIP New PE Shed as agent for the Ministry of Education. This project is fully funded by the Ministry and \$26,937 has been received of which \$29,931 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the Roofing Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$945 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$51,852 contract for the SIP Permanent Shelters as agent for the Ministry of Education. This project is fully funded by the Ministry and \$46,667 has been received of which \$1,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$7,400 contract for the SIP E: Heat Pumps as agent for the Ministry of Education. This project is fully funded by the Ministry and \$6,400 has been received of which \$1,050 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,083 contract for the SIP A: Security System as agent for the Ministry of Education. This project is fully funded by the Ministry and \$25,083 has been received of which \$16,050 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	238,049	113,736	374,463
Receivables	85,825	59,486	69,411
Investments - Term Deposits	86,000	86,000	86,000
Total Financial assets measured at amortised cost	409,874	259,222	529,874

Financial liabilities measured at amortised cost

Payables	110,069	71,203	107,851
Finance Leases	6,847	15,535	10,725
Total Financial Liabilities Measured at Amortised Cost	116,916	86,738	118,576

23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

27. Credit Card Facility

The School operates a credit card facility with TSB Bank, the limit is \$5,000 and as at balance date \$3552.83 was owing.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORMANBY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Normanby School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2022. 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 and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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 school 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

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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: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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

Normanby School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Marion Prince	Presiding Member	Elected	Nov 2023
Janelle Jones	Principal		
Sheree Ogle	Parent Representative	Elected	Mar 2021
Vicki Roberts	Parent Representative	Elected	Sep 2022
Angelika Fowle	Parent Representative	Elected	Sep 2022
Adam Werder	Parent Representative	Elected	Sep 2021
Craig Clarke	Parent Representative	Elected	Sep 2022
Natasha Campbell	Staff Representative	Elected	Sep 2022

Silks Auditors

Normanby School Kiwisport Statement for 2021 School Year

Although COVID-19 impacted on some of our annual sports tournaments, Normanby School still made every attempt to provide several opportunities to promote sport for our students and increase participation in organised sport. Our students benefited from the Kiwi Sport funding through participation in external competitions such as Spragg Banner (Swimming); Years 5 / 6 Winter Sports Tournament (Bhana Cup) against local schools; participation in Rippa and League competitions; Netball for both school and Saturday teams; as well as Basketball and Miniball. Unfortunately Touch Rugby was cancelled due to COVID.

We also held a Water Fun Day at the local pools and held a Tabloids Sports Day at school where all children were able to participate and have fun. The funding provided from Kiwisport assisted us to purchase some new sports equipment and contribute towards transport costs to get to the sporting venues. We are very grateful to Kiwisport for the funding in which we receive on an annual basis.

Janelle Jones

Principal

Normanby School



Normanby School Titiro Ki Runga

Charter and Analysis of Variance 2021



Our Charter

Education Guidelines

The Normanby School Board of Trustees recognises the National Education Goals (NEGS), and the National Administration Guidelines (NAGS) and will meet all statutory obligations.

<p>Personnel, Finance and Property</p> <p>Normanby School Board of Trustees will:</p> <ul style="list-style-type: none"> ★ Act as a good employer to teaching and non- teaching staff; ★ Prepare a budget to monitor and control school expenditure; ★ Allocate funds to meet the school’s priorities so that student’s achievement is enhanced; ★ Implement the 5 year/10-year property plans to ensure the school’s facilities provide a safe, healthy learning environment. <p>e.g. purchase classroom furniture, carpet, and painting.</p>	<p>Consultation</p> <p>In developing our Charter/ Annual plan the Board has consulted with the school community (bi-annually) by:</p> <ul style="list-style-type: none"> ★ Holding a community chat evening; The Board and staff collaborating to develop new goals based on community input. ★ Providing documentation on the new goals for community feedback. ★ Ensuring it is a component of the Board’s self-review cycle and charter development.
<p>The New Zealand Curriculum</p> <p>At Normanby School we will:</p> <ul style="list-style-type: none"> ★ Follow the NZ Curriculum as a guiding document ★ Promote the teaching of values that allow children to become respected and respectful contributing members of their community. ★ Support children to develop the necessary Key Competencies to become confident, connected, actively involved, lifelong learners. ★ Provide a holistic education, enabling our children to develop skills and knowledge to empower them to be drivers of their own future. 	<p>Response to Request for instruction in Te Reo</p> <p>The Board will respond to any request for instruction in Te Reo Maori by:</p> <ul style="list-style-type: none"> ★ Advising parents of the current level of Te Reo and Tikanga Maori available at Normanby School. ★ Offering to explore possibilities for extending the current provision including: <ul style="list-style-type: none"> ★ Dual enrolment at Correspondence School ★ Consulting with Resource Teacher: Maori ★ Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori. <p>Advise parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori.</p>

Our Mission

Provide an inclusive environment
where positive relationships
support lifelong learners



Education and Learning Objectives

The Education and Training Act 2020

The educational and learning objectives for early childhood education, primary education, and secondary education are:

- (a) to help each child and young person attain their educational potential; and**
- (b) to promote the development, in each child and young person, of the following abilities and attributes:**
 - (i) resilience, determination, confidence, creative and critical thinking;
 - (ii) good social skills and the ability to form good relationships;
 - (iii) participation in community life and fulfilment of civic and social responsibilities;
 - (iv) preparedness for work; and
- (c) to install in each child and young persons, an appreciation of the importance of**
 - (i) the inclusion of different groups and persons with different personal characteristics
 - (ii) diversity, cultural knowledge, identity and the different official languages;
 - (iii) Te Tiriti o Waitangi and te reo Maori.

Strategic Goals

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Building Relationships

Goal Two: Our Staff

To develop professional capability always aiming for effectiveness and excellence.

Goal Three: Our Community

To engage our community to be actively involved in the life of our school and to have a positive home-school partnership

Our Vision

To be Normanby S.T.A.Rs

At our school we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on our values which bring our vision to life:



Our Values

S

SELF MANAGERS

means I ...
Make good choices and know when
and how to act, independently.

T

TEAM

means I...
Belong and include others

A

ACHIEVE

means I...
Always strive to succeed

R

RESPECT

means I...
Respect myself, others and the
environment by what I do,
what I say and how I think

SELF MANAGE

means I...

S

make good choices
and know when
and how to act,
independently.

- Have a positive mind-set
- Persevere
- Set goals
- Have high standards
- Be resilient
- Solve problems and ask for help when I need to
- Be ready for learning
- Be prepared and organised by having home learning, stationery and correct gear e.g. swimming togs



T

TEAM means I... belong and include others

- Be a positive team member by encouraging, including and supporting others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others





RESPECT

means I...

R

respect myself,
others and the
environment by
what I do, what I
say and how I
think

Respect for self

- Have self-belief/giving all things a go (Growth Mind-set)
- Care for my body through healthy food, exercise & hygiene
- Keeping myself safe

Respect for others

- Be polite & respectful when speaking to others
- To not be a bystander during social issues
- Ask to borrow or use other people's things
- Respect other people's thoughts, opinions & differences
- Reacting positively to others in social situations
- Communicating: When I do not understand something and when I need things explained
- Keeping others safe

Respect for the Environment

- Always have a tidy work area (desks, art area, etc.)
- Pick rubbish up and use the bins
- Manage belongings and resources
- Look after school equipment and property

Our Graduate Profile



Our students will demonstrate our vision and values by:

<p>Being CURIOS <i>Wairua auaha, wairua uiui</i> ★ Explore, learn, create</p>	<p>CONTRIBUTING <i>Porihanga</i> ★ Be confident to participate, ask questions, reflect, think</p>
<p>Being COLLABORATIVE <i>mahi ngatahi</i> ★ Communicate and connect to learn, share ideas and make change</p>	<p>Striving for and achieving COMPETENCY <i>Tohungatanga</i> ★ Have the courage to take risks and commit to persevere when faced with a challenge ★ Reaching for their own Personal Best (PB)</p>
<p>CARING ★ For each other <i>Manaakitanga</i> ★ And the environment and resources <i>Kaitiakitanga</i> ★ For our own and others' wellbeing</p>	<p>COMMUNICATING effectively <i>Whakawhitiwhiti korero</i> ★ Written ★ Orally ★ ICT ★ Visually</p>
<p>Being CHALLENGED and empowered to learn <i>Whakatara</i> ★ Achieve to the best of their ability in their pursuit of personal excellence. ★ Articulate their learning journey. Student voice /agency is an integral part of this process.</p>	<p>Being CONFIDENT <i>Whakamanawa</i> ★ Passionate life-long learners</p>

Guiding Principles

These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin the decisions we make as a school. At Normanby School the Board of Trustees along with the Principal and staff are committed to...

- ★ **High Expectations**- We empower all students to achieve personal excellence.
- ★ **Treaty of Waitangi** – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage. We also embrace the diverse cultures and histories of Aotearoa.
- ★ **Inclusion** – We provide a welcoming, caring and inclusive environment that is emotionally, socially and physically safe for all learners and their families. We foster an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated.
- ★ **Future Focus** – learning experiences are future focussed and therefore are relevant to the changing world in which we live. We foster students' appreciation of the resources in our local environment and problem-solve ways for protecting them for future generations.
- ★ **Learning to Learn** – We are creating an environment where all learners are empowered to participate in all activities and achieve within the key competencies and learning areas of the New Zealand Curriculum. We encourage our students to reflect on their own learning processes and learn how to learn, empowering them to be lifelong learners. We are committed to delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools
- ★ **Community Engagement** – We develop a community of learners where teachers, students and families work in partnership.

Maori Dimensions and Cultural Diversity

Normanby School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand's cultural diversity through:

- ★ Consultation with our Maori community on Charter development;
- ★ Reflecting the unique place of Maori within our policy documentation and curriculum statements;
- ★ The continuing development of policies and practices that reflect New Zealand's cultural diversity;
- ★ Provide all students with experiences and understandings in cultural traditions, language and local history;
- ★ Staff using commands and language in the classroom and when appropriate;
- ★ Including a Maori dimension in curriculum planning documentation;
- ★ Recognise the importance of Maori culture by allocating a management unit to this area of responsibility;
- ★ Ensure that our kapa haka group has opportunity to develop and perform.
- ★ Whole school visit to local Marae on a minimum triennial basis.

WHAT IS NORMANBY SCHOOL DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND?

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society.

WE RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

Te Reo will be integrated across the curriculum. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join the Kapa Haka Group with students having opportunities to perform both in the school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING to the Board of Trustees on the achievement of Māori learners will be on-going ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND CONCERNS OF THE MĀORI COMMUNITY, CONSULTATIONS WILL TAKE PLACE WITH the school's community to develop and make known policies, plans and targets for improving the achievements of Māori students.



Reporting and Communication

Communication with the community is an essential and highly successful component of life at Normanby School. Efficient communication and reporting procedures (formal and informal) are achieved through:

- ★ Informative newsletters
- ★ Real time reporting through our new Student Management System to be introduced in 2020 (Hero Linc-ED)
- ★ Hero Linc ED used school wide for regular informal communication and reporting on-line in all learning areas, including a strong focus on the gathering and sharing of learning through student voice,
- ★ Three-way conferencing with teacher, student and whanau – (Term One and Term Three)
- ★ Ongoing celebration of learning
- ★ Normanby School Facebook (up to date messages, alerts and newsletters)
- ★ Normanby Skool Loop (up to date messages, alerts and newsletters) This will be phased out as we transition into using Hero Linc-ED throughout 2020.
- ★ Normanby School Website www.normanby.school.nz
- ★ PTA meetings (monthly February to December)
- ★ BOT meetings (monthly February to December)
- ★ Whanau Hui (annually)
- ★ Community consultation through specific forum topics
- ★ Open Door Policy.
- ★ Frequent invitations to ALL school events including swimming sports, cross country, athletics, Kapa Haka / Cultural events, End of year concert, Assemblies and Prize Giving
- ★ Family Fun Day incorporating Grandparents Day and Art Exhibition
- ★ School Charter including Annual Plans, Strategic Plans and key BOT policies requiring periodic consultation.
- ★ All school policies available online through School Docs website.
- ★ Efficient email / cell phone / land line / FB messenger / in person access to Principal within school working hours.
- ★ Efficient email / land line and in person access to teaching and administrative staff within school working hours.
- ★ Principal's presence in and around the school and community.
- ★ Strong community liaison with other local schools through our Kahui Ako, the South Taranaki Principals Association, and the New Plymouth Principals Association.

Leadership and House Competitions

Leadership Opportunities

Extensive opportunities exist within our school environment for our students to become leaders and to serve others within this school community and ultimately society.

Our student leaders, including our staff, actively role model our school values in all areas of school-life.

The school leadership is based on a collaborative and distributive leadership model.

Student councillors (leaders) will be chosen in Term 4 of each year and announced at the End of Year prizegiving. This group of students will work closely with the School Management Team to grow them in their leadership capability.

These students will attend the annual GRIP Leadership coaching day in Palmerston North.

House Spirit and Competitions

The House Competition in a wide variety of sports, cultural and other activities within our school, forms an integral component of the development of school culture through the promotion of the following:

- ★ Sportsmanship and fair play
- ★ Leadership
- ★ A competitive spirit
- ★ The pursuit of excellence (citizenship and academic)
- ★ School pride and sense of belonging
- ★ Health and well-being through an active lifestyle
- ★ Resilience and perseverance
- ★ Team work



Annual Plan 2021

Key Objectives:

- **Relationships-based Learning (RbL)**
to strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.
- **Writing -**
To improve the teaching and achievement of writing so that 70% of all students (Maori and non- Maori) achieve the benchmark for their age.
- **Positive Behaviour For Learning (PB4L)**
To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.
- **Te Ao**
To promote a school culture that values Maori students' identity, language and culture.
- **Local Curriculum**
To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.
- **Property/Environment**
To provide a safe and effective learning environment using a variety of appropriate resources.

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Why do we need to take on the RbL Challenge?</p> <ul style="list-style-type: none"> To accelerate student achievement and improve educational outcomes To maximise progress and achievement particularly for indigenous and marginalised students 	<p>RbL is a methodological approach used to collect, collate and analyse student, family / community and school staff narratives, or voices. It is aligned with Professor Russell Bishop's method where interviews and conversations are had with student's about personal classroom experiences, the meaning they make of these experiences, and what may be considered to improve students' classroom experiences. Voice collection is used to inform teaching and learning and to maximise learner progress and achievement.</p>	<p><u>Mid Year Review</u> All teachers have completed their first round of RbL observations as well as their first 'snapshot' follow-up observations. Coaching conversations and co-construction meetings have supported teachers to set themselves goals around becoming effective North-East teachers and reflecting on the impact their actions are having on student progress and achievement. This is an ongoing cycle throughout the year and forms the foundation of individual teacher's Professional Growth Cycles.</p>
<p>All staff to attend the RBL conference and Staff Only Day.</p>	<p>Friday 4 February - this is workshop based PLD provided by Cognition and AST's.</p>	<p><u>Mid Year Review</u> We had a great start to the year with the Kahui Ako's first ever Teacher Only Day. It was a momentous occasion having so many South Taranaki educators in one place for a day of professional growth and development. Hearing Russell Bishop speak about his <i>why</i>, the research, and the evolution of Relationships Based Learning was a real treat. The networking was rich, and we came away inspired and with a greater understanding of Relationships Based</p>

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Teachers monitor their own actions as learners and understand the impact of the processes of learning on students' learning by identifying how well they are able to use the GPILSEO Model</p>	<p style="text-align: center;">↓</p> <p>Using the GPILSEO Model as a way to evaluate the impact - creating extended family like context for learning in their classrooms and their students discursive interactions within this context. Teachers modify practices in response to the evidence gathered.</p> <ul style="list-style-type: none"> • Assessing how well learners are able to set goals for their own learning • Articulating how they prefer to learn • Explaining how they prefer learning settings to be organised • Participating and leading learning of themselves and others • Including others in their learning. 	<p style="text-align: center;">↓</p> <p>Mid Year Review Decision at this stage not to use GPILSEO Model but use existing systems and processes e.g co-construction meetings. Within our Kahui Ako there is a shift towards embedding North East Monitoring Meetings (NEMM) or Co-construction Meetings as they are otherwise referred to. We hosted several of our local schools who all shared their journeys with institutionalizing their NEMM and Teacher Inquiries/Personal Growth Cycles. There were many similarities with what schools were doing which shows the spread of the RbL pedagogy across the Kāhui Ako. I shared our Normanby journey so far with the group.</p>
<p>Each staff member to think about where they are at currently in terms of their RbL journey - knowledge and practice</p>	<p>All teaching staff to go through the process of the observation and impact coaching. Use the data and evidence to make a goal for improvements in teaching practice. This is part of the professional growth cycle and appraisal process. The ongoing impact coaching and co-construction meetings will support teachers to make decisions about small step actions along the way.</p>	<p>Mid Year Review Tracking of RbL PD, impact coaching, snapshot observations and co-construction meetings</p>

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Time One

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>To become familiar with the Relationship-Based Learning profile and practise using the five dimensions that will lead to the creation of a family-like context in the classrooms:</p> <ol style="list-style-type: none"> 1. rejecting deficit thinking, 2. caring and nurturing, 3. high expectations for learning and behaviour, 4. effective management of the people, resources and setting, 5. having the necessary pedagogical knowledge 	<p>All staff. Every staff member to read "Teaching to the North East" by Russell Bishop. Every staff member to participate in co-construction meetings to unpack the five dimensions. Once there is a deeper understanding, then staff will need to embed the five dimensions that lead to creating and maintaining a family-like context in their classroom.</p> <p>Do all staff understand the research that underpins the work and RbL profile as a Pedagogical Framework?</p> <p>Can each staff member :</p> <p>Describe what underpins Teaching to the North-East?</p> <p>Understand the implications for minoritised / marginalised students?</p> <p>Learn new vocabulary?</p>	<p><u>Mid Year Review</u></p> <p>We had a great start to the year with the Kahui Ako's first ever Teacher Only Day. It was a momentous occasion having so many South Taranaki educators in one place for a day of professional growth and development. Hearing Russell Bishop speak about his <i>why</i>, the research, and the evolution of Relationships Based Learning was a real treat. The networking was rich, and we came away inspired and with a greater understanding of Relationships Based Learning, its benefits, and how to become North East Teachers and North East schools.</p> <p>All staff to complete reflection in their professional growth cycle document.</p>
<p>Each teacher to consider how to deliberately plan for RbL interactions with students when teaching across the curriculum. These may include:</p> <ul style="list-style-type: none"> • Drawing on student's prior learning • Giving feedback and 	<p>North East Teaching Practices reflect:</p> <ul style="list-style-type: none"> • Increasing culturally responsive practice to fully promote Maori success as Maori • Shift in Impact Coaching Data. The average of the teacher / school in each of the teaching strategies and dimensions of the RbL Profile would 	<p><u>Mid Year Review</u></p> <p>This process and reflections are documented in teachers' professional growth cycle folders. Coaching conversations and co-construction meetings</p>

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Establish a key leadership group ie. Guiding Coalition to act as stewards of RbL Schoolwide. This will be an integral aspect to the implementation and sustainability of the systems and processes that promote optimal conditions for improved student outcomes for minoritized students. Members of this group ensure all functionalities maintain and adhere to the integrity and fidelity of the RbL programme.</p>	<p>Collect A.R.E.A data</p> <ul style="list-style-type: none"> Standardise the AREA data ie. what is going to be collected by who, using what and when. Developing a positive shift in the AREA Data through analysis of: <ul style="list-style-type: none"> Achievement - SMS System (HERO), OTJs and learning Pathways Retention - ENROL - stand down and suspension rates Engagement - well being survey, Internal student survey of the 3 reflective questions (what are you learning today> How do you know how well you are learning / successful? What do you think are your next steps? Attendance - SMS System, Every Day Counts / Attendance Matters. 	<p>Mid Year Review Our Leadership team is our Guiding Coalition (Janelle, Jude, Tina).</p>
<p>Gather RbL Voice Collection Aggregated voices collection analysis of discourse at school</p>	<p>Will this reflect the research ie, that it's the student's relationship with their teacher that has the greatest impact upon their learning? Will student voices confirm that they experience a family like context in tehri classrooms / school ie. the comparative discussion in the Analysis of Voices.</p>	<p>Mid Year Review Term 2 saw many teachers and Support Staff across the Kahui Ako being trained as Voice Collectors and going into schools to collect voice from Students, Teachers, Parents/Whanau, and Support Staff. Adrienne Cooper is our only trained voice collector at this stage. Jude Sklenars and Amy Boyd will be attending training sessions later this year.</p>

Writing

Objective: *To improve the teaching and achievement of writing so that 70% of all students (Maori and non- Maori) achieve the benchmark for their age.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Cath Runga (Professional Leader) has helped to identify the area of feedback / feedforward as a key interaction for all teaching staff to develop during writing lessons.</p>	<p style="text-align: center;">↓</p> <p>To be linked to individual goals in the professional growth cycle for every staff member.</p>	<p style="text-align: center;">↓</p> <p><u>Mid Year Review</u> Jude delivered mini-workshops across several weeks which focused on the identified area for development, Feedback/Feed-Forward. This aspect of formative assessment was a focus of discussion in co-construction meetings in Term 1 and 2, 2021.</p>
<p>To use the RbL observation tool to provide teachers with evidence of effective teaching practice in Writing.</p>	<p>Impact Coaches will complete a full observation of all staff in Term 1 and code the evidence from the three parts of the RbL profile. This will allow teachers to set next learning steps and goals in relation to RbL discourses and interactions in the teaching of Writing.</p>	<p><u>Mid Year Review</u> This process and reflections are documented in teachers' professional growth cycle folders. All teachers have completed their first round of RbL observations as well as their first 'snapshot' follow-up observations. Coaching conversations and co-construction meetings have supported teachers to set themselves goals around becoming effective North-East teachers and reflecting on the impact their actions are having on student progress and achievement. This is an ongoing cycle throughout the year and forms the foundation of individual teacher's Professional Growth Cycles.</p>

Writing

Objective: *To improve the teaching and achievement of writing so that 70% of all students (Maori and non- Maori) achieve the benchmark for their age.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>'Inbetweener' snapshot observations will be completed regularly throughout the year to collaboratively examine and monitor the progress of teachers in achieving their next steps, and to set new goals.</p>	<p style="text-align: center;">↓</p> <p>Teachers are encouraged to track and monitor the impact of their goal actions in an ongoing way. Impact Coaches will support teachers to dig into evidence and data to identify their actions that are making the biggest positive difference for learners.</p>	<p style="text-align: center;">↓</p> <p><u>Mid Year Review</u> This process is documented in teachers' professional growth cycle folders.</p>
<p>Scheduling of regular co-construction meetings (in teams). The purpose of which is to build teacher knowledge and understanding around being an effective 'North-East' teacher, and to engage in deliberate, systematic processes and reasoning, leading to improved outcomes for all learners.</p>	<p>Team leaders/Impact Coaches facilitate co-construction meetings, following the established guidelines and protocols. The Principal has responsibility for scheduling and releasing teachers.</p>	<p><u>Mid Year Review</u> Teachers reflections are documented and linked in Professional Growth Cycle folders.</p>

PB4L (Positive Behaviour for Learning)

Objective: *To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>To ensure the long-term success of PB4L School-Wide, our school will need to:</p> <ul style="list-style-type: none"> • have improvement of student behaviour and well-being documented as one of our school's top three priorities • commit to at least 3-5 years' development • plan to fully implement systems and practices using data to meet all students' needs. 		<p><u>Mid Year Review</u> Reflection on classroom practice and teaching strategies are discussed at weekly PB4L Staff Meetings. Circle Times in classrooms take place daily across the school with explicit teaching of our STAR Values. Lesson plans designed by staff are used along with other supporting resources to ensure our expected behaviours are taught in specific settings across the school.</p>
<p>To implement and monitor school wide practices and systems for all staff across all settings.</p>	<p>Weekly PB4L meetings with all staff to monitor progress, evaluate systems and decision making - PB4L team. Teachers monitor acknowledgements in class and contribute to the school wide celebration wall to show success.</p>	<p><u>Mid Year Review</u> Teachers to use own class reward systems which align with school wide behaviour expectations.</p>
<p>To reflect on classroom practice and embed our STAR values in our teaching practice both in and out of the classroom.</p>	<p>Acknowledgements of positive behaviour. STAR Cards to be issued in all settings across the school - All staff. All staff to use consistent language of School Values, teach and acknowledge expected behaviours.</p>	

PB4L (Positive Behaviour for Learning)

Objective: *To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>To monitor and reflect on data. Behavioural incidents are tracked, collected, analysed and regularly shared with staff and used to make decisions.</p>	<p style="text-align: center;">↓</p> <p>Behaviour incidents to be recorded on Hero. PB4L Team to meet to analyse data and meet twice a year and share with staff.</p>	<p style="text-align: center;">↓</p> <p><u>Mid Year Review</u> Data is discussed with staff and reviewed by the PB4L Team, along with the management team, to make informed decisions about school wide behaviour expectations and ensure consistency.</p>

Te Ao

Objective: *To promote a school culture that values Maori students' identity, language and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Identify what we already know about NZ histories and who our expert are.</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review Developing Local Curriculum and integrating Te Ao (Reo and Tikanga in all that we do across the curriculum)</p>
<p>Improve our knowledge of te reo and Mātauranga Māori</p>	<p>Staff invited to participate in He Papa Tikanga course through TWOA during term 1. This Capacity and knowledge can then be shared across all staff. All staff to participate in writing their own pepeha and understanding the purpose lead by Te Ao leads using pepeha.co.nz</p>	<p>Mid Year Review Several staff are involved in He Papa Tikanga course which begins on 1 September.</p>
<p>Whole school to learn waiata.</p>	<p>Te Ao leads to make kapa haka actions and words available to all staff for use at assemblies, hub hui, school singing and school events.</p>	<p>Mid Year Review All Hub Hui's and school assemblies as well as during our meet and greet in the morning, we use appropriate karakia and waiata.</p>
<p>Connect with community networks to help us explore the historical significance of local places and people. Know and connect with local whānau, hapū, and iwi. Grow productive and reciprocal partnerships for learning between our school and whānau, hapū, and iwi.</p>	<p>Te Ao team alongside Local Curriculum Leads to connect with local iwi representatives during term 2. The team to inquire and investigate ways to involve students in gaining knowledge through local people about local places.</p>	

Te Ao

Objective: *To promote a school culture that values Maori students' identity, language and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Teach Critical New Zealand Histories continuing with the resource and professional learning from 2020</p>	<p style="text-align: center;">↓</p> <p>Class teachers read 1 book per term and then collaboratively plan a school wide inquiry. Term 1- Treaty of Waitangi (book 4) Term 2- Pākehā responses Term 3- Māori responses Te Ao leads to create an overview with Local Curriculum team leads to include school wide coverage over 3 years to insure wide coverage by the end of the year to begin 2022.</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review All staff involved in planning and teaching lessons relating to NZ Critical Histories</p> <p>All staff to be introduced to the Maturanga website and the multi media resources that can be used to teach NZ history. https://maatauranga.co.nz/index00.html This is planned for Term 3 PLD. This resource will also be used as part of our Local Curriculum. These stories also fit seamlessly into the proposed curriculum for Aotearoa New Zealand's histories, and the first 'big idea' of migration and mobility. Sharing the story of perhaps the greatest migration in human history will help our tamariki on the path to critical citizenship, as understanding the past makes sense of the present and informs future decisions and actions.</p>
<p>Kapa Haka Principal to identify and employ Kapa Haka tutor</p>		<p>Mid Year Review Unfortunately the tutor we employed last year has been unable to continue this year. Tina and Tash have done their best to keep kapa Haka going for the whole school - they know they are not experts but are doing their best. Until we have someone in our community who is willing to work with our children then we will continue with the resources we have.</p>

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Use the resources we have available - people, cultural, heritage organisations, and local places.</p>		<p><u>Mid Year Review</u> Kapa haka How we teach critical histories</p>
<p>Reflect on our programme regularly and collaboratively to ensure it continues to meet the needs and priorities of our community.</p>		<p><u>Mid Year Review</u></p> <ul style="list-style-type: none"> • Whanau voice collection • End of 2020 survey
<p>Teach te reo in classrooms in order to fulfill our role of protection within the treaty of waitangi</p>	<p>Leaders of Te Ao to model teaching through second language acquisition and provide planning with resources each term. All planning will be available on the Te Ao long term plan.</p>	<p><u>Mid Year Review</u></p> <ul style="list-style-type: none"> • IRDPX system used school-wide to teach a vocabulary based programme
<p>Make teaching te reo visible inside and outside the classroom</p>	<p>Staff teach pepeha and insure students use pepeha when presenting in assemblies.</p> <p>All planning each term to end with an outcome to be shared on hero by classroom teachers.</p> <p>Te Ao team to provide bilingual signage for classrooms.</p>	<p><u>Mid Year Review</u></p> <ul style="list-style-type: none"> • Pepeha/Mihi completed and presented school-wide, shared with whanau as celebration post on Hero • Staff to decide in junior/senior teams what this 'outcome' will look like each term depending on the vocab focus. This is to be shared on Hero as a celebration post. • Some signage in place around the school.

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>To work through the Local Curriculum PD checklist/flowchart to identify next steps in our action plan.</p>	<p style="text-align: center;">↓</p> <p>Leaders of Local Curriculum with the support of Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator). Prior to June 11th.</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review Developing a Local Curriculum document: https://docs.google.com/document/d/1YlaPLbgGD03GEeuPTScQhrRQd_x5GWeNwGbmt6ql86g/edit</p>
<p>Continue to develop our Graduate Profile</p>	<p>Leaders of Local Curriculum, Principal and consultation with whole staff. Prior to June 11th.</p>	<p>Mid Year Review Completed as a whole staff - very much aligned to our STAR Values</p>
<p>Consult with local iwi and community to investigate the history of our place and our people (Cultural Mapping)</p>	<p>Leaders of Local Curriculum. Prior to June 11th.</p>	<p>Mid Year Review</p> <ul style="list-style-type: none"> • Whanau voice collection • End of 2020 survey
<p>Survey staff around curriculum coverage, interests and strengths.</p>	<p>Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator) to devise and distribute survey</p>	<p>Mid Year Review Not completed</p>
<p>Develop a model of Inquiry and possible themes for Inquiry. E.g. Wai, Maunga - What is the Science, Technology, Health and PE, Social Science, Cultural learning within these themes...</p>	<p>Leaders of Local Curriculum supported by Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator). Next PD day June 11th (Term 2).</p>	<p>Mid Year Review Inquiry process/model agreed upon and added to Local Curriculum document for staff. Scope and sequence yet to be decided on.</p>

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>As a staff, discuss what we know about our students' strengths, interests and aspirations in order to make curriculum design decisions</p>	<p>TOD June 8th (TBC Principal) - All staff</p>	<p><u>Mid Year Review</u> This session was spent aligning our Graduate Profile to our STAR Values.</p>
<p>Examine how we are providing rich learning opportunities for our students and use a systematic inquiry approach to find out what works – when, for whom, and in what context.</p>	<p>TOD June 8th (TBC Principal) - All staff</p>	<p><u>Mid Year Review</u> Inquiry process/model agreed upon and added to Local Curriculum document for staff.</p>
<p>Develop an integrated planning model for use by all staff.</p>	<p>Leaders of Local Curriculum supported by Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator). Next PD day June 11th (Term 2).</p>	<p><u>Mid Year Review</u> Completed and added to Local Curriculum document for staff.</p>

Property

Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>We have been allocated \$157 990 for the 2021-2026 period. This money is available from July this year.</p>	<p style="text-align: center;">↓</p> <p>We are also allocated another \$157 990 from the Accelerated Modernisation Scheme (AMS). We will also receive \$4 213 in July for furniture.</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review Louise from WSP is working with us to ensure we follow the MOE guidelines for accessing our 10YPP funding.</p>
<p>In January we had reports furnished on our drainage, roofing, electrical and plumbing. This work is carried out for the MOE to verify what work needs to be completed to comply with their standards. Approximately \$54K (\$41K roofing, \$15K storm water) of the allocated property money will need to go into the required upgrading or work to be done to the school. This leaves us with approximately \$262K. Anything under \$5K has to be paid by the BOT ie. upgrading lighting.</p>	<p>The money is to be used for the following: Priority 2 - Infrastructure Priority 3 - Modernised Refurbishment.</p>	<p>Mid Year Review Louise from WSP is working with us to ensure we follow the MOE guidelines, Roofing contractors are currently sending quotes to WSP with the hope that roofing faults will be fixed in october school holidays</p>
<p>Join Room 1 & 2 with a hole in the wall and sliding doors (as we have done with Room 5 & 6).</p>		

Property

Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
Refurbish all classrooms to the standard of Room 5 & 6 (refurbished in 2019).		
Room 7 & 8 deck area to be utilised for a learning and cloakbay space.	This area will be screened off on the field side. Cubby holes (also to be utilised as seats) and hooks for bags will be installed.	
Complete the Room 5 & 6 doors opening out onto the deck (we did not have enough money to complete this project)		
Room 8 - remove inside cloakbay area and make this area a breakout space (similar to Room 6)		
Consult our community with the BOT decision about the school pool.		Mid Year Review We are awaiting MOE letter of confirmation that the pool, land and surrounding buildings are actually crown (MOE) owned.
Upgrade classroom furniture as required		Mid Year Review Two teacher workstations were purchased in Term 2 (Room 2 & Room 8). The caretaker repurposed another one for Room 6.

Property

Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
Install heat Pump / Air conditioners in all rooms as funding comes available		
Build a storage shed for Play Based Learning equipment and PE gear at the end of Room 8 (3 x 4m) with SIP money.		Mid Year Review This has been completed by Arthur Brown Construction using the SIP Funding. The caretaker is currently painting the inside, shelving has been ordered (this was cheaper than building shelves). We hope to have this up and running by the end of September.
Outdoor learning space for Room 5, 6, 7 & 8 - decks all joined and same height.		
New carpet hallway, Room 7, Room 1, Room 2.		
Complete the modernisation of the autex walls in all classrooms		
Fully refurbish Room 7		
Purchase two new school vans to replace our current vehicles.		Mid Year Review Currently working though the application for grants (Tania Elkerton is assisting the Board)
Complete installation of shade structures and any landscaping required from these new structures.	Use SIP funding	Mid Year Review Three new structured installed in term One - one over Puanga Hub Eating area, another over the Matariki sandpit and the other over the staffroom deck area.

End of Year Data Analysis of Variance

END-YEAR DATA ANALYSIS - DECEMBER, 2021

I am pleased to share that we have seen some good progress this year. We have not yet reached our target of 70% of our students meeting at or above the curriculum level for their year group, **BUT**, we are pleased with the value added to their learning, as well as the accelerated learning for many of our students who are at risk. We also need to take into account the very large number of students who are on our special needs register who require substantial intervention support.

This year all of our staff have worked incredibly hard to improve their own pedagogical and content knowledge along with developing effective teaching strategies to improve outcomes for our students. Obviously COVID and attendance at school has interrupted some of this progress, however, in these times we have felt that we made a positive impact on the overall wellbeing of our community.

Further in my report you will see detailed analysis of the Reading, Writing and Maths data for 2021 as well as comparisons and a narrative about what the data tells us along with next steps for 2022. Please see a summary of the data set out below:

Number of students Achieving AT or ABOVE expected Curriculum level			
	Reading	Writing	Maths
2020 End of Year	52%	40%	48%
2021 End of Year	61%	61%	67%

Number of students Achieving WORKING TOWARDS expected Curriculum level			
	Reading	Writing	Maths
2020 End of Year	48%	60%	52%
2021 End of Year	39%	39%	33%

End of Year Data Analysis of Variance

1. END-YEAR LITERACY DATA ANALYSIS - DECEMBER, 2021

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Goal Two: Our Staff

To develop professional capability, always aiming for effectiveness and excellence.

Year 2-6 Literacy Assessment Data

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In literacy these include:

Writing:

- e-asTTle writing samples (two per year)
- unassisted writing samples (two per year)
- conferencing and learning conversations
- observation of skills and strategies
- tracking of writing learning goals
- progress on spelling/structured literacy programmes

Reading:

- Regular 'Running Records' up to Level 20 (an assessment of fluency, decoding skills and strategies that a child can use independently)
- Assessment Resource Bank (ARBs) from Level 21 onwards (an assessment of comprehension skills and strategies that a child can use independently)
- conferencing and learning conversations
- observation of skills and strategies during guided/instructional reading sessions
- tracking of reading learning goals
- progress with sight word and phonics knowledge

AOV continued Writing

END-YEAR LITERACY DATA ANALYSIS - DECEMBER, 2021 CONTINUED

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points (mid-year 1st July, and end of year 1st December) where the system will generate a 'best fit' curriculum level for each student. Throughout the year teachers engage in a series of co-construction meetings as a means to track and monitor achievement data of students. A final moderation meeting was held in Week 6 of Term 4 where **all** student data was looked at critically and teachers were able to discuss and confirm that best-fit levels generated by Hero match with their own 'Overall Teacher Judgement' or OTJ of each student's current level of achievement in reading, writing and maths.

Year 2-6 Analysis Group

- There are 169 students currently enrolled at Normanby School.
- 47 students are in the Year 0-1 cohort and are excluded from the analysis narrative below.
- This leaves a remaining 122 students in Years 2-6, spread across six classrooms.
- 6 further students are excluded from this data analysis as they are recent arrivals and were not included in mid-year data for comparison.
- This gives us a total of 116 students in the Year 2-6 analysis group.
- **76 of the 116 Year 2-6 students (66%) are currently on the Learning Support register and are receiving, or have recently received, additional learning support***

Year 2-6 Writing Analysis

<u>Students AT or ABOVE expected achievement level in WRITING</u>						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	50/126 40%	20/70 29%	30/55 55%	0/1 0%	15/59 25%	35/67 52%
End Year 2021 Year 2-6 116 students	71/116 61%	33/61 54%	34/50 68%	4/5 80%	31/54 57%	40/62 65%

AOV continued Writing

Year 2-6 Writing Analysis continued

- In total 71/116 students, **61%**, in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **writing**.
- **After ending the 2020 year with a total of 40% of Year 2-6 students achieving AT or ABOVE the expected levels in writing, this 61% is very pleasing to see and shows that students are maintaining the progress made in the first half of the 2021 year, despite another lockdown interruption. This is evidence that our teaching and learning programmes in writing are engaging, relevant and meaningful and that teacher practice is responsive to the learning needs of students.**
- Once again we see that our Maori students are achieving below our NZE students with just 54% of all Maori students AT or ABOVE compared with 68% for the NZE cohort .
- Girls (65%) are out-performing boys (57%) in this Year 2-6 group of students.

Students WORKING TOWARDS expected achievement level in WRITING

Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	76/126 60%	50/70 71%	25/55 45%	1/1 100%	44/59 75%	32/67 48%
End Year 2021 Year 2-6 116 students	45/116 39%	28/61 46%	16/50 32%	1/5 20%	23/54 43%	22/62 35%

- In total, 45/116 students, 39%, in Year 2-6 are working towards the expected New Zealand Curriculum achievement levels in **writing**. **This is a marked improvement on the end of last year which saw 60% of students in this category.**
- Maori students and boys feature more heavily in this data.

AOV continued Writing

Year 2-6 Writing Analysis continued

Year 2-6 Writing - Ongoing Monitoring

Comparison data for achievement levels in WRITING by Year Level

	Overall	Maori	NZE	Other Ethnicity	Boys	Girls
Year 1 2020	Observation Survey Data	Observation Survey Data				
Year 2 2021	24/27 = 89%	10/13 77%	13/13 100%	1/1 100%	9/11 82%	15/16 94%
Year 2 2020	19/23 = 70%	5/9 56%	11/13 86%	1/1 100%	4/8 50%	15/15 100%
Year 3 2021	14/26 = 54%	4/11 36%	10/14 71%	1/1 100%	4/10 40%	10/16 63%
Year 3 2020	3/19 = 16%	2/9 22%	1/8 13%	0/2 0%	2/11 18%	1/8 13%
Year 4 2021	13/22 = 59%	7/11 64%	5/9 56%	1/2 50%	10/13 77%	3/9 33%
Year 4 2020	1/16 = 6%	0/9 0%	1/7 14%	Nil	0/7 0%	1/9 11%
Year 5 2021	4/16 = 25%	3/9 33%	1/7 14%	Nil	0/7 0%	4/9 44%
Year 5 2020	9/24 = 38%	5/17 29%	4/7 57%	Nil	4/13 31%	5/11 45%
Year 6 2021	16/25 = 64%	9/17 53%	6/7 86%	1/1 100%	8/13 62%	8/12 67%

AOV continued Reading

Year 2-6 Writing Analysis continued

Year 2-6 Writing - Ongoing Monitoring

- This year's Year 6 cohort have made significant progress, up to 64% from just 38% of students at or above expectations at the end of last year. The same upwards trend applies to our current Year 4 and 5 cohorts, however the overall achievement levels, especially of the Year 5's is still very much of concern.
- Out of the 16 children currently in Year 5, only 4 are achieving at the expected standard in writing. None of these are boys. Year 4 boys, on the other hand, are performing very well with 77% at or above. Maori students in this year group are also making good progress towards the school-wide target (70%).
- We will need to carefully track and monitor the Year 3 group going into Year 4 next year as they are down to 54% from 70% at the end of last year. The same applies to the Year 5 group.

Year 2-6 Reading Analysis

Students AT or ABOVE expected achievement level						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	65/126 52%	34/70 49%	31/55 56%	0/1 0%	29/59 49%	36/67 54%
End Year 2021 Year 2-6 116 students	71/116 61%	35/61 57%	32/50 64%	4/5 80%	34/54 63%	37/62 60%

- In total, 71/116 students, **61%**, in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **reading**.
- **This is a 9% improvement on the end of 2020 achievement levels and we can see that there has been improvement in reading achievement levels across all ethnicities and gender groups.**

AOV continued Reading

Year 2-6 Reading Analysis continued

Year 2-6 Reading - Ongoing Monitoring

Comparison data for achievement levels in READING by Year Level

	Overall	Maori	NZE	Other Ethnicity	Boys	Girls
Year 1 2020	Observation Survey Data	Observation Survey Data				
Year 2 2021	13/27 = 48%	6/13 46%	6/13 46%	1/1 100%	6/11 55%	7/16 44%
Year 2 2020	8/27 = 30%	2/11 18%	6/16 38%	Nil	3/9 33%	5/18 28%
Year 3 2021	17/26 = 65%	6/11 55%	10/14 71%	1/1 100%	5/10 50%	12/16 75%
Year 3 2020	8/24 = 33%	4/14 29%	4/9 44%	0/1 0%	6/16 38%	2/8 25%
Year 4 2021	16/22 = 73%	8/11 73%	7/9 78%	1/2 50%	12/13 92%	4/9 44%
Year 4 2020	8/16 = 50%	4/9 44%	4/7 57%	Nil	3/7 43%	5/9 56%
Year 5 2021	7/17 = 41%	3/9 33%	1/7 14%	Nil	2/8 25%	5/9 56%
Year 5 2020	18/29 = 62%	11/21 52%	7/8 89%	Nil	9/15 60%	9/14 64%
Year 6 2021	18/24 = 75%	11/16 69%	6/7 86%	1/1 100%	9/12 75%	9/12 75%

- The Year 3, Year 4 and Year 6 cohorts have all made significant progress in comparison to the end of the previous year's data. The Year 4 and Year 6 cohorts are now meeting or exceeding the school-wide target of 70% At or Above.
- Overall, the Year 6 and Year 4 cohorts are performing very well in reading and across almost all sub-groups in this cohort, we see the school target of 70% being reached or exceeded, most notable is the achievement of the Year 4 boys, Year 3 girls, the Year 6 girls, Year 4 Maori students and NZE students in both cohorts.
- The Year 2 and Year 5 cohorts are once again of particular concern with over half of all students in these year groups not yet achieving at the expected curriculum level. Year 5 boys feature particularly heavily in this data set.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

Comments and Recommendations

This data set illustrates improvement in achievement **in writing** with a 21% increase in the number of students meeting or exceeding the expectations. The work done by both teachers and students to raise this achievement is certainly something to celebrate.

The upward trend that we see with the Year 4, Year 5 and Year 6 cohorts in writing is very pleasing, even though none of these groups have managed to attain the 70% target. The Year 6 group are close with 64% in the At or Above category.

While we are pleased with the continuing success of writing programmes, we are aware that there are still just over a third of students not achieving at the expected NZC level for their age and stage.

Teachers will continue to use assessment data to target students who are currently considered to be 'at risk' of falling into the WORKING TOWARDS category and those who are very close to being in the AT zone. These are the students who we monitor closely during co-construction monitoring meetings. Teachers design learning for students to maintain the expected progress and not fall into the underachieving category.

In reading our Year 4 and Year 6 groups have met the school-wide target of 70% or more of students in the At or Above category and this is an excellent result. However, our Year 2 and Year 5 cohorts are of real concern as we have large numbers of students in these groups who are currently underachieving.

Once again, it is very important to keep in mind the high number of students on the learning support register. Two thirds (76/116) of the Year 2-6 student population have recently received or are currently receiving additional learning support in literacy.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

We recognise that in comparison to NZE students, our Maori students are not as successful with just 54% (writing) and 57% (reading) achieving At or Above in both reading and writing as opposed to the NZE students with 64% (reading) and 68% (writing) achievement levels. We continue to strive to create family-like contexts in our classrooms where our Maori students feel better supported to succeed. Classrooms which foster student agency, are caring and nurturing of students, their language and culture, are well-managed, and where teachers have high expectations, excellent curriculum and pedagogical knowledge and interact with students and whanau in ways that we know promotes learning. Teacher professional development and professional growth cycles focus heavily on our teachers becoming 'North-East' teachers. In 2022 teachers will continue to participate in observation and coaching processes to set goals within the Relationship-based Learning profile and it is through this cycle of inquiry that we can continue to make positive change for our Maori students.

Comments and Recommendations

To maintain close monitoring of student achievement in literacy, teams will continue to reflect on student learning and progress as part of their regular team meetings and co-construction meetings in 2022. Our actions going forward have been identified as our next steps in continuing to deliver quality learning programmes in reading and writing:

- Embedding our revised Normanby School Curriculum to give teachers more guidance and direction around designing rich and meaningful learning contexts. The purposes for reading and writing need to be authentic and relevant to students and our whanau in order to increase motivation and engagement. Literacy programmes will include a range of approaches and will see students reading and writing *across the curriculum*.
- Gather and analyse student voice regularly as part of the observation and coaching growth cycle process. Teachers empower students to talk about their own learning. This is a crucial aspect of the RbL profile which enables teachers to monitor students' progress and the impact of the processes of learning. These practices can then be modified accordingly to meet the needs of students.
- Strengthening our moderation processes to ensure overall teacher judgements and Hero generated 'Best-Fit' achievement levels align and are an accurate reflection of student achievement.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

Comments and Recommendations

- Regularly monitor and track the achievement of learning goals, knowing that students need to be able to demonstrate literacy skills and strategies independently and consistently, across a range of text types, before it is considered to be secure and marked as achieved.
- Teachers are to know the learning progressions in reading and writing and work collaboratively to ensure learning goals are included appropriately. Next year this will require the Hero team to review the learning goals in reading as teacher feedback and experience indicates that these need to be reworked to ensure they serve both teachers and students well.
- Continue to set high expectations of our teachers and students in the teaching and learning in reading and writing.
- Continue to allow time for students to practise and use taught literacy skills with increasing independence.
- Maintain Relationship-Based Learning practices
- In 2022, our two new-entrant teachers, Sam Dalley and Shelley Whyte, will be supported by Tina Johnson (BSLA Facilitator, RTLit) and myself as they begin their 'Best Start Literacy Approach' (BSLA) training and programme implementation in our two Ngahere classrooms, Room 5 and 6. This literacy initiative is supported with funding from the M.O.E and is offered by the University of Canterbury. The programme is a 'new' approach to the teaching of literacy which focuses on building a foundation of strong phonological knowledge. A student's success in literacy relies heavily on their ability to 'crack the code' of the alphabet both in reading and writing so that they can become life-long learners who read to make meaning and who write to create meaning. All other classes will include a 'Structured Approach' to the teaching of phonics and decoding/encoding (how we break words into parts so we can read and write them easily). The Ministry of Education and school resourcing has provided us with a large number of resources to get this approach to teaching literacy underway and embedded.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

Comments and Recommendations

Our Learning Assistants continue to provide 1:1, small group and roaming support of independent learners in all classes as well as delivering learning support programmes to students who struggle to reach expected levels of achievement on a daily basis (HPP, Language Learning Intervention programme, Early Words, sight words, 5+, 7+, Quick 60, Talk to Learn). The data paints a very clear picture of the absolute necessity for LAs to be in all our classrooms. The number of students requiring additional learning support is so great that the effectiveness of a single classroom teacher to improve learning outcomes for **all** learners would be like climbing Everest. The teachers of students on these programmes continue to notice a positive impact on participants' confidence, fluency and progress.

We thank our hard-working staff for their ongoing commitment to improving learning outcomes for our students, we thank Janelle for her leadership and commitment to supporting teachers, and for advocating for the needs of our students, and we thank the Board for your ongoing support of how we endeavour to achieve our strategic goals.

Jude Sklenars

7/12/21

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, *FivePlus*, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past), and students who have Individual Education Plans in place (I.E.Ps)

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Goal Two: Our Staff

To develop professional capability, always aiming for effectiveness and excellence.

Year 2-6 Mathematics Assessment Data

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In mathematics these include:

- JAM (Junior assessment in mathematics) and GLoSS (Global strategy stage). These two assessments are one to one, interview style tests that determine the strategies students are comfortably using.
- IKAN - this assesses the students' mathematical knowledge. IKAN is a 5 minute timed test for years 4-6, this is carried out termly.
- PAT Mathematics, Years 4-6, once per year
- observation of skills and strategies
- tracking of mathematics learning goals

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points (mid-year 1st July, and end of year 1st December) where the system will generate a 'best fit' curriculum level for each student. Throughout the year teachers engage in a series of co-construction meetings as a means to track and monitor achievement data of students. A final moderation meeting was held in Week 6 of Term 4 where **all** student data was looked at critically and teachers were able to discuss and confirm that best-fit levels generated by Hero match with their own 'Overall Teacher Judgement' or OTJ of each student's current level of achievement in reading, writing and maths.

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 Analysis Group

- There are 169 students currently enrolled at Normanby School.
- 47 students are in the Year 0-1 cohort and are excluded from the analysis narrative below.
- This leaves a remaining 122 students in Years 2-6, spread across six classrooms.
- 6 further students are excluded from this data analysis as they are recent arrivals and were not included in mid-year data for comparison.
- This gives us a total of 116 students in the Year 2-6 analysis group.
- **76 of the 116 Year 2-6 students (66%) are currently on the Learning Support register and are receiving, or have recently received, additional learning support***

Year 2-6 Maths Analysis

<u>Students AT or ABOVE expected achievement level in MATHS</u>						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	61/126 48%	30/70 43%	31/55 56%	0/1 0%	31/59 53%	29/67 43%
End Year 2021 Year 2-6 116 students	78/116 67%	35/61 57%	39/50 78%	4/5 80%	44/54 81%	34/62 55%

- In total 71/116 students, **67%**, in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **maths**.
- **At the end of 2020 the percentage of students achieving at or above the expected level was 48% so this is a significant improvement towards achieving our strategic goal. This provides evidence that our teaching and learning programmes in maths are enabling more students to be successful in maths. However, there is still a group of students for whom maths learning is proving to be challenging and that we need to further consider how we can lift their achievement.**
- Once again we see that our Maori students are achieving below our NZE students with just 57% of all Maori students AT or ABOVE compared with 78% for the NZE cohort .
- We also see that there is a significant difference between the achievement of boys (81% at or above) and girls (55% at or above).

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Students WORKING TOWARDS expected achievement level in MATHS						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	65/126 52%	40/70 57%	24/55 44%	1/1 100%	28/59 47%	38/67 57%
End Year 2021 Year 2-6 116 students	38/116 33%	26/61 43%	11/50 22%	1/5 20%	10/54 19%	28/62 45%

- In total, 38/116 students, 33%, in Year 2-6 are working towards the expected New Zealand Curriculum achievement levels in **maths**. **This is a marked improvement on the end of last year which saw 65 students (52%) in this category.**
- Maori students and girls feature more heavily in this data, although there is still improvement from last year's data for these groups.

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 MATHS - Ongoing Monitoring

<u>Comparison data for achievement levels in MATHS by Year Level</u>						
	Overall	Maori	NZE	Other Ethnicity	Boys	Girls
Year 1 2020	NOT INCLUDED IN DATA SET	NOT INCLUDED IN DATA SET				
Year 2 2021	18/27 = 66%	7/13 54%	10/13 77%	1/1 100%	9/11 82%	11/16 69%
Year 2 2020	14/27 = 52%	5/11 45%	11/16 69%	0/1 0	6/9 67%	10/18 56%
Year 3 2021	18/26 = 70%	6/11 55%	11/14 79%	1/1 100%	7/10 70%	11/16 69%
Year 3 2020	8/24 = 33%	3/13 23%	5/10 50%	0/1 0%	6/16 38%	2/8 25%
Year 4 2021	15/22 = 68%	6/11 55%	8/9 89%	1/2 50%	13/13 100%	2/9 22%
Year 4 2020	5/16 = 31%	3/9 33%	2/7 29%	Nil	2/7 29%	3/9 33%
Year 5 2021	6/16 = 38%	3/9 33%	3/7 43%	Nil	3/7 43%	3/9 33%
Year 5 2020	13/29=45%	5/18 28%	8/12 67%	Nil	9/15 60%	4/14 29%
Year 6 2021	19/25 = 76%	13/17 76%	5/7 71%	1/1 100%	12/13 92%	7/12 58%

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 MATHS - Ongoing Monitoring

- This year's year 3 cohort is up from 52% to 70%, meeting our strategic goal. We see that boys and girls are achieving equally in this cohort. The NZE students in this cohort are exceeding our 70% goal (79%), (55%) of Maori students are achieving their expected level.
- The number of year 4's achieving their expected level has almost doubled from the previous year. They are very close to the strategic goal with (68%). Year 4 boys have done very well, with 13 (100%) of them meeting the expectation. Only 2 (22%) of the 9 year 4 girls are at or above.
- Year 5 cohort continues to be of concern. Although some progress has been made, only one extra student has moved into achieving at the expected level from the previous year.
- This year's Year 6 cohort have made significant progress, up to 76% from just 45% of students at or above expectations at the end of last year. Our NZE and Maori students are achieving quite similarly in this cohort, but again we see a significant disparity between boys and girls.

Comments and recommendations:

The overall progress in Maths this year is pleasing to see. We are very close to the overall strategic goal.

Intervention and enrichment programmes within our senior school have had a positive impact on our students who needed a little extra support to make it to their milestones. We also have a group of students who were fortunate to have enrichment opportunities with Mrs Jones.

20 students from rooms 1 and 2 were involved in Accelerating learning in Mathematics programmes. Of these 20, 15 are now achieving the expectation and 1 student is exceeding it.

We have noticed a carry over from literacy interventions as well. Students who have become more confident in reading and writing have also become more confident problem solvers and a higher general confidence in being learners.

We have appreciated having LA support in classrooms, this is an essential part of ensuring students can continue to work on their maths skills and strategies while the teacher is providing small group teaching.

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 MATHS - Ongoing Monitoring

The disparity that has developed between girls and boys is a concern. As part of our 2022 Maths PD we will need to track and monitor our girls and investigate what works better for them in order to lift their achievement.

We will also need to carefully consider girls when setting our target students, and monitoring those students who are at risk of falling into the “toward” category or who are in the “toward” category already but can be accelerated in a short period of time.

Our commitment to creating a family like context and teaching in ways that we know help our Maori students feel safe, connected and supported to succeed will also continue to underpin our practices. While a shift toward our local curriculum will ensure students are experiencing maths that is relevant and purposeful to them and their worlds

Beginning the journey of updating our mathematical curriculum and upskilling all staff to be able to deliver an effective and comprehensive learning programme is exciting. We look forward to seeing the increased confidence in our staff, so that our students can be confident learners also.

Thank you to Janelle and to the BoT for providing our LA support. Thank you Janelle for the actions you have taken so far around increasing maths achievement for Normanby School students, and thank you teachers for your continued commitment to enabling our children to learn.

Tash Campbell
8/12/2021

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLB), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, FivePlus, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past), and students who have Individual Education Plans in place (I.E.Ps)

AOV continued Intervention Programmes

INTERVENTION PROGRAMMES

Overall, 39 students have accessed literacy intervention programmes this year. All students considered for programmes have been identified as needing extra support with the aim of reaching expected achievement levels.

Our LA's work very hard to provide engaging programmes where students are encouraged to work with urgency and focus. This approach does not suit all children so the selection and retention process is carefully monitored.

At the end of the year we now have 14 of the 31 (45%) students achieving AT expected curriculum level.

All students have made progress of varying levels but most pleasing are the 12 students (39%) who made accelerated progress on these programmes.

We potentially could have had even greater impact but one group of 7+ students were only able to receive half of the programme lessons as we approached the end of the year and likewise for our Term 4 Quick 60 group who would normally get 60 lessons but were only able to complete 25. These students may be considered for rejoining one of these programmes in 2022.

Program me	Number of children in 2021	Number of children who made progress through the intervention	Number of children who made expected progress (of 1 sub-level)	Number of children who made accelerated progress (of 2 or more sub-levels)	Current Achievement Level in Reading
Quick 60	9	8/9	5 = 56%	3 = 33%	2 x At 22% 7 x Towards 78%
7+	21	20/21	14 = 67%	6 = 29%	9 x At 43% 12 x Towards 57%
5+	9	6/9	3 = 33%	3 = 33%	3 x At 33% 6 x Towards 66%

While making progress within their current level, one student in the Quick 60 group did not shift in sub-levels. Likewise for one student in the 7+ group. In the 5+ cohort this occurred for 3 of the students. These are students teachers will continue to target in 2022 and who may be referred for external literacy support.

AOV continued

Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Relationship-based Learning remains the focus of teachers' professional growth cycles.

Teacher agency is enabled through a growth-focused coaching approach:

- We are professionals sharing and understanding insights
- Leaders and coaches focus on supporting growth and improving practice
- A growth cycle leads to improved teaching and student learning
- Collaborating as colleagues, co-constructing meaning and the way forward
- Using evidence to evaluate impact and improve teaching and learning
- Coachee and coach are seeking a range of perspectives in order to evaluate
- Evaluations are led and driven by the coachee

Our coaching approach is one guided by clear principles and simple processes as outlined in Russel Bishop's 'Teaching to the North-East':

- The coaching process is agreed to and driven by the coachee (teacher)
- The criteria for desired performance are clearly outlined in the RBL Profile's Observation Tool and are discussed with teachers before the observation and impact coaching process starts. The tool breaks the observation evidence into three parts:

Part 1 - Creating an extended family-like context for learning by:

1. *Rejecting deficit explanations for learners' learning*
2. *Caring for and nurturing the learner, their language and culture*
3. *Voicing and demonstrating high expectations*
4. *Ensuring that all learners can learn in a well-managed environment so as to promote learning*
5. *Knowing what learners need to learn*

Part 2 - Interacting within this family-like context in ways we know promotes learning by:

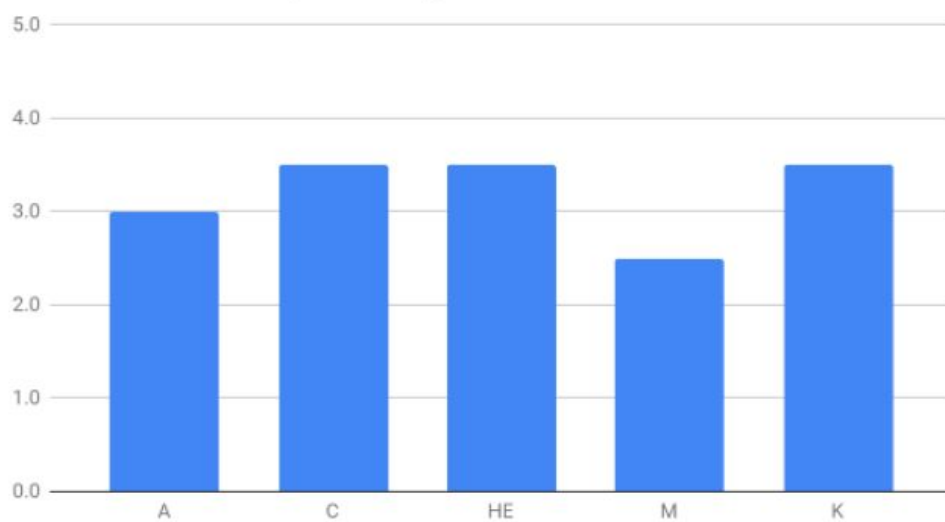
- *Drawing on learners' prior knowledge*
- *Using formative assessment: feedback*
- *Using formative assessment: feed-forward*
- *Using co-construction processes*
- *Using power-sharing strategies*

AOV continued

Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Part 1 - Relationships - Family Like Context



Key:

A = Agency How frequently and effectively teachers are rejecting deficit explanations for learners' learning.

C = Caring How frequently and effectively teachers are demonstrating caring and nurturing of the learner, their language and culture.

HE = High Expectations How frequently and effectively teachers are voicing and demonstrating high expectations.

M = Managing How frequently and effectively teachers are ensuring that all learners can learn in a well-managed environment so as to promote learning.

K = Knowing How frequently and effectively teachers demonstrate that they know what learners need to learn.

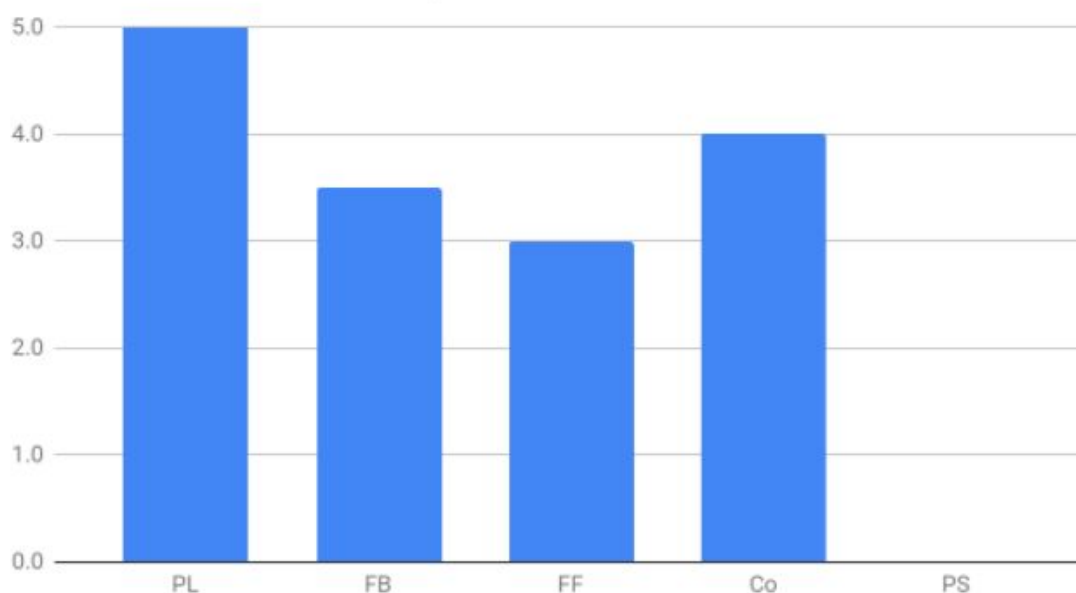
Observation transcripts are analyzed and teachers allocate a rating to their own performance depending on the weight and quality of the evidence, from 1 (little evidence) to 5 (a great deal of evidence).

AOV continued

Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Part 2 - Discursive Strategies



Key:

PL = Prior Learning How frequently and effectively teachers are drawing on learners' prior knowledge.

FB = Feedback How frequently and effectively teachers are using formative assessment to give specific and relevant feedback to learners.

FF = Feed-Forward How frequently and effectively teachers are using formative assessment to give specific and relevant feed-forward to students, leading them to next steps in learning..

Co = Co-construction How frequently and effectively teachers are using co-construction processes with learners.

PS = Power-sharing How frequently and effectively teachers are using power-sharing strategies to promote learning.

AOV continued

Relationship Based Learning

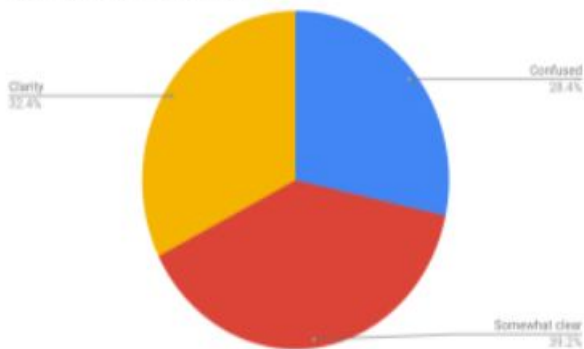
RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Observation transcripts are analyzed, coded and moderated by impact coaches prior to coaching conversations with teachers. The results show an average of frequency scores.

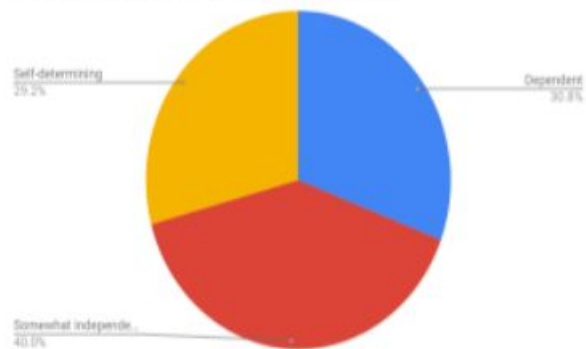
Power-sharing is an interaction strategy that teachers at Normanby School are unfamiliar with and are therefore not utilizing as an effective teaching strategy with learners. In response to this I ran a *Power-Sharing* workshop in Week 9 of Term 3 with all teaching staff to create a shared knowledge and understanding of what power-sharing is, how it can be effectively used in classrooms and what the research tells us is the impact of power-sharing as a teaching strategy.

Part 3 - Student Voice

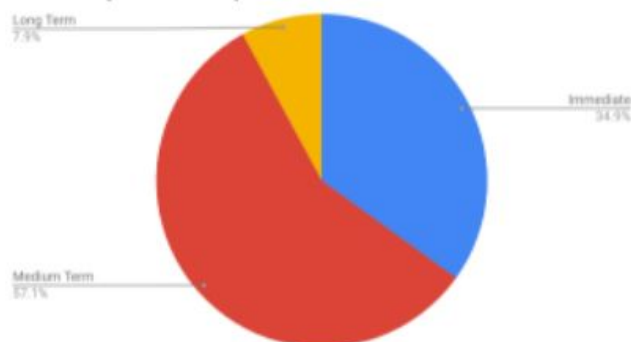
What are you learning today?



How do you know how well you are doing?



What are your next steps?



AOV continued Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

After every observation students are interviewed and this data is used by teachers to monitor progress. Self-regulating/self-determining learners taking ownership of their own learning is the goal for all the activities learners are engaged in.

Self-regulating/self-determining learners are those who are able to articulate what they are learning and why they are learning it, how they know if they are being successful in their learning, and what their next learning steps will be.

Voice Collection

A summary of our voice collection this year has now been shared with the community.

[Voice Collection Community Feedback](#)

Jude Sklenars

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

The SENCO (Special Needs Coordinator)

The SENCO's role is pivotal for ensuring that students with additional needs have the learning programmes and support they need to achieve at school. The SENCO also works with other staff to ensure that professional development is in place and that effective teaching strategies are applied in classrooms.

- *Create a current learning support register*
- *Liaise with specialist service*
- *Complete referrals as requested by leadership and team leaders after discussion with class teachers*
- *Organize and facilitate IEP meetings*

Learning Support Register

The Learning Support Register holds information for students that have any additional learning or behaviour requirements and/or interventions. The Learning support register on HERO is populating a group based on information added by the classroom teacher, leadership and/or the SENCO. By automatically populating, students are consistently tracked in one place, information is easily accessible to all staff, documents relating to learning support are all kept in one place and readily available. When an entry is made on a student's learning support page a heart appears on the students page for the following 18 months to indicate that there has been a learning support need. Over the next 18 months the heart slowly fades giving everyone a very quick view of when the last entry, update, intervention occurred. When a new update is made it returns to its full depth of colour and the time frame returns to 18 months from that entry.

Current SENCO Register:

These students have been identified through classroom teacher observations and data analysis. They require monitoring and/or additional support. Teachers have allocated in class support from Teaching assistants. These have been allocated with guidance from Principal/Deputy Principal/Team Leader/SENCO for these students. When additional support is required referrals are then made to specialists for support.

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

	Total Students	Male	Female
Year 0	3 18%	3 33%	
Year 1	18 60%	9 64%	9 56%
Year 2	19 70%	8 72%	11 69%
Year 3	17 65%	8 80%	9 56%
Year 4	21 84%	13 81%	8 88%
Year 5	16 84%	9 100%	7 70%
Year 6	7 28%	4 33%	3 23%
Total Students	101	54	47
		Maori	Other
Total Number of Students		62 65%	39 53%

Based on our current roll of 169 students, we currently have 60% of our students on the learning support register for learning and or behaviour.

- 69% of the 101 children on the register are Maori students
- 31% of the 101 children on the register are non Maori students.

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

In-School Support

These are specific programmes that have been put in place to support students identified as requiring additional assistance. These are often delivered by our Learning Assistants, when they are not allocated to a class or when the teacher requests they use their class time slot to implement the programmes.

Programme	Delivered by:	Year to Date
HPP	Learning Assistant	1
Talk to learn	Learning Assistant	3
5 +	Learning Assistant	10
7+	Learning Assistant	21
Quick 60	Learning Assistant	9
Early Words	Learning Assistant	13
The Code	Learning Assistant	19
Total		76

76/169 (45%) have been provided with the above in school support through intervention programmes run by our Learning Assistants outside of in-class learning assistant allocations, so far this year.

End of year testing for intervention programmes is currently underway and being completed by Jude Sklenars.

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

	Current	Pending	Maori	Male	Female	Notes
	Number of Students Represented					Notes
Learning Support Coordinator (LSC 1)						Currently our LSC is supporting small groups of children across most classrooms. Our LSC is also supporting all IEP wherever possible.
(LSC 2)	1		1		1	
Resource Teacher of	7	4	8	8	3	There is also 1 current whole class that has been accepted as a group referral.

JR

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

	Current	Pending	Maori	Male	Female	Notes
	Number of Students Represented					
Learning and Behaviour (RTLB)						
RTlit						RTlit is currently supporting BSLA and no referrals are being accepted
Speech Therapist	4		3	2	2	
Language Learning Intervention	2		1	2		
Public Health Nurse						
Ongoing Resourcing Support	1		1		1	1 application has also been made this term
STAND	1	1	2	2		
ICS In Class Support Funding	1		1	1		3 students have been approved for funding 2022
ACC	1		1	1		
Well Stop						1 application currently to be completed
Big Brother, Big Sister						2 applications are currently in the process
High Health Needs Funding		1	1	1		This application has just been submitted
Ministry of Education Special Education	3		3	3		These cases are very complex. These cases are also highly sensitive and confidential. Refer to the Principal for any further information.
Total	21	6	22	20	7	

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

We have 21 representations of students receiving specialized support from outside agencies, a further 6 representations are currently pending specialized support. Note, that in some instances more than one representation is made for the same student due to complex needs and more than one agency being involved.

Individual Education Plans (IEP)

Individual Education Plans are for all students whose learning requires additional support or for whom the curriculum requires continued adaptation.

The Ministry of Education explains “IEP stands for “individual education plan”. The “IEP process” is the ongoing collaborative process by which IEPs are developed, implemented, and reviewed.

The special education needs of many students can be met by class- and school-wide strategies. Only some students with special education needs require an IEP, and may need one that captures every aspect of their learning.

Use IEPs to identify any specific learning need that requires specific achievable goals to enable the child to make progress or to access the curriculum. This may also include goals around social and emotional behaviours. These are in addition to your normal classroom program.

IEPs are necessary only when:

- *accurate and up-to-date assessment (see [Assessment - what, who, and how](#)) indicates that optimal teaching and learning require differentiations within the New Zealand Curriculum or Te Marautanga o Aotearoa*
- *barriers to learning have been identified, requiring adaptations to regular teaching strategies or to the school or classroom environment (see [Adaptations and differentiations...](#))*
- *times of transition require extra attention to planning, teaching, and learning”*
(<https://seonline.tki.org.nz/IEP/IEP-guidelines/What-is-an-IEP-and-who-needs-an-IEP>)

Year Group	Number of Students	Male	Female
Year 0	1	1	
Year 1	1		1
Year 2	4	1	3
Year 3	4	3	1
Year 4	2	1	1
Year 5	4	3	1
Year 6	2	2	0
Total	18	11	7

	Maori	Non-Maori
Total Number of Students	15	3

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

- 18/169 (11%) of Normanby School children require IEP's currently.
- Of these 18 students, 15 (83%) are Maori and 3 (17%) are non-Maori

SENCO Next Steps:

- Intervention programme testing is currently being completed by Jude Sklenars
- Upskilling staff in using HERO to maintain a consistent and up to date register
- Create the IEP schedule for 2022
- Ensure the 2022 Learning Support register roll over on HERO occurs accurately
- Identify students for 2022 referrals in Term 1

Amy Boyd
SENCO (Special Education Needs Coordinator)

AOV continued

PB4L

Positive Behaviour for Learning (PB4L), Term 4, 20

Normanby **STAR'S** can **Self Manage**, work as a **Team**, work hard to **Achieve**, and show **Respect** for others both in and out of the classroom. These are the behaviour expectations that we continue to promote through PB4L schoolwide.

These **STAR** Values are now embedded in our school, and we continue to create a safe and supportive environment within our school community, to build positive and respectful relationships, that improve academic achievement and encourage independent, lifelong learners.

Star Cards continue to be issued for demonstrating the expected behaviours, and staff verbalize this appropriately when giving these as a reward. Students have achieved milestones of 20, 50, 70 and 100 Star Cards and their photo is displayed on the PB4L Star Wall accordingly. Prizes and certificates are issued for their achievements.

Lesson Plans have now been developed by staff for all settings across the school. Behaviour expectations in these areas such as the playground, field, library and toilets are taught in all classrooms each day for ten minutes in a PB4L Circle Time.

Students are encouraged to **say** how we show respect on the playground, **show** what this looks like, **practice** this through role play, and receive feedback.

As a staff we are continuously reflecting on and reviewing incident data. Incidents, and behaviours that do not show our STAR values are recorded on Hero by all staff. Information about the incident, date, time, location, staff involved, possible motivation and the follow through action, are all recorded and tracked. Using this data, sets the stage for continuous improvement.

Staff continue to meet once a week to share ideas and to reflect on personal practice. This has proven to be most valuable and we are constantly building on ideas and ensuring that decisions made, are in the best interest of our tamariki and community.

At our last staff PB4L meeting, we discussed the further development of our House system for 2022, which is an integral part of Positive Behaviour for Learning. We looked at the possibility of moving from 'House' groups to 'Whanau' groups, and naming them after the Matariki Stars. This will provide a more meaningful connection to our community and local history, along with the students striving to be Normanby STAR's. ie. Tupu-ā-nuku, Tupu-ā-rangi, Waipuna Rangi, Waiti and Waitā, and Ururangi.

We will continue to teach the expected behaviours in all settings across the school, reward and acknowledge these in special ways, and encourage our students to be Normanby STAR's.

Tina Ryan

PB4L Leader

AOV continued

PB4L

SELF MANAGE

S

means I...
make good choices
and know when
and how to act,
independently.

- Have a positive mind-set
- Persevere
- Set goals
- Have high standards
- Be resilient
- Solve problems and ask for help when I need to
- Be ready for learning
- Be prepared and organised by having home learning, stationery and correct gear e.g. swimming togs



TEAM

T

means I...
belong and
include others

- Be a positive team member by encouraging, including and supporting others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others



Achieve

A

means I...
Always strive to
succeed

- work hard to achieve goals
- do the best we can
- take responsibility for ourselves
- challenge ourselves - set goals, make plans, reflect, evaluate and apply my skills and knowledge
- talk about my learning with others
- have a positive attitude
- keep trying to overcome challenges



RESPECT

R

means I...
respect myself,
others and the
environment by
what I do, what I
say and how I
think

- Respect for self**
 - Have self-belief/giving all things a go (Growth Mind-set)
 - Care for my body through healthy food, exercise & hygiene
 - Keeping myself safe
- Respect for others**
 - Be polite & respectful when speaking to others
 - To not be a bystander during social issues
 - Ask to borrow or use other people's things
 - Respect other people's thoughts, opinions & differences
 - Reacting positively to others in social situations
 - Communicating: When I do not understand something and when I need things explained
 - Keeping others safe
- Respect for the Environment**
 - Always have a tidy work area (desks, art area, etc.)
 - Pick rubbish up and use the bins
 - Manage belongings and resources
 - Look after school equipment and property

