

ST JOSEPH'S SCHOOL (NEW PLYMOUTH)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	2236
Principal:	Mike Dowd
School Address:	Calvert Road, NEW PLYMOUTH
School Postal Address:	Calvert Road, NEW PLYMOUTH , 4310
School Phone:	06 758 0364
School Email:	admin@stjosephsnp.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Sarah Hall	Chairperson	Elected	Bank Manager	May 2019
Leisa Kelsen	Chairperson	Elected	Accountant	May 2022
Mike Dowd	Principal	ex Officio		
Simon Pease	Parent Rep	Elected	Engineer	May 2019
Dave Perry	Parent Rep	Elected	Network Manager	May 2019
Ruka Te Moana	Parent Rep	Elected	Project Engineer	May 2022
Trisha Welsh	Parent Rep	Elected	Teacher	May 2022
Louisa Webber	Parent Rep	Elected	Home Executive	May 2022
Fiona Hopkirk	Staff Rep	Elected	Teacher	May 2019
Michael Healion	Staff Rep	Elected	Teacher	May 2022
Claire Bolger	Proprietors Rep	Appointed	Social Worker	May 2022
Tony Basile	Proprietors Rep	Appointed	Teacher	May 2022
Gerry Tooman	Proprietors Rep	Appointed	Refrigeration Engineer	May 2022

Accountant / Service Provider:	Education Services Ltd
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ST JOSEPH'S SCHOOL (NEW PLYMOUTH)

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
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Financial Statements	
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 20	Notes to the Financial Statements

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

Analysis of Variance	
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Kiwisport	
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St Joseph's School (New Plymouth)

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Full Name of Board Chairperson

Full Name of Principal

Signature of Board Chairperson

Signature of Principal

Date:

Date:

St Joseph's School (New Plymouth)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,855,368	1,726,170	1,745,267
Locally Raised Funds	3	273,295	181,720	246,159
Use of Land and Buildings Integrated		172,636	158,948	158,948
Interest income		2,436	2,100	1,803
		<hr/>	<hr/>	<hr/>
		2,303,735	2,068,938	2,152,177
Expenses				
Locally Raised Funds	3	169,928	93,850	156,590
Learning Resources	4	1,624,207	1,518,296	1,493,103
Administration	5	135,917	128,770	135,378
Finance		4,307	4,200	4,397
Property	6	290,735	265,323	260,973
Depreciation	7	82,207	71,443	85,451
Loss on Disposal of Property, Plant and Equipment		-	-	1,831
		<hr/>	<hr/>	<hr/>
		2,307,301	2,081,882	2,137,723
Net Surplus / (Deficit) for the year		(3,566)	(12,944)	14,454
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> (3,566)	<hr/> <hr/> (12,944)	<hr/> <hr/> 14,454

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

St Joseph's School (New Plymouth)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		389,450	356,585	374,996
Total comprehensive revenue and expense for the year		(3,566)	(12,944)	14,454
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,262	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	21	393,146	343,641	389,450
Retained Earnings		393,146	343,641	389,450
Equity at 31 December		393,146	343,641	389,450

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.



St Joseph's School (New Plymouth)

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	243,711	175,204	193,854
Accounts Receivable	9	101,852	82,940	89,624
GST Receivable		3,676	5,923	1,920
Prepayments		8,467	7,568	10,402
Inventories	10	28	-	90
		<hr/> 357,734	<hr/> 271,635	<hr/> 295,890
Current Liabilities				
Accounts Payable	12	115,804	108,991	95,986
Revenue Received in Advance	13	19,630	12,974	11,696
Provision for Cyclical Maintenance	14	9,757	7,000	7,111
Finance Lease Liability - Current Portion	15	14,574	(9,903)	14,028
		<hr/> 159,765	<hr/> 119,062	<hr/> 128,821
Working Capital Surplus/(Deficit)		<hr/> 197,969	<hr/> 152,573	<hr/> 167,069
Non-current Assets				
Property, Plant and Equipment	11	249,632	222,043	264,754
		<hr/> 249,632	<hr/> 222,043	<hr/> 264,754
Non-current Liabilities				
Provision for Cyclical Maintenance	14	39,208	30,975	30,750
Finance Lease Liability	15	15,247	-	11,623
		<hr/> 54,455	<hr/> 30,975	<hr/> 42,373
Net Assets		<hr/> <hr/> 393,146	<hr/> <hr/> 343,641	<hr/> <hr/> 389,450
Equity		<hr/> <hr/> 393,146	<hr/> <hr/> 343,641	<hr/> <hr/> 389,450

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

St Joseph's School (New Plymouth)
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		517,415	447,000	451,594
Locally Raised Funds		274,336	204,920	263,729
Goods and Services Tax (net)		(1,756)	-	4,003
Payments to Employees		(303,341)	(269,926)	(270,717)
Payments to Suppliers		(381,613)	(306,074)	(357,373)
Cyclical Maintenance Payments in the year		(1,485)	-	-
Interest Paid		(4,307)	(4,200)	(4,397)
Interest Received		2,200	2,100	1,986
Net cash from Operating Activities		101,449	73,820	88,825
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(39,393)	(32,000)	(36,000)
Net cash from Investing Activities		(39,393)	(32,000)	(36,000)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,262	-	-
Finance Lease Payments		(19,461)	(22,347)	(14,702)
Net cash from Financing Activities		(12,199)	(22,347)	(14,702)
Net increase/(decrease) in cash and cash equivalents		49,857	19,473	38,123
Cash and cash equivalents at the beginning of the year	8	193,854	155,731	155,731
Cash and cash equivalents at the end of the year	8	243,711	175,204	193,854

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

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

St Joseph's School (New Plymouth)

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Cyclical Maintenance Provision

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

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.



Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

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	10-20 years
Furniture and Equipment	5-20 years
Information and Communication	3-10 years
Library Resources	5-20 years
Leased assets are depreciated over the life of the lease.	



l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

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

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

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



u) Borrowings

Borrowings 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	394,241	378,000	368,306
Teachers' Salaries Grants	1,338,087	1,254,170	1,261,943
Resource Teachers Learning and Behaviour Grants	2,219	2,900	2,991
Other MoE Grants	95,417	66,100	82,906
Other Government Grants	25,404	25,000	29,121
	1,855,368	1,726,170	1,745,267

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	45,940	38,000	46,695
Bequests & Grants	21,870	19,220	16,980
Activities	59,535	5,300	58,207
Trading	9,855	1,800	11,229
Fundraising	557	400	-
Oscar - After School	77,396	72,500	69,520
Oscar - Holiday Programme	58,142	44,500	43,528
	273,295	181,720	246,159
Expenses			
Activities	47,163	-	46,068
Trading	8,819	1,800	11,168
Oscar - After School	68,126	56,150	62,367
Oscar - Holiday Programme	45,820	35,900	36,987
	169,928	93,850	156,590
<i>Surplus for the year Locally raised funds</i>	103,367	87,870	89,569

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	66,768	65,300	47,246
Library Resources	962	1,200	1,210
Employee Benefits - Salaries	1,529,933	1,416,596	1,417,820
Staff Development	26,544	35,200	26,827
	1,624,207	1,518,296	1,493,103

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,875	3,693	3,603
Board of Trustees Fees	3,735	3,000	3,770
Board of Trustees Expenses	2,969	3,200	884
Communication	4,089	4,726	4,731
Consumables	14,469	17,200	16,276
Operating Lease	-	-	534
Other	22,958	22,051	25,518
Employee Benefits - Salaries	69,018	61,000	66,558
Insurance	4,494	3,900	3,564
Service Providers, Contractors and Consultancy	10,310	10,000	9,940
	<u>135,917</u>	<u>128,770</u>	<u>135,378</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,321	5,600	6,016
Cyclical Maintenance Expense	12,589	7,225	6,336
Grounds	11,891	14,500	5,231
Heat, Light and Water	16,400	14,750	16,566
Rates	3,173	3,400	3,048
Repairs and Maintenance	18,902	12,400	18,362
Use of Land and Buildings	172,636	158,948	158,948
Security	2,291	2,000	2,649
Employee Benefits - Salaries	45,532	46,500	43,817
	<u>290,735</u>	<u>265,323</u>	<u>260,973</u>

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

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	4,166	3,797	4,542
Furniture and Equipment	45,913	37,265	44,571
Information and Communication Technology	9,290	12,404	14,836
Leased Assets	19,581	15,424	18,448
Library Resources	3,257	2,553	3,054
	<u>82,207</u>	<u>71,443</u>	<u>85,451</u>

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	37,287	40,838	66,814
Bank Call Account	16,424	134,366	17,040
Short-term Bank Deposits	190,000	-	110,000
Cash equivalents for Cash Flow Statement	<u>243,711</u>	<u>175,204</u>	<u>193,854</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	12,833	55	8,625
Banking Staffing Underuse	-	-	5,119
Interest Receivable	236	183	-
Teacher Salaries Grant Receivable	88,783	82,702	75,880
	<u>101,852</u>	<u>82,940</u>	<u>89,624</u>

Receivables from Exchange Transactions	13,069	238	8,625
Receivables from Non-Exchange Transactions	88,783	82,702	80,999
	<u>101,852</u>	<u>82,940</u>	<u>89,624</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery 1	28	-	90
	<u>28</u>	<u>-</u>	<u>90</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	39,727	4,057	-	-	(4,166)	39,618
Furniture and Equipment	164,465	29,556	-	-	(45,913)	148,108
Information and Communication Tech	22,301	7,263	-	-	(9,290)	20,274
Leased Assets	25,251	23,437	-	-	(19,581)	29,107
Library Resources	13,010	2,772	-	-	(3,257)	12,525
Balance at 31 December 2019	<u>264,754</u>	<u>67,085</u>	<u>-</u>	<u>-</u>	<u>(82,207)</u>	<u>249,632</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	90,447	(50,829)	39,618
Furniture and Equipment	502,024	(353,916)	148,108
Information and Communication	96,657	(76,383)	20,274
Leased Assets	64,825	(35,718)	29,107
Library Resources	91,651	(79,126)	12,525
Balance at 31 December 2019	<u>845,604</u>	<u>(595,972)</u>	<u>249,632</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	45,677	-	(1,408)	-	(4,542)	39,727
Furniture and Equipment	185,468	23,934	(367)	-	(44,571)	164,465
Information and Communication Tech	31,454	5,739	(56)	-	(14,836)	22,301
Leased Assets	40,340	3,359	-	-	(18,448)	25,251
Library Resources	13,541	2,523	-	-	(3,054)	13,010
Balance at 31 December 2018	316,480	35,555	(1,831)	-	(85,451)	264,754

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	86,390	(46,663)	39,727
Furniture and Equipment	472,468	(308,003)	164,465
Information and Communication	89,394	(67,093)	22,301
Leased Assets	62,785	(37,534)	25,251
Library Resources	88,879	(75,869)	13,010
Balance at 31 December 2018	799,916	(535,162)	264,754

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	11,656	15,515	8,673
Accruals	3,785	3,603	3,603
Capital Accruals for PPE items	1,570	-	-
Employee Entitlements - Salaries	88,783	82,702	75,880
Employee Entitlements - Leave Accrual	10,010	7,171	7,830
	115,804	108,991	95,986
Payables for Exchange Transactions	115,804	108,991	95,986
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	115,804	108,991	95,986

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income In Advance	7,266	-	1,000
Other	12,364	12,974	10,696
	19,630	12,974	11,696

14. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	37,861	30,750	31,525
Increase to the Provision During the Year	12,589	7,225	6,336
Use of the Provision During the Year	(1,485)	-	-
Provision at the End of the Year	<u>48,965</u>	<u>37,975</u>	<u>37,861</u>
Cyclical Maintenance - Current	9,757	7,000	7,111
Cyclical Maintenance - Term	39,208	30,975	30,750
	<u>48,965</u>	<u>37,975</u>	<u>37,861</u>

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:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	16,588	(9,903)	16,228
Later than One Year and no Later than Five Years	15,901	-	13,009
	<u>32,489</u>	<u>(9,903)</u>	<u>29,237</u>

16. 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.

The Proprietor of the School (Catholic Management Board) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during 2019 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,735	3,770
Full-time equivalent members	0.07	0.05
<i>Leadership Team</i>		
Remuneration	331,671	319,043
Full-time equivalent members	3.00	2.96
Total key management personnel remuneration	335,406	322,813
Total full-time equivalent personnel	3.07	3.01

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
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	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	0.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

21. Managing Capital

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

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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	243,711	175,204	193,854
Receivables	101,852	82,940	89,624
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	345,563	258,144	283,478

Financial liabilities measured at amortised cost

Payables	115,804	108,991	95,986
Borrowings - Loans	-	-	-
Finance Leases	29,821	(9,903)	25,651
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	145,625	99,088	121,637

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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

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

24. Comparatives

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

25. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 8 Cash and Cash Equivalents:

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

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

26. New Plymouth Group Mowing Scheme

St Joseph's School New Plymouth is part of a partnership in the New Plymouth Group Mowing Scheme. The mowing Scheme is a partnership agreement between 21 schools in Taranaki. Each member's share in the scheme is only realisable on winding up of the scheme. If any member withdraws from the scheme and the majority wish to continue, the withdrawing member will forfeit their ownership rights and will not be purchased out by other members. The scheme is administered by Education Services Ltd and a Management Committee consisting of at least two representatives from the member schools. The balance date for the scheme is 31 March. The partnership is audited by Silks Audit Chartered Accountants Limited.

The School's share of total equity in the scheme has been calculated using management accounts as at 31 December in order to align with the School's financial year.

Total Equity as at 31/12/19	\$	54,243
St Joseph's School Share	\$	2,583
Total Equity as at 31/12/18	\$	59,862
St Joseph's School Share	\$	2,850



St Joseph's Catholic School, New Plymouth.

Analysis of Variance 2019.

Junior Targets
Senior Targets
OTJ School Wide Targets
Annual Goals 2019



St Joseph's Catholic School, New Plymouth

Junior Learning Target 2019

				Written Language 2018 End of Year				2019 End of Year			
Name	Intervention	Gender	Ethnicity	Process	Deeper	Surface	Best Fit	Process	Deeper	Surface	Best Fit
	*	Female	Pacifica	Met	Below	Below	Below	Met	Met	Met	Met
	*EW RR		Asian	Met	Below	Below	Below	Met	Met	Below	Met
	*EW RR RTLB		Maori	No Evidence	No Evidence	No Evidence	No Evidence	Well Below	Well Below	Well Below	Well Below
	EW 5+		Maori	Below	Below	Below	Below	Below	Below	Below	Below
	*		Asian	Met	Below	Below	Below	Met	Met	Met	Met
	*		NZ European	Below	Below	Below	Below	Met	Below	Met	Met
	EW RTLB		NZ European	Met	Below	Below	Below	Below	Met	Below	Below
	RR	Male	NZ European	Below	Below	Below	Below	Below	Met	Below	Below
	RR EW RTLB		NZ European	Below	Below	Below	Below	Well Below	Well Below	Well Below	Well Below
	EW RTLB		Maori	Well Below	Well Below	Well Below	Well Below	Well Below	Below	Well Below	Well Below
	*		Maori	Met	Below	Below	Below	Met	Below	Met	Met
	* EW		NZ European	Met	Below	Below	Below	Met	Met	Below	Met
	EW		NZ European	Below	Below	Below	Below	Below	Met	Below	Below
	RR		NZ European	Met	Below	Below	Below	Below	Below	Below	Below
	*		Southeast Asian	Met	Below	Below	Below	Met	Met	Met	Met
	*		NZ European	Met	Below	Below	Below	Met	Met	Met	Met
	* RR EW		Pacifica	Below	Met	Below	Below	Met	Met	Met	Met
	EW		NZ European	Below	Below	Met	Below	Met	Below	Below	Below

Results of St Joseph's Writing Observation Year 1 Children - Year End 2018 (End Yr 2 2019)

Target Goal: Junior Literacy: To raise the achievement of identified Year 2 children's skills and achievement in Written Language

Current Situation	Specific Target:	Strategies:	Results:	Analysis:	Evaluation: (Where to next)
<p>Baseline Data: March 2019 Careful monitoring of the achievement and progress of junior children at St Joseph's school in Reading, Writing and Maths happens annually.</p> <p>At year-end 2018, 50 children were assessed against the After 1 year at school Curriculum level for Written Language, using our Writing Indicator Table. These children are Year 2 in 2019. 18 children were identified with a Best Fit at Below / Well Below / No Evidence - in writing, after their first year at school. 7 girls and 11 boys were identified as working at Below... 4 children are Maori. 32% (13% Girls, 19% Boys) of current Year 2 children.</p> <p>At the end of 2018; achievement in relation to writing after 1 year at school was highlighted as an area that required close monitoring and possible intervention to raise the achievement of 18 children who were identified as Below the curriculum level for after 1 year at school in written language.</p> <p>Writing samples are collected from each individual class member, at the end of each term. These samples are reviewed, highlighted and summarized. Goals are then formulated, using the indicator sheets; for each child.</p> <p>The Indicator sheets give summative data on a continuum about where each child's achievement is at, so their progress during the year can be monitored and their next</p>		<p>In-Class To Increase student achievement in story writing and develop their skill in letter/sound knowledge and word vocabulary by:</p> <ul style="list-style-type: none"> Children monitoring their own goals and this empowers them to know how they are going and gives purpose and meaning to what they are doing. Teachers use "I Can" sheets and pencil goals with each child ...giving them ownership of their work... and keeping them informed about their learning. <p>Children having greater involvement in their writing in their second year at school as they have some independence in their work and are more familiar with the writing process. All these factors contribute to greater success in their second year of writing.</p> <ul style="list-style-type: none"> Daily teaching of sounds using Yolanda Soryl specific phonics programme to build letter / sound knowledge. Ongoing Early words 	<p>4/7 girls at year end are now writing at the expected level across all domains for written Language. 1/6 girls has Met the level for deeper features but not the other 3 domains. 1 girl has not moved from being Below across all three domains.</p> <p>With the boys, from 0/11 at the end of last year to now, where 5/11 by years end have achieved a Best Fit at Met. 4/11 boys have made progress in one of the 3 domains since the beginning of the year. 1/11 boys has made little progress in any of the areas of</p>	<p>*Have made progress in two or more areas of Writing.</p> <p>The 9 students who have achieved a Best Fit of Met in writing are able to plan using words and pictures. They have begun editing their work starting to correct some misspelled words with a dictionary. They are using full stops and capital letters more effectively. They are writing simple sentences with some variation at the beginning, they have begun to use some rich language in their work, to paint a picture for the reader. They are starting to be more accurate with the spelling of words. 4 students have made movement with their Process features ... this is the beginning to edit their work such as finding and correcting the spelling in their work after writing. 11 students have made movement in their</p>	<p>Some junior students take longer to learn the skills and knowledge needed to become independent writers. Some students present at school with little knowledge of letters and the sounds they make. These students have a lot of learning they need to acquire before they become knowledgeable and are able to use that knowledge to hear and write sounds in words in their stories. We have a variety of learning programmes that we run, additional to the classroom programme to assist students in their learning.</p>

<p>steps for learning formulated.</p> <p>Identified Group: (Year 2 chn ...18 Below writers)</p> <p>After the first year of learning to 'write', Writers begin to create more complex pieces of writing with a high level of autonomy. Their writing is starting to show development of structure and correctness of surface features such as spelling, full stops, capital letters and so on.</p> <p>This group of Year 2 chn with a best fit of Below or less; are just beginning to learn the skills of being a good writer ... of recognising miss- spelled words, using rich language in their work, being able to vary sentence beginnings and use capital letters and full stops and become much more accurate in their spelling of knowing words.</p> <p>They are only starting to write with some autonomy...they are only now beginning to make connections between letters and sounds and be able to check their work and find errors, to recraft and to write some simple knowing words from memory.</p> <p>These identified children will develop into writers during their second year at school as they consolidate all the learning from Year 1 and are involved in the strategies listed to further develop them as writers, in Year 2.</p> <p>These identified children have had and will continue to be involved in various intervention programmes, ie. Early words, 5+, ... specific stage learning phonics lessons, daily specialised reading and writing practise in small groups and Reading Recovery.</p>	<p>Identified Group: 80% movement ...14 of the 18 children will have a Met assessment in Written Language at end of year 2.</p>	<p>learning and monitoring</p> <ul style="list-style-type: none"> Professional Development with Murray Gadd for new staff Teachers will spend time in Team and across the school, moderation of writing examples Team meetings with focus discussions on what teaching strategies are successful or possibly modified, that other teachers could be using successfully with students in their room. Tchr modelling writing, using 'Think Alouds' Targeted instruction and careful monitoring for identified children Individualized goal setting and awareness of own learning Individual placemats to support ... Looking Knowing and Seeing Words Basic Sight Word Learning Alphabet/sound games Lots of language experiences as a basis for experiential writing with Tcher modelling and vocabulary building. Shared Book teaching... conventions of print... Early words programme Sight words and alphabet homework 	<p>writing and as learning is an accumulative process, by the years end this makes his achievement now at Well Below.</p> <p>Another 1/11 boys has made little progress in the Process of writing this year and he too then goes down in this domain from Met to Below.</p> <p>Result 9/18, 50% of targeted students have a Met assessment in Written Language at end of Year 2. This is a 50% increase from the end of Year 1.</p>	<p>writing in Deeper features... This is writing complete sentences, varying the start of the sentence and using rich language to paint a picture for the reader. 8 students have made movement in their writing in Surface features .. this is using capital letters, full stops and spelling most looking and knowing words correctly.</p> <p>Of the 18 students, 10 have been on the Early words programme this year ... that is specialist time out of the classroom, working 1-1 learning to recognise simple sight words from memory. 6 of the students have been on or are still on the Reading Recovery programme; a 1-1 programme which aims to build the student's skills of reading and writing. 4 of the students have been/ are monitored by RTLB ..the resource Teacher of learning and behaviour .. who provides specialist support programmes and assessments to aid a child's learning.</p>	<p>Such as Reading Recovery, Early Words, differentiated group phonics teaching 4x a week, 5+ literacy programme.</p> <p>Murray Gadd comes every year to catch up new teachers to our school, on how St Joseph's teaches story writing.</p>
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St Joseph's Catholic School, New Plymouth

Middle / Senior Learning Target 2019

2019 Target Goal: Year 3-6 Literacy: To raise the achievement of target students who are ‘Below’ in ‘*Achievement in relation to curriculum progressions in written language*’ by focussing on separate and specific teaching of sentence structure, punctuation and accuracy.

Current Situation

Written Language continues to be, the lower, in achievement of the three reported curriculum areas at St Joseph’s School.

School wide data shows

Reading 84 %

Mathematics 89%

Writing 74%

of students ‘meeting’ or ‘exceeding’ for *Achievement in relation to curriculum progressions* for November 2018.

All teachers have had sessions with Murray Gadd looking at the writing process, student engagement, motivation, purpose and the structure of a writing lesson.

The middle and senior team have noticed that many children cannot explain what a sentence is, and as a result, are unsure about how to apply appropriate punctuation. In other words they are unsure when a sentence should stop and do not have the language to explain this.

48 students from the Year groups 3, 4, 5 and 6 who are achieving “below” for *Achievement in relation to curriculum progressions* have had a writing sample analysed at the beginning of the year. 33 (69%) of students monitored are boys. 13 (27%) of students monitored are Maori. 10 (21%) of students monitored are Maori boys. 15% of students monitored are ESOL.

Specific data from four areas has been collated:

1. Number of words written (cohort total)
2. Number of intended sentences (cohort total)
3. Number of accurate sentences (cohort total)
4. Percentage of accurate sentences

A successful sentence is one that has a main noun, a simple verb, starts with a capital letter, ends with a full-stop and feels complete. Accuracy of spelling was not considered when assessing student’s sentences for this data. Data will be collected at end of year and compared.

Current Situation:	Specific Target:	Results:
<p>Percentage of students ‘meeting’ and ‘exceeding’ Achievement in relation to curriculum progressions is 74%</p> <p><u>Year 3 – 11 students</u></p> <ol style="list-style-type: none"> 1. 834 words 2. 100 intended sentences 3. 18 accurate sentences 4. 18% accuracy <p><u>Year 4 – 13 students</u></p> <ol style="list-style-type: none"> 1. 1,152 words 2. 109 intended sentences 3. 39 accurate sentences 4. 36% accuracy <p><u>Year 5 – 12 students</u></p> <ol style="list-style-type: none"> 1. 1,587 words 2. 164 intended sentences 3. 48 accurate sentences 4. 29% accuracy <p><u>Year 6 – 12 students</u></p> <ol style="list-style-type: none"> 1. 1,423 words 2. 152 intended sentences 3. 42 accurate sentences 4. 28% accuracy 	<p>Aspirational target for percentage of students ‘meeting’ and ‘exceeding’ Achievement in relation to curriculum progressions is 88%</p> <p><u>Year 3 – 11 students</u></p> <ol style="list-style-type: none"> 1. 1,200 words 2. intended sentences 3. accurate sentences 4. 50% accuracy <p><u>Year 4 – 13 students</u></p> <ol style="list-style-type: none"> 1. 1,500 words 2. intended sentences 3. accurate sentences 4. 60% accuracy <p><u>Year 5 – 12 students</u></p> <ol style="list-style-type: none"> 1. 1,800 words 2. intended sentences 3. accurate sentences 4. 60% accuracy <p><u>Year 6 – 12 students</u></p> <ol style="list-style-type: none"> 1. 2,000 words 2. intended sentences 3. accurate sentences 4. 60% accuracy 	<p>Percentage of students ‘meeting’ and ‘exceeding’ Achievement in relation to curriculum progressions is 77%</p> <p><u>Year 3 – 11 students</u></p> <ol style="list-style-type: none"> 5. 1,044 words 6. 118 intended sentences 7. 49 accurate sentences 8. 42% accuracy <p><u>Year 4 – 13 students</u></p> <ol style="list-style-type: none"> 5. 1,786 words 6. 163 intended sentences 7. 102 accurate sentences 8. 63% accuracy <p><u>Year 5 – 12 students</u></p> <ol style="list-style-type: none"> 5. 2,407 words 6. 211 intended sentences 7. 149 accurate sentences 8. 71% accuracy <p><u>Year 6 – 12 students</u></p> <ol style="list-style-type: none"> 5. 2,086 words 6. 212 intended sentences 7. 130 accurate sentences 8. 61% accuracy

Strategies:

One of the first things taught is the specific language for children to use to explain what a sentence is. The key grammatical terms, noun, verb, adjectives, adverbs, prepositions etc., can prove to be confusing for children to remember and explain. Instead of using the term 'noun' we will use 'actor'; and instead of using the term 'verb' we will use 'action'. Using these terms the teacher asks, 'Who is the actor in your sentence and what is the actor doing or what is the 'action'.

The children will be able to say that a sentence needs 'an actor and action and feel complete.' Children understand this language, and from there we can share the appropriate grammatical terms when ready.

A range of explicit teaching of what a sentence is will be taught as stand alone lessons where children have to identify and eventually create and label parts of a sentence. In both published and personal writing 'actor' and 'action' and 'feeling complete' will be identified in order to punctuate correctly. Issues, especially around the use of pronouns, will be identified and discussed.

Ultimately students will be able to recognise in their own writing the 'actor-noun and action-verb' with confidence and then apply the appropriate punctuation. It is our belief that once students have a sound understanding of what makes up a simple sentence they will have a strong base to enrich sentences further by using adjectives, powerful verbs and adverbs.

Analysis:

The overall results were excellent with Years 4, 5, and 6 meeting and exceeding accuracy targets. The Year 3 group made excellent progress but did not quite met (Achieving 42% accuracy instead of the target of 50%). Māori students' progress was very similar to that of the Y3 cohort - start of the year sentence accuracy was 17% and improved to 45% accuracy in Term 4. Also pleasing was a significant increase in words written ranging from 40% to 52% increase.

Evaluation: (Where to next)

Middle and senior teachers ensured that there was explicit teaching of sentence skills in their lessons. The targets were discussed at Team meetings where strategies, activities and resources were shared. We all agreed the language used, 'actor' and 'action', made it easier for teachers to use and for the students to understand. This language was used within the students' personal writing goals as well. 'Quick writes' were a valuable process used in all classes. Halfway during the year the senior school had a focus on 'Six Sentence Stories' where the focus was on carefully crafting of six sentences to tell a simple story. This gave further opportunities to explicitly teach sentence skills along with looking closely at the structure of a story.

Children have gained awareness and confidence with talking about what makes a sentence (starts with a capital; ends with a full stop; has an actor and action; and feels complete) and have been able to put this into practice.

There have been some early discussions about using dictation to aid students with their writing fluency. Further research will be done on this.

All middle and senior teachers agree that we should continue with this explicit way of teaching sentence skills started this year.



St Joseph's Catholic School, New Plymouth

Overall Teacher Judgement Achievement Targets 2019

Target Goal 1: All students are able to access the NZ Curriculum, as evidenced by progress and achievement in relation to the progressions of the NZ Curriculum in Mathematics and English. Students achieving excellence and equity in these curriculum areas will allow St Joseph's NP Students to access the wider NZ and St Joseph's School Curriculum.

Current Situation	Specific Target:	Strategies:	Results:
<p>In 2018 all students (Yr1-6) received Overall Teacher Judgements</p> <p><u>Baseline Data: November 2018</u></p> <p>ED – Experiencing Difficulty WT- Working Towards ME- Meeting Expectations EE – Exceeding Expectations</p> <p>Reading: ED: 4% WT: 13% ME: 56% EE: 28%</p> <p>Writing: ED: 6% WT: 20% ME: 63% EE: 11%</p> <p>Mathematics: ED: 4% WT: 7% ME: 64% EE: 25%</p>	<p><u>Aspirational School Targets 2019:</u></p> <p>Reading: ED: 4% WT: 6% ME: 60% EE: 30%</p> <p>Writing: ED: 4% WT: 8% ME: 68% EE: 20%</p> <p>Mathematics: ED: 3% WT: 5% ME: 57% EE: 35%</p>	<p><u>Reading:</u> Continued support through Teacher Aide run programmes, including early words, Reading Recovery for individuals in their second year of schooling. Differentiated programmes within classrooms catering for learners needs, the junior school will run a differentiated phonics program. Visual processing and visual imagery will be used to support student learning in reading with support from RTLb. Murray Gadd will work with new and existing staff on the effective teaching of reading. Continued use of the Seven Plus support programme for middle and senior learners.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Student centred 'I can' sheets. • All students to have individual goals for writing. • Indicator sheet to show student progress in writing. • Murray Gadd employed to provide PD over 2019 • Introduction of Yr3-6 Spelling / Vocab programme – PD with Chuck Marriott • Yolanda Sorryl Phonics Programme PD. <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Attendance at PD Courses. • Number knowledge regularly assessed and students grouped and taught accordingly. • Numicon Programme to be continued. • Maths support with TA in senior school. 	<p><u>Nov 2019:</u></p> <p><u>Aspirational School Targets Results 2019:</u></p> <p>Reading: ED: 4% - 5% WT: 6% - 14% ME: 60% - 50% EE: 30% - 31%</p> <p>Writing: ED: 4% - 5% WT: 8% - 18% ME: 68% - 65% EE: 20% - 12%</p> <p>Mathematics: ED: 3% - 1% WT: 5% - 9% ME: 57% - 65% EE: 35% - 24%</p>
<p>Evaluation:(Where to next) Nov 2019</p> <ul style="list-style-type: none"> • Learner achievement in 2019 has shown continued strength in reading and writing across the school and growth in achievement in writing. The targets are aspirational and are in the pursuit of excellence, not all have been met but there has been gains in achievement across the board. This data does of course include a cohort who has left the school and a cohort that has entered the school. 2018-2019 data on the whole tracks a similar overall achievement pattern. 			

Target Goal 2: All students are able to access the NZ Curriculum, as evidenced by progress and achievement in relation to the progressions of the NZ Curriculum in Mathematics and English. Students achieving excellence and equity in these curriculum areas will allow St Joseph's NP Students to access the wider NZ and St Joseph's School Curriculum. ***The goals in this section seek to address the disparity in achievement in relation to gender for the learners at St Joseph's in 2019.***

Current Situation	Specific Target:	Strategies:	Results:
Gender Goal 1 <u>Nov 2018:</u> Mathematics: BOYS EE: 31% Girls EE: 16% EE= Exceeding Expectations	<u>Nov 2019:</u> For the disparity in maths 'Exceeding Expectations' to be reduced so that girls achievement mirrors that of boys. Mathematics: BOYS EE: 31% Girls EE: 31%	Spend time analysing the areas where girls are not achieving as well as boys. Analyse number knowledge tests and JAM in the Junior School and PAT Maths in the senior school. Identify any areas where there appears to be some disparity in knowledge. Opportunities will then be created to ensure that explicit teaching workshops of the achievement areas	<u>Nov 2019:</u> <i>The data has remained similar. 17% girl's vs 31% of boy's exceeding the expectations in mathematics. The goal is to have equity in exceeding expectations.</i>
Gender Goal 2 <u>Nov 2018:</u> BOYS: Reading – Experiencing Difficulty and Working Towards:: ED/ WT BOYS: 21% ED / WT GIRLS: 11% ED- Experiencing Difficulty, WT- Working Towards	<u>Nov 2019</u> For boys achievement to be equitable to girls 10% of boys in ED & WT will need to progress into Meeting Expectations (approx. 15 boys). This will raise boys meeting and exceeding expectations to 89% as opposed to 79% in 2018.	Boys across the cohorts who are not yet achieving in reading will be identified in 'Start of Year Inquiries' by classroom teachers. Students with identified needs will receive targeted interventions to support their learning eg Reading Recovery, Early Words, Seven Plus and Alpha to Omega. These students are also likely to be part of targeted learner goals set by classroom teachers.	<u>Nov 2019:</u> <i>A group of Yr 1 entrants has pushed the total ED/WT to 23% for boys, this is 15% for girls. The exceeding expectations for boys and girls in reading is equivalent. The working towards group for boys is the sub-cohort that will need targeted further in 2020.</i>
Gender Goal 3 <u>Nov 2018:</u> Writing: BOY's ME, EE= 65% GIRL's ME, EE= 83%	<u>Nov 2019</u> For boys achievement to be equitable to girls there needs to considerable gains made. The 34% of boys not achieving needs to be reduced by half. The goal for 2019 is to reduce the students in ED and WT to 17%.	Student centred 'I can' sheets and self-evaluative writing strips. All students to have individual goals for writing. Indicator sheet to show student progress in writing. (Shared with students). Murray Gadd employed to provide PD over 2019 – concentrating on moderating writing assessment and clarification of our writing matrix. Continuation of Yr3-6 Spelling / Vocab programme Yolanda Sorryl Phonics Programme to continue in junior school...	<u>Nov 2019.</u> <i>The boys ED & WT has remained consistent with 33% of male writers not reaching the accepted OTJ in writing. This across the year levels but the 2020 senior cohort (Yr 5 & 6) boy's stand out as a continued focus area for 2020.</i>
Evaluation:(Where to next) Nov 2019 Maintain these overall goals in place for 2020. Re look at the raw data and continue with the opportunities listed above to target support and explicit teaching for these students.			

Target Goal 3: All students are able to access the NZ Curriculum, as evidenced by progress and achievement in relation to the progressions of the NZ Curriculum in Mathematics and English. Students achieving excellence and equity in these curriculum areas will allow St Joseph's NP Students to access the wider NZ and St Joseph's School Curriculum. ***The goals in this section seek to address the disparity in achievement in relation to ethnicity for the learners at St Joseph's in 2019.***

Current Situation	Specific Target:	Strategies:	Results:
Maori Learners: Nov 2018: Reading: ED, WT= 21% Writing: ED, WT= 35% Mathematics: ED, WT= 16%	Nov 2019: Reading: ED, WT= 10% Writing: ED, WT= 17% Mathematics: ED, WT= 8% 'Reduce Maori students in the under achievement area in the core curriculum areas by 50%).	As for Target Goal 3 above. But also, teachers inquiring into the makeup of Maori students in their classrooms. Identifying these students and making relational (Wakawhanaungatanga) links with whanau. Incorporating tikanga and reo into the class program.	Target vs / Result: Reading: ED, WT= 10% / 36% Writing: ED, WT= 17% / 47% Maths: ED, WT= 8% / 18% A large / new cohort of new entrant students with learning challenges in this cohort has meant that the targets have not been met and achievement rates have reduced.
Asian Learners: Nov 2018: Reading: ED, WT= 22%	Nov 2019: Reading: ED, WT= 11% 'Reduce Asian students in the under achievement area in reading by 50%).	As for Target Goal 3 above. But also, teachers inquiring into the makeup of Asian students in their classrooms who are not achieving in reading. These children may also be identified in ESOL Support for further Teacher Aide ESOL support in the classroom or in a withdrawal support situation.	Target vs / Result: The Target of reducing the ED/WT to 11% has not been met. The achievement for this cohort has remained at 22%.
Evaluation: (Where to next) <ul style="list-style-type: none"> Continue to monitor and support these two groups of learners in 2020 in reading. Explicit ESOL support for the Asian Learners and continued targeted programs for our Māori readers. The ability to have two reading recovery teachers in place for 2020 will allow for more explicit support for both sets of learners. 			



St Joseph's School, New Plymouth Annual Plan

2019

This document contains the monitored annual goals of the St Joseph's Board of Trustees, New Plymouth.

St Joseph's School, New Plymouth: Monitored Annual Plan 2019

Strategic Goal: 1. To nurture our Catholic Special Character.		
Strategy 1. A continued focus on learning about the school's founders and history. Keeping the Charism of our school alive through our Call to Mission. (Christian Witness – Catholic School Community)	Specific Actions 2019: Focus on Mission – What it means keep this theme central to the 2019 schoolwide theme.	Responsibility: Principal, DRS, Staff
		Resources: Mission Sisters
		Time Frame: Ongoing 2019.
Monitoring and Evaluation. Jul: Sr Anne Sklennars to be contacted to run a staff meeting in Term 4. A chance for the staff to spend time with one of the Sisters again at the school. The retreat early in the year was great for comparing and contrasting the roles and impact of the Compassion and Mission Sisters in Aotearoa. When signage is created for the Mo Tatou area we need to consider the Mission Sisters Coat of Arms and Charism Message. Nov: Ongoing.		
Strategy 2. Spend some time looking at the relationship between the Catholic Social Teachings and our Treaty Principles in the Charter. Consider how the relationship between both and our responsibilities can be made clear and understood. (Encounter with Christ – Evangelisation, Safeguarding and Strengthening Catholic Character - Stewardship)	Specific Actions Continue to refer the CST's in school community communication, continue to use as the basis of policy and procedure review, integrate with the Treaty obligations in the school charter.	Responsibility: Principal, DRS, Staff, Parish
		Resources: PNCEO, Catholic Social Teaching Resources, Prayer Companion Resource.
		Time Frame: By end of Term 3 2019.
Monitoring and Evaluation. Jul: Focus for upcoming Staff, BOT and Whanau Hui. Early Term 4. Nov: The recent sessions with BOT, Staff and Whanau have highlighted the special relationship which exists between our Treaty Principles and Catholic Social Teachings. It is clear that we are really operating in both worlds. What is really important is that we are clear and understand the treaty Principles and the CST's clearly and have an open desire to live these in our various roles at the school. We will now spend some time considering how these relationships can be shown graphically and represented by a whakatauki.		
Strategy 3. The creation of a process of self review for the Special Catholic Character of the school. (Safeguarding and Strengthening Catholic	Specific Actions Incorporate the Special Character Strategic Goals into the BOT self review cycle and timeline. Create tools to help review our progress with our	Responsibility: Principal, Leadership Team, DRS, BOT
		Resources: PNCEO, The Catholic Education of School age Children, Catholic Special Character

Character - Stewardship)	goals with voice from our community.	Review and Development Indicators. BOT Self Review Calendar. Time Frame: Term 1-setup – integrated into the three year review cycle for the new BOT.
Monitoring and Evaluation. Jul: Ongoing – to be included in the BOT 3 Year planner. Nov: A part of discussion at our NOV 7 Meeting. The goal being to consider how we can cover this off in the next two years, yet keep the information relevant to the likely timeline of our next review.. In 2020 I suggest we look at the previous sections of our last full Special Character Review Survey and consider splitting these up after reviewing the content and set a time line for consulting with our stakeholders, (Parents, BOT, Staff, Children).		
Strategy 4. Provide an opportunity for the teaching staff to spend time in retreat together. (Growth in Knowledge – Religious Education)	Specific Actions Visit the Compassion Sisters in Wellington. Learn and reflect on the life of Suzanne Aubert and the importance of her life as a Catholic religious figure in NZ. Staff to visit a Catholic School in Wellington alongside the retreat at Island Bay.	Responsibility: Mike D to organise. Resources: Financial Budget, Compassion Sisters, Wellington. TOD allowance. Time Frame: March 2019.
Monitoring and Evaluation. Jul/Nov: The staff retreat with the Compassion Sisters in March was a wonderful and spiritual experience. The chance to be immersed in the life of Suzanne Aubert and see first-hand the fruits of the Compassion Order was wonderful. It has been interesting throughout the year to see the links staff have continued to make through staff prayer to the retreat. It was also an authentic link to our school RE theme of pray, listen, do.		
Strategy 5. Review and develop the RE Curriculum Delivery Plan. Review the current Health Curriculum and link with the Myself and Others Resource and the ‘Bridging RE Curriculum Document’ (Growth in Knowledge – Religious Education)	Specific Actions Review the existing RE Curriculum Delivery Plan and update any necessary content and approaches to teaching alongside recommendations from the RE Curriculum Bridging Document and from the recommendations from the PNCEO Special Character Review.	Responsibility: DRS, Leadership Team, Teachers. Resources: Myself and Others, RE Curriculum, PNCEO Team, RE Curriculum Bridging DOC. Catholic Social Teaching Docs, The Catholic Education of School Age Children, Catholic Special Character Review and Development Indicators. Time Frame: Term 2 2019.
Monitoring and Evaluation. Jul: We planned to do this in Term 3 as Term 2 was busy for Margaret with the production. We will continue to do some work to break open the bridging document as a staff in Term 3 and hopefully we can spend some time on Margaret’s return completing the update of our Curriculum Delivery Plan. Nov: Put on hold in Term 3 due to Margaret being on extended sick leave for the majority of Term 3. This task will more than likely roll out to 2020.		

Strategic Goal:

Goal 2: To integrate the school Vision; the 8 Competencies (8 C's) and Gospel Values into the vocab and culture of the school. (NAG 1,2)

Strategy	Specific Actions	Responsibility: Principal, DRS, Staff, Fiona – teaching and classroom component.
1. Continued teaching and promotion of Gospel Values and 8 C's. A specific review of the witnessing descriptors for the 8 C's in the Charter and the development of descriptors for the Gospel Values.	Continue developing programmes and activities which explicitly link to the development of the GV's and the revised 8 C's. Staff, students and community members add voice to the updated charter descriptors. Add an 8 C's focus to the Monday Prayer rotation led by MD. Develop descriptors for the GV's with the support of Damon Ritai.	Resources: Posters, Pie Charts, Charter, MAC Support Time Frame: Ongoing.
Monitoring and Evaluation. Jul: The staff have been looking at the witnessing statements within the charter descriptors for examples that are evident within our teaching and daily life at St Joseph's. MD has been leading school prayer with reflections on the 8 C's as a theme for each prayer. Damon Ritai is working with the staff, students and BOT to look at the definitions and deeper understanding of tika, pono and aroha. Nov: The 8 C's witnessing statements have been reviewed at staff meetings across the year. This will be further clarified at our Teacher Only Days in late January and then updated in the Charter. The work on deeper understanding statements of tika, pono and aroha will be worked on in 2020.		

Strategic Goal:

Goal 3: To develop and implement teaching and learning programmes that give emphasis to the core learning areas of Literacy and Numeracy with opportunities for all students to achieve for success in all areas of the National Curriculum. (NAG 1, 2a, 8)

Strategy	Specific Actions	Responsibility: Leadership Team
1. Reading and Writing Professional Development with Murray Gadd. Focus: Maintaining and Developing Practice	Four day 'check in' programme of PD with Murray with the overall aim of raising reading and writing achievement. The PD will provide the staff with the opportunity to further their development of teaching of reading and writing. New staff will receive an opportunity to become familiar with current practice.	Resources: Murray Gadd
		Time Frame: Term 1,3

Monitoring and Evaluation.

Jul: The initial sessions with Murray were superb for our new staff. Focusing on explicit teaching approaches in reading and writing. This term Murray is returning to work alongside and provide feedback for our new staff with their teaching. A day will also be spent with Murray with the school leaders where we will look over the English Curriculum Delivery Plan and review our curriculum progressions (after the removal of National Standards), our student goal setting tool, assessment tools and effective teaching understandings.

Nov: Our review day with Murray was really productive. The leadership staff for literacy spent the day reviewing our English Curriculum Delivery plan. New statements were created to replace the National Standards in writing and reading. Further development will take place in 2020 looking at the phonics / spelling and oral language sections.

Strategy	Specific Actions	Responsibility: Leadership Team
2. Develop clear, shared, understandings of 'equity and excellence in achievement and well-being' and identify areas for goals to be set for students in areas where inequity is evident.	As a staff and BOT develop a shared understanding of equity and excellence in hauora and achievement. Identify and celebrate areas of excellence in achievement and well-being. Identify areas for development of equity and set specific goals to close the disparity.	Resources: ERO Documentation and resource books. Nadia Ballintine.
		Time Frame: Term 1 and Term 4.

Monitoring and Evaluation.

Jul: Term 3 focus with Nadia Ballintine. Session Two Term 3 focus – reviewed understanding statements on equity and excellence statements to be adopted for the charter.

Nov: Our leadership time spent some time looking at this and where these terms are represented within our charter as a principle document. We could see equity and excellence alive throughout the charter. In a summary paragraph the following has been added *'Through the concepts of equity and excellence we provide an environment where the diversity and uniqueness of all learners is valued and is reflected in our actions, our thinking and our practice.'*

Strategy 3. Provide PLD in the use of digital technologies in the classroom.	Specific Actions Create a plan for professional learning with OMG Tech for the staff, students and community to be involved in PLD in the use of digital technologies in the classroom in preparation for the digital Curriculum 2020.	Responsibility: Mike D Resources: OMG Tech, Digital Technologies Curriculum, digital Passport, Budget and time. Time Frame: ongoing 2019.
Monitoring and Evaluation. Jul: The PLD with OMG Tech has consisted of four days onsite, a parent evening and three webinar afterschool workshops. The staff have a good feel of the Digital Curriculum and have been implementing workshops and experiences for the children. Robots have been purchased for the Junior and Middle School and the seniors are trialing a couple of different products. The focus this term is for classes to have Scratch Junior and Scratch 'Web' up and running for students to experience and use for coding. Nov: A middle leadership group have had responsibility for driving this growth in the second half of the year. Ongoing skype and webinar sessions have been held with our facilitator. Recently we ran two days of workshops with groups of students and lead teachers on coding and robotics. These children will then work with their peers and teachers to introduce the concepts to classmates. 'Ako' in action. The hours for PLD for OMG Tech will continue on through to the middle of 2020. We will spend some time in early 2020 looking at our Digital Technologies Curriculum Statement – a truly integrative curriculum statement.		
Strategy 4. Revise the Job Description for the SENCO role in the school and clarify where the cross over roles lie with the leadership team and classroom teachers. Provide ongoing PLD for the SENCO Role.	Specific Actions Review Job Description. Add times of SENCO release to coincide with Leadership Release. Staff meeting time used to discuss the role and clarify understanding with staff.	Responsibility: Leadership Team, Jenna W Resources: RTLB Service, other JD's, SENCO Network. Time Frame: Term 1-4
Monitoring and Evaluation. Jul: There has been some really great PD opportunities for Jenna this year. A network of SENCOS are working through the RTLB Service and are being provided with support and guidance. Jenna is a regular participant in Leadership Meetings and provides regular monitoring of support programs, support staff training and teaching approaches to support students in classrooms. Jenna has inducted three new support staff this year. Nov: As above		
Strategy 5. Fine tune the OTJ Curriculum Benchmarks in Writing, Reading and Mathematics developed in 2018.	Specific Actions Following the 'fine tuning' update the Mathematics and English Curriculum Deliver Plans'. Remove all references to National Standards and replace with St Joseph's 'Curriculum Expectations.' Spend time as a staff reviewing the progressions – particularly the writing matrix with the support of Murray Gadd in Term 3.	Responsibility: Leadership Team, Staff, BOT Resources: Ministry of Education, Assessment Tools, Murray Gadd. Time Frame: Term 1 and then ongoing over the year.
Monitoring and Evaluation.		

Jul: Math's Network Meeting being held in August for guidance on CDP updates after the removal of National Standards, Murray Gadd PLD Day looking at the same in English.

Nov: Completed. Same language used as per English Curriculum Delivery plan in terms of curriculum expectations.

Strategy	Specific Actions	Responsibility: Leadership Team and staff.
6. In consultation with the whanau / parents of Maori and Pasifika students, develop and resource programmes to meet their educational needs. Continued involvement in the Taranaki Maori Achievement Cluster (MAC).	Continued strengthening of whanau group. Strengthen the Te Reo Curriculum and resources in the school. Consider the employment of teacher aide / resource person to support the development of Te Reo and Tikanga in the classrooms. Review the delivery of Kapa Haka alongside the appointment of personnel.	Resources: Damon Ritai (MAC), Shane Cassidy – Ngati te Whiti, Min of Education. Megan H, Leadership Team.
		Time Frame: Term 1 then ongoing.

Monitoring and Evaluation.

Jul: The new BOT has two trustees with specific oversight of Cultural Responsivity, clarification of the role to be developed. The MAC cluster is a great vehicle for our school practice. Our current focus is on the integration of our Catholic Social Teachings and Treaty Principles. A new Kapa Haka instructor has been employed and the numbers involved have doubled. Extra uniforms have been purchased. The ropu performed as part of the school production and will be performing at the Tatarakihi and Puanga Festivals this year and at the school Nativity and Graduation. Megan did a great job with these students. Kate L has taken over as the teacher in charge. The resource we hoped to be used for the employment for a support staff person was changed to become a Te Reo training program. Julia Roptini is involved in the program and we hope to use Julia across the school in the future. A whanau hui exploring the Catholic Social Teachings and Treaty Principles is planned for early Term 4.

Nov: The whanau hui was a successful evening. The families present enjoyed the chance to connect and complete the Treaty / CST activity. The outcomes were similar to the staff and BOT responses. 'We are clearly in our Te Ao Maori / Catholic worlds' when we are operating in this kura. Our task now is to complete a graphic representation which shows the weaving of the strands of the Treaty Principles and the CST's which will then give fruition to the Gospel Values of tika, pono and aroha. Open invitations to all community will be extended alongside our whanau for opportunities for gatherings in 2020. The first being preparation for a Marae visit to Oakura in Term 1 2020.

Strategy	Specific Actions	Responsibility: Leadership Team
7. For Literacy and Numeracy achievement for Maori and Pasifika students to mirror the national picture of achievement. (Pasifika Ed Plan)	Review Pasifika student achievement and compare to school and national cohorts. Pasifika and Maori student achievement to be comparable- if not exceed the school cohort and national norms.	Resources: Pasifika Education Plan
		Time Frame: Term 1-4

Monitoring and Evaluation.

Jul: Earlier in the year our achievement data for our Pasifika learners was the strongest of all ethnic cohorts. Our Maori student achievement while above norms was not as strong as other ethnic groups across the school. In November we will analyse the progress that these students have made in 2019 and look at cohort trends for support and celebration in 2020.

Nov:

Strategy	Specific Actions	Responsibility: Mike D, Mike H, Jenna W, Hayley, Kate.
8. Continue to implement and review the Digital	Review the strategic goals for the use of Digital	

Learning and Safety Strategic Plan with key supporting documents in readiness for the Min of Ed Digital Learning Curriculum (2020). This document is to ‘morph’ into the Digital Curriculum – Curriculum Delivery Plan.	learning at St Joseph’s. Develop responsible digital safety across the staff, students and community. Share and collaborate with the community on digital learning. Incorporate the strategic plan into the new Digital Curriculum Delivery Plan.	Resources: Digital Learning Strategic Plan, Min of Ed Digital Learning Curriculum. Time Frame: Term 1 and ongoing.
Monitoring and Evaluation. Jul: The goals is to have the plan revised for early Term Four. The updated plan will then be the basis for an application to the TSB Community trust to resource our goals with the replacement and development of devices in classrooms. We will also explore the introduction of voluntary BYOD in the senior school, with no expectation to purchase but for children who have devices at home to trial using them during the day to support learning. Nov: Rolled over to Term 1 2020.		
Strategy 9. Review and further Develop the Physical Education and Health Curriculum Delivery Plan	Specific Actions Review the existing Curriculum Delivery Plan after consultation with stake holders and sporting organisations associated with the school. CDP updated.	Responsibility: Mike H,Hayley, DRS, Staff
		Resources: PE and Health Curriculum Documents.
		Time Frame: Term 3.
Monitoring and Evaluation. Jul: To be completed alongside the RE Curriculum Review. Nov: Due to the cancellation of the PLD to support this work from the PNCEO, this work has been rolled over to 2020 when the support will be available. The RE Curriculum was also not completed due to our DRS being on leave for the majority of Term 3.		
Strategy 10. Provide opportunities for the school to continue to develop the concept of student agency across the school. <i>In summary, agency is where teachers use pedagogical approaches that enable students to take charge of their own learning. Such approaches do not leave the students ‘to discover’ in an unstructured environment. Rather, they are highly structured in supporting student agency and sustained and thoughtful engagement. ‘Mark Osborne’.</i>	Specific Actions Review our understandings of agency from 2018. Complete the gap analysis for 2019. Share and collaborate as a teaching team to further develop student agency in 2019. Visit a Wellington School in 2019 where agentic student agency practice is embedded.	Responsibility: Leadership Team and staff.
		Resources: Agentic Practice Documents from 2018. Wellington School Visit. Possibly ULearn 2019.
		Time Frame: 2019.
Monitoring and Evaluation. Jul: The school visits to Wellington, while worthwhile, were not truly aligned to the work we have been doing. The Teams are continuing to develop opportunities for student agency. Goals have been continued for the further implementation of student agency across the curriculum and these will be reviewed when monitoring the Gap Analysis templates in Term 4. Nov: Recent thinking and exploring has been looking at ‘Project Based Learning’ (PBL) to bring further authenticity to our work around student agency. PBL is basically a way of thinking about the curriculum. It includes short, mid and long term projects		

which bring the curriculum alive through meaningful projects with the support of community. The curriculum falls out of the projects through authentic learning. Basically a way of bring the 8 C's alive through rich learning tasks. PLD and staff personal development will take place in this area in 2020. Three staff attended ULearn in Oct and have shared their learning with the BOT and Staff.

Strategic Goal:

Goal 4: To implement Strategic Planning and maintain an ongoing self review system and develop policies and procedural frameworks to promote high levels of staff performance. (NAG 2,3,7,8)

<p align="center">Strategy</p> <p>1. Staff appraisal. – Review the guidelines from the NZCEO on descriptors for educators in Catholic Schools. Look at how these descriptors possibly enhance the Teachers Council ‘Standards’.</p>	<p align="center">Specific Actions</p> <p>Review the NZCEO descriptors as a staff – then look at incorporating them into our portfolio in the Special Catholic Character Section or alongside the Teachers Council Standards.</p>	<p>Responsibility: Leadership Team and Staff</p> <p>Resources: Teachers Council, Edlead (Nadia), NZEI.</p> <p>Time Frame: Term 1 and then ongoing.</p>
<p>Monitoring and Evaluation. Jul: Not completed. Nov: A complete review of appraisal for teaching staff has been started by the Teaching Council with early discussions and information moving away from individual portfolios. More time will be spent on inquiries and reflection on PLD. An update is to be given by the Teaching Council in early 2020.</p>		
<p align="center">Strategy</p> <p>2. Review the Teacher as Inquiry Spiral – and the Teacher as Inquiry Template. Look for opportunities for staff to decide on other methods other than the template – using similar headings.</p>	<p align="center">Specific Actions</p> <p>Provide flexibility on how each teacher (and Principal) either individually or in groups to carry out a Teacher Inquiry to review or develop practice. The Inquiry will follow the school Teacher as Inquiry Model. Teachers will ‘cluster’ together to monitor and share their inquiries during the year.</p>	<p>Responsibility: Leadership team and staff</p> <p>Resources: TAI Model and Template.</p> <p>Time Frame: Term 1/2 and then ongoing.</p>
<p>Monitoring and Evaluation. Jul: Staff have adapted their inquiries, while still mainly template based, the staff have more links to clips, reflections and readings than in previous years. All inquiries are linked to the development of the digital curriculum. The staff will be sharing from their inquiries at upcoming team meetings. Nov: Our final sharing of our inquiries are planned for the end of November. The staff share their inquiry journeys from over the year in mixed groups. As trends and opportunities arise these are shared to look for PLD and school development areas for the future.</p>		
<p align="center">Strategy</p> <p>3. Update the three year cycle of self-review and policy review. (To be completed as an annual goal)</p>	<p align="center">Specific Actions</p> <p>Adapt the current cycle of review to include self review alongside policy review. Include the reviews that have been conducted in the last three years so there can be ongoing monitoring of change. Include the curriculum Delivery Plans, Local Curriculum 2020 and Special Character Review to the review cycle.</p>	<p>Responsibility: Principal, BOT.</p> <p>Resources: STA, Current Schedule, PNCEO</p> <p>Time Frame: Complete in Meeting 1 Term 2 before new board comes into office.</p>

Monitoring and Evaluation.

Jul: Aug BOT Meeting.

Nov: Updated schedule developed when new BOT took office. **Special Character Review schedule still to be decided upon.**

Strategy	Specific Actions	Responsibility: Principal, BOT.
4. Continue to review and develop the Maori Cultural Responsiveness in the school.	Clear outcomes are evident in the school charter that is reflective of our commitment to the Treaty of Waitangi including; Manaakitanga, Whanaungatanga, Ako and Mahi Tahi. Continue to evidence that these goals are alive in the school and seek further opportunities for development.	Resources: Damon Ritai, Hayden Wano, Cultural witnessing docs, Charter and other key documents.
		Time Frame: Term 3

Monitoring and Evaluation.

Jul: The Treaty Principles are explicit within the Charter, we are always looking at examples where we are witnessing the principles. We are looking forward to the upcoming piece of work where we will be looking at the purposeful links between our Te Ao Maori and Te Ao Catholic dimensions.

Nov: As previously discussed. This piece of work was very powerful in realising that we are working in both our Maori and Catholic worlds when we work and serve in our kura. Further links with Ngati te Whiti will be sought in 2020 – there is a likelihood of a meeting place being created at Rangiatea near Paritutu. This will give the opportunity for our students and staff to be involved and to support the Hapu with the development of the area. At our Teacher Only Days in January 2020 we will look at ‘witnessing and opportunities’ charts in relation to our treaty principles. As a BOT we will also look at these early in 2020.

Strategy	Specific Actions	Responsibility: Principal, DP's
5. Provide PLD for Leadership Team in Coaching and Mentoring and support of Teaching Staff. DP's to be involved in ongoing coaching and mentoring of teachers in their teaching teams.	PLD from Nadia on Coaching and Mentoring in classrooms. Time provided for DP's to be in classrooms for 4-5 morning sessions per term. Approx. twice a term in each classroom.	Resources: Nadia – Coaching and Mentoring, Time and Release provision.
		Time Frame: 2019 – trial year.

Monitoring and Evaluation.

Jul: These sessions have been very beneficial. The time set aside for leaders to be in classrooms more often has been very positive. Ongoing coaching and mentoring support has been provided for the leadership team.

Nov: As a leadership team we continue to value these sessions. It is great to be able set the direction for our sessions but then be a participant rather than part of the delivery. These sessions help the leadership team create purpose, shared understandings and future direction. The Teacher Support Sessions have grown into further opportunities for staff to be in each other's rooms in the coaching role. The DP's have then taught in other classrooms while this has taken place – allowing for relationship growth with other students.

Strategy	Specific Actions	Responsibility: Principal, DP's
6. Review and further develop the Positive Behaviour Plan for the school.	Following the 'Safe at School/ consultation with students and whanau – review the positive behaviour plan. Liaise with the Min of Ed PB4L team for support and RTLB Service.	Resources: PB4L Team
		Time Frame: Term 2 and 3 2019

Monitoring and Evaluation.

Jul: A staff session has been utilised to review the Positive Behaviour Plan. The draft changes will be presented to the BOT in the Sept meeting and will be further refined in light of any feedback that emerges from the parent 'Safe at School Survey'.
Nov: Complete.

Strategic Goal:

Goal 5: To effectively manage the financial and property resources of the school and provide a safe physical / emotional environment for the school community by complying with all general legislation (NAG 4,5,6)

Strategy	Specific Actions	Responsibility: Principal, BOT Finance Committee
1. Review and communicate budget at quarterly intervals. Ensure budget priority is focused on teaching and learning.	Review all expenditure monthly and review budget quarterly. Communicate changes to budget leaders.	Resources: Ed Services Reports, 2019 Budget.
		Time Frame: Ongoing
		Monitoring and Evaluation. Jul: The budget was reviewed in March to allow for income and expenditure changes and the employment of an extra support staff member. The July financials are due shortly and will be used for a second review for the year. The school remains in a strong resourcing position. Nov: The school has continued in a positive direction financially. Monthly monitoring and projections indicate a healthy year end position. The school has been successful with a decile review (from 8 to 7) which will lead to an increase in funding in 2020 and the ability to opt into the Ministry of Education School Donation Scheme.
Strategy	Specific Actions	Responsibility: Wayne, Principal, BOT Property Committee
2. Create a ten year maintenance and school painting plan 2019-2029.	Create a per block plan for maintenance and painting. Utilise support from the Resene paint systems school resource. Backtrack when all interior and exterior paints have occurred and create plan from there.	Resources: Ten Yr Maintenance Plan and capital works plan.
		Time Frame: By end of 2019.
		Monitoring and Evaluation. Jul: The template has been created and Resene is supporting us with the level of work required on the different blocks and the likely repaint times. This will enable a ten year painting program to be developed. Firms are currently quoting on the blocks so that we can project our painting costs for the next ten years. Nov: Completed and entered into cyclical maintenance forecasting with Education Services. To be reviewed annually.
Strategy	Specific Actions	Responsibility: Staff, BOT, Principal
3. Create a new multi-purpose space in the old staffroom.	Consult with the staff and look at ideas in other schools for creating a multi-purpose space in the	Resources: Imagination, creativity and funding.

	school. Eg Video production, cooking, small group withdrawal etc.	Time Frame: Term 1
Monitoring and Evaluation. Jul: Lots of ideas – no concrete action as of yet. Nov: Still in process – not wanting to rush – but a priority for 2020.		
Strategy 3. Upgrade the safe fall area of the junior playground.	Specific Actions Remove existing soft fall and replace with the same bark used in senior and Eagles Nest Playgrounds.	Responsibility: Wayne, BOT, Principal
		Resources: Funding, FOSJ Support, Contractors.
		Time Frame: Term 1 holidays.
Monitoring and Evaluation. Jul / Nov: Completed.		

Strategy 4. Complete annual safe at school survey.	Specific Actions All students and families surveyed with safe at school online tool. Data compared to previous years and trends identified and support actioned.	Responsibility: Leadership Team
		Resources: 2017/18 Template and BOT Report Template
		Time Frame: Term 2,3 2019
Monitoring and Evaluation. Jul: Underway Nov: Completed		
Strategy 5. Create a purchasing plan for the update and upgrade of classroom furniture.	Specific Actions Along with the staff complete an upgrade of classroom furniture plan – possible a ten year plan.	Responsibility: MD, Leadership Team, Staff, BOT.
		Resources: Other Schools, Ministry?
		Time Frame: Term 3 2019.
Monitoring and Evaluation. Jul: Not started. Nov: Roll over for 2020		

Kiwi Sport at St Joseph's NP 2019

The 2019 allocation was utilised to support current sports in operation at the school. It was used to subsidise both hockey, netball and football subs for players. This made these sports more accessible for our students. The Kiwisport grant has also been used in 2019 to assist students who would not have been able to play sport without the subs being 'taken care of'. The students enjoyed being part of programs provided by external providers including, rippa rugby and cricket.

Along with funding from our PTA we also employed Manuel Luque from MSL Activ and Palyball Taranaki to provide a fundamental skills program across the school.

We have also used the funds to support our teacher sport co-ordinators by paying for a sport administrator to complete the many admin tasks associated with co-ordinating school sport.