

Pukekohe Hill School

Annual Report for the year ended 31 December 2020

Ministry Number:	1451
Principal:	Simon Williams
School Address:	12 Green Lane, Pukekohe
School Postal Address:	12 Green Lane, Pukekohe, 2120
School Phone:	09-2386374
School Email:	exec@pukekohehill.school.nz
Service Provider:	Edtech Financial Services Ltd

Pukekohe Hill School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How position on Board gained	Term expired/expires
Matthew Overton	Chairperson	Elected June 2019	May 2022
Davide Teixeira	Treasurer	Elected June 2019	May 2022
Roselle Hollard	Parent Representative	Elected June 2019	May 2022
Cameron Millar	Parent Rep	Elected June 2019	May 2022
Shannon Sutherland	Parent Representative	Elected June 2019	May 2022
Simon Williams	Principal		
Amy Ash	Staff Representative	Elected June 2019	May 2022

Pukekohe Hill School

Annual Report

For the year ended 31 December 2020

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	Kiwisport

Pukekohe Hill School
Statement of Responsibility
For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Matthew Overton

Full Name of Board Chairperson



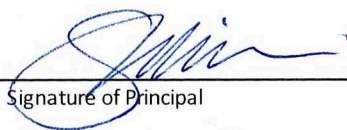
Signature of Board Chairperson

24-5-2021

Date:

Simon Williams

Full Name of Principal



Signature of Principal

19/5/21

Date:

Pukekohe Hill School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	5,754,269	5,169,198	5,029,937
Locally Raised Funds	3	70,649	41,600	125,450
Interest Income		10,346	12,000	20,770
Gain on Sale of Property, Plant and Equipment		174	-	-
		<hr/> 5,835,438	<hr/> 5,222,798	<hr/> 5,176,157
Expenses				
Locally Raised Funds	3	4,886	94,350	52,408
Learning Resources	4	4,021,693	3,566,770	3,469,744
Administration	5	223,643	221,336	216,473
Finance		4,738	3,700	3,500
Property	6	1,263,827	1,177,871	1,159,905
Depreciation	7	168,859	158,112	150,910
Loss on Disposal of Property, Plant and Equipment		7,693	-	994
		<hr/> 5,695,339	<hr/> 5,222,139	<hr/> 5,053,934
Net Surplus / (Deficit) for the year		140,099	659	122,223
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> 140,099	<hr/> <hr/> 659	<hr/> <hr/> 122,223

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

Pukekohe Hill School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	2020	2020	2019
Notes	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Balance at 1 January	1,521,853	1,521,853	1,360,630
Total comprehensive revenue and expense for the year	140,099	659	122,223
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	39,000
Equity at 31 December	1,661,952	1,522,512	1,521,853
Retained Earnings	1,661,952	1,522,512	1,521,853
Equity at 31 December	1,661,952	1,522,512	1,521,853

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.

Pukekohe Hill School
Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	969,454	641,074	1,020,323
Accounts Receivable	9	361,960	265,000	259,881
Prepayments		30,349	35,000	76,729
Inventories	10	5,190	5,000	4,538
Investments	11	200,000	200,000	201,538
		<u>1,566,953</u>	<u>1,146,074</u>	<u>1,563,009</u>
Current Liabilities				
GST Payable		33,050	25,000	41,361
Accounts Payable	13	461,872	309,000	296,915
Revenue Received in Advance	14	-	10,000	12,650
Provision for Cyclical Maintenance	15	11,782	35,000	36,277
Finance Lease Liability - Current Portion	16	18,254	18,000	14,858
Funds Held for Capital Works Projects	17	388,082	25,000	414,980
		<u>913,040</u>	<u>422,000</u>	<u>817,041</u>
Working Capital Surplus/(Deficit)		653,913	724,074	745,968
Non-current Assets				
Property, Plant and Equipment	12	1,117,300	901,013	879,475
		<u>1,117,300</u>	<u>901,013</u>	<u>879,475</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	77,912	72,000	71,845
Finance Lease Liability	16	31,349	30,575	31,745
		<u>109,261</u>	<u>102,575</u>	<u>103,590</u>
Net Assets		<u>1,661,952</u>	<u>1,522,512</u>	<u>1,521,853</u>
Equity	23	<u>1,661,952</u>	<u>1,522,512</u>	<u>1,521,853</u>

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

Pukekohe Hill School

Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,352,075	1,261,255	1,119,365
Locally Raised Funds	8,721	39,618	119,791
Goods and Services Tax (net)	(8,311)	(16,361)	61,956
Payments to Employees	(696,090)	(651,778)	(587,641)
Payments to Suppliers	(212,958)	(453,825)	(490,223)
Cyclical Maintenance Payments in the year	(74,312)	-	(19,741)
Interest Paid	(4,738)	(3,700)	(3,500)
Interest Received	10,982	11,662	21,158
Net cash from/(to) Operating Activities	375,369	186,871	221,165
Cash flows from Investing Activities			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	173	-	-
Purchase of Property Plant & Equipment (and Intangibles)	(392,495)	(267,202)	(263,992)
Purchase of Investments	-	-	(1,538)
Proceeds from Sale of Investments	1,538	1,538	-
Net cash from/(to) Investing Activities	(390,784)	(265,664)	(265,530)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	39,000
Finance Lease Payments	(8,556)	89,524	(5,770)
Funds Held for Capital Works Projects	(26,898)	(389,980)	409,973
Net cash from/(to) Financing Activities	(35,454)	(300,456)	443,203
Net increase/(decrease) in cash and cash equivalents	(50,869)	(379,249)	398,838
Cash and cash equivalents at the beginning of the year	8	1,020,323	1,020,323
Cash and cash equivalents at the end of the year	8	969,454	641,074
		1,020,323	1,020,323

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

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

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

Reporting Entity

Pukekohe Hill School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

Use of Land and Buildings Expense

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

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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.

Accounts Receivable

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

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.

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.

Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

Impairment of property, plant, and equipment

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 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.

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.

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, and also annual leave earned, by non teaching staff, 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

Provision for Cyclical Maintenance

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

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

Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Pukekohe Hill School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

2 Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,210,062	1,150,991	998,114
Teachers' Salaries Grants	3,450,624	3,020,000	3,018,923
Use of Land and Buildings Grants	922,218	885,323	885,323
Other MoE Grants	171,365	112,884	127,577
	<u>5,754,269</u>	<u>5,169,198</u>	<u>5,029,937</u>

The School has opted in to the donations scheme for this year. Total amount received was \$110,700.

Other MOE Grants total includes additional COVID-19 funding totalling \$21,662 for the year ended 31 December 2020.

3 Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
PTA and Other Donations	28,569	500	45,158
Activities	30,458	36,100	73,991
Trading	8,894	5,000	5,442
Fundraising	2,728	-	859
	<u>70,649</u>	<u>41,600</u>	<u>125,450</u>
Expenses			
Activities	894	89,550	48,302
Trading	3,914	4,800	4,033
Fundraising (Costs of Raising Funds)	78	-	73
	<u>4,886</u>	<u>94,350</u>	<u>52,408</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>65,763</u>	<u>(52,750)</u>	<u>73,042</u>

4 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	96,424	96,120	81,545
Equipment Repairs	2,104	1,500	1,111
Information and Communication Technology	50,106	62,450	39,835
Library Resources	941	2,350	1,539
Employee Benefits - Salaries	3,850,279	3,371,000	3,328,334
Staff Development	21,839	33,350	17,380
	<u>4,021,693</u>	<u>3,566,770</u>	<u>3,469,744</u>

Pukekohe Hill School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

5 Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	6,075	6,986	5,774
Board of Trustees Fees	3,035	3,680	3,405
Board of Trustees Expenses	4,215	5,320	8,941
Communication	5,042	4,100	5,336
Consumables	4,138	5,000	4,944
Other	16,566	14,150	10,326
Employee Benefits - Salaries	169,040	166,500	162,671
Insurance	9,964	10,000	9,616
Service Providers, Contractors and Consultancy	5,568	5,600	5,460
	223,643	221,336	216,473

6 Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	16,891	14,850	12,708
Consultancy and Contract Services	2,472	10,000	4,323
Cyclical Maintenance Expense	55,884	27,098	21,780
Grounds	26,036	39,000	58,964
Heat, Light and Water	34,597	44,000	41,681
Repairs and Maintenance	74,152	25,100	17,606
Use of Land and Buildings	922,218	885,323	885,323
Employee Benefits - Salaries	131,577	132,500	117,520
	1,263,827	1,177,871	1,159,905

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

7 Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Building Improvements - Crown	20,440	17,250	20,452
Furniture and Equipment	41,589	39,732	35,210
Information and Communication Technology	76,226	75,795	70,029
Leased Assets	24,716	24,655	18,680
Library Resources	5,888	680	6,539
	168,859	158,112	150,910

Pukekohe Hill School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

8 Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	100	100	100
Bank Current Account	969,354	640,974	1,020,223
Cash and cash equivalents for Statement of Cash Flows	969,454	641,074	1,020,323

Of the \$969,354 Cash and Cash Equivalents, \$442,374 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan. The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

9 Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	53,446	3,500	4,168
Receivables from the Ministry of Education	51,407	35,000	32,380
Interest Receivable	526	1,500	1,162
Teacher Salaries Grant Receivable	256,581	225,000	222,171
	361,960	265,000	259,881
Receivables from Exchange Transactions	53,972	5,000	5,330
Receivables from Non-Exchange Transactions	307,988	260,000	254,551
	361,960	265,000	259,881

10 Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	2,038	2,000	2,498
School Uniforms	3,152	3,000	2,040
	5,190	5,000	4,538

11 Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	200,000	200,000	201,538
Total Investments	200,000	200,000	201,538

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	343,392	224,127	-	-	(20,440)	547,079
Furniture and Equipment	256,202	59,687	-	-	(41,589)	274,300
Information and Communication Technology	189,870	99,932	(275)	-	(76,226)	213,301
Leased Assets	44,236	21,881	-	-	(24,716)	41,401
Library Resources	45,775	8,749	(7,417)	-	(5,888)	41,219
Balance at 31 December 2020	879,475	414,376	(7,692)	-	(168,859)	1,117,300

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	763,630	(216,551)	547,079
Furniture and Equipment	621,627	(347,327)	274,300
Information and Communication Technology	914,398	(701,097)	213,301
Leased Assets	76,476	(35,075)	41,401
Library Resources	118,512	(77,293)	41,219
Balance at 31 December 2020	2,494,643	(1,377,343)	1,117,300

The net carrying value of equipment held under a finance lease is \$41,401 (2019: \$44,236).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	285,678	78,397	(231)	-	(20,452)	343,392
Furniture and Equipment	214,239	77,173	-	-	(35,210)	256,202
Information and Communication Technology	164,571	95,523	(195)	-	(70,029)	189,870
Leased Assets	16,366	46,550	-	-	(18,680)	44,236
Library Resources	39,982	12,899	(567)	-	(6,539)	45,775
Balance at 31 December 2019	720,836	310,542	(993)	-	(150,910)	879,475

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	539,503	(196,111)	343,392
Furniture and Equipment	611,260	(355,058)	256,202
Information and Communication Technology	840,127	(650,257)	189,870
Leased Assets	87,552	(43,316)	44,236
Library Resources	130,988	(85,213)	45,775
Balance at 31 December 2019	2,209,430	(1,329,955)	879,475

The net carrying value of equipment held under a finance lease is \$41,401 (2018: \$44,236).

Pukekohe Hill School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

13 Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	186,256	75,000	63,966
Accruals	4,075	-	-
Employee Entitlements - Salaries	258,909	225,000	224,018
Employee Entitlements - Leave Accrual	12,632	9,000	8,931
	<u>461,872</u>	<u>309,000</u>	<u>296,915</u>
Payables for Exchange Transactions	461,872	309,000	296,915
	<u>461,872</u>	<u>309,000</u>	<u>296,915</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	-	10,000	12,650
	<u>-</u>	<u>10,000</u>	<u>12,650</u>

15 Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	108,122	108,122	106,083
Increase/(decrease) to the Provision During the Year	55,884	27,098	21,780
Use of the Provision During the Year	(74,312)	(28,220)	(19,741)
Provision at the End of the Year	<u>89,694</u>	<u>107,000</u>	<u>108,122</u>
Cyclical Maintenance - Current	11,782	35,000	36,277
Cyclical Maintenance - Term	77,912	72,000	71,845
	<u>89,694</u>	<u>107,000</u>	<u>108,122</u>

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for copiers and teacher laptops
Minimum lease payments payable (includes interest portion):

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	21,881	18,000	18,532
Later than One Year and no Later than Five Years	36,430	30,575	36,490
	<u>58,311</u>	<u>48,575</u>	<u>55,022</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

17 Funds Held for Capital Works Projects

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

2020		Opening	Receipts	Payments	BOT Contribution/	Closing
		Balances	from MoE		(Write-off to	Balances
		\$	\$	\$	R&M)	\$
Block 6 & 8 Stage 2	<i>Completed</i>	5,293	-	-	-	5,293
Toilet Block refurb	<i>Completed</i>	2,212	975	-	(3,187)	6,374
New PA System	<i>Completed</i>	(6,121)	10,552	4,431	-	-
Sizemore Refurb	<i>In progress</i>	422,432	119,225	533,846	-	7,811
Hall Refurb	<i>Completed</i>	(8,836)	4,958	50,414	-	(54,292)
LC/Boiler Rm	<i>In progress</i>	-	92,331	79,285	-	13,046
AMS internal refurb	<i>Completed</i>	-	225,000	146,050	-	78,950
Re-Roof Admin to Resource	<i>In progress</i>	-	20,700	-	-	20,700
SIP - Landscaping	<i>In progress</i>	-	88,200	-	-	88,200
SIP - Turf Top Field	<i>In progress</i>	-	302,000	100,000	(20,000)	222,000
Totals		414,980	863,941	914,026	(23,187)	388,082

Represented by:

Funds Held on Behalf of the Ministry of Education
 Funds Due from the Ministry of Education
 Funds due from the Board of Trustees

442,374
 -
 (54,292)
388,082

2019		Opening	Receipts	Payments	BOT Contribution/	Closing
		Balances	from MoE		(Write-off to	Balances
		\$	\$	\$	R&M)	\$
Admin Vinyl replacment	<i>Completed</i>	5,007	-	5,007	-	-
Block 6 & 8 Stage 2	<i>Completed</i>	-	98,382	93,089	-	5,293
Toilet Block refurb	<i>Completed</i>	-	26,100	23,888	-	2,212
Classroom Floor upgrade	<i>Completed</i>	-	18,000	18,000	-	-
New PA System	<i>Completed</i>	-	61,597	67,718	-	(6,121)
Sizemore Refurb	<i>In progress</i>	-	547,036	124,604	-	422,432
Hall Refurb	<i>In progress</i>	-	44,621	53,457	-	(8,836)
Roofing	<i>Completed</i>	-	41,570	41,094	476	-
Rm25 Refurb 2017		0	32,000	32,000	-	-
Totals		5,007	869,306	458,857	476	414,980

18 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

19 Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,035	3,405
Full-time equivalent members	0.06	0.13
<i>Leadership Team</i>		
Remuneration	385,695	356,340
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	388,730	359,745
Total full-time equivalent personnel	3.06	3.13

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
110-120	-	-
100-110	3	2
	3	2

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

20 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

21 Contingencies

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

(Contingent liabilities and assets as at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

22 Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) \$701,328 contract for 5YA Sizemore Block Refurbishment to be completed in 2021, which will be fully funded by the Ministry of Education. \$666,261 has been received of which \$658,450 has been spent on the project to balance date; and

(b) \$102,590 contract for LSC 3: Boiler Room Conversion to be completed in 2021, which will be fully funded by the Ministry of Education. \$92,331 has been received of which \$79,285 has been spent on the project to date.

(c) \$98,000 contract for SIP Landscaping Project which is to be completed in 2021. \$88,200 has been received; and

(d) \$322,000 contract for SIP - Top Field Turf Project to be completed in 2021. \$302,000 funded by the Ministry of Education, \$20,000 funded by the Board. \$289,000 has been received of which \$100,000 has been spent; and

(e) Re-roof admin to resource to be completed in 2021, which will be fully funded by the Ministry of Education. \$20,700 has been received.

Capital commitments as at 31 December 2019: as follows:

(a) MOE contract for Sizemore Building refurbishment to be completed in 2020 which will be fully funded by the Ministry of Education. \$547,036 has been received of which \$124,804 has been spent on the project to date.

(b) MOE/school project for the Hall refurbishment to be completed in 2020 which will be partially funded by the Ministry of Education. \$44,621 has been received. \$53,457 has been spent on the project to date. \$4,958 further funding due from Ministry, School to fund balance.

(c) MOE contract for Rm 25 refurbishment was completed in 2017 which will be fully funded by the Ministry of Education.

(b) Operating Commitments

The School has no operating commitments at 31 December 2020 (31 December 2019-\$nil)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

23 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.

24 Financial Instruments

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	969,454	641,074	1,020,323
Receivables	361,960	265,000	259,881
Investments - Term Deposits	200,000	200,000	201,538
Total Financial assets measured at amortised cost	<u>1,531,414</u>	<u>1,106,074</u>	<u>1,481,742</u>
Financial liabilities measured at amortised cost			
Payables	461,872	309,000	296,915
Finance Leases	49,603	48,575	46,603
Total Financial Liabilities Measured at Amortised Cost	<u>511,475</u>	<u>357,575</u>	<u>343,518</u>

25 Events After Balance Date

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

Independent Auditor's Report

To the Readers of Pukekohe Hill School's Financial Statements

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Pukekohe Hill School (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

ACCOUNTANTS & ADVISORS

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Auckland 1010, New Zealand
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Auckland 1143, New Zealand
Telephone: +64 9 366 5000
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William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to

the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, the Members of the Board of Trustees and the Analyses of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand



Annual Report - 2020

Growing Great People, Together.

An overall review of 2020

2020 will be a year that we all remember for many years to come. New Zealand and the world felt the impact of the COVID19 pandemic. Isolation bubbles, contact tracing, distance learning are all terms that we have become accustomed to during 2020. The Auckland region experienced two periods of government directed lock-down. These periods required schools to continue learning by distance as we were all required to stay home in our isolation bubbles.

2020 has seen continued roll growth for Pukekohe Hill School. The school began the year with a roll of 680 students. This grew to a peak of 790 students in December. An overall growth of 110 students.

Ministry funded Professional Development was delivered during 2020. The focus of this professional development was on teacher use of the English Language Learning Progressions (ELLPs). Increased teacher confidence in using the ELLPs to measure student progress was the initial measure of the success of this programme. This programme was led by a literacy team of Ranata Singh, Michael Valter, Rachael Shaw and Wendy Bates. Ministry facilitation hours were delivered by Letia Preston from Vision Education. Adaptions to the initial plan were made to accommodate both the disruption caused by lockdowns as well as adjustments based on teacher needs. Comparison between baseline data collected in March and data collected in November indicated that 47% of teachers indicated an increased confidence using the Literacy Learning Progressions to assist with teaching and learning.

Staffing at the beginning of 2020 was the same as at the end of 2019. The only significant change was the movement of Gabby Thompson to the Year 3 to accommodate a larger student cohort in Year 3. During the year the following staff were employed; Mellisa Walden - New Entrant roll growth (term 1), Ellen Rhodes - New Entrant roll growth (term 2), Rebecca McGarry & Amanda Duley (in job share position) - New Entrant roll growth (term 3), and Judith Webb - New Entrant roll growth (term 4). The following teacher aide appointments were also made during the year - Jill Wilson, Rachael Woodworth, Emma Whiteman, and Penny Hamilton. These appointments were made to both accommodate individual student needs as well as allowing greater capacity to provide classroom support across the school.

Board of Trustees parent representatives; Cameron Millar, Matt Overton (Chairperson), Rosalie Hollard, Shannon Sutherland, Davide Teixeira, and Amy Ash (staff rep) continued to provide the school with both strong governance and direction during a year of national uncertainty.

One of the positive outcomes from the periods of 'lockdown' was that the school was able to complete a number of significant building projects during the period of student absence. Refurbishment of the six classrooms within the Sizemore block as well as the internal upgrade of the hall were completed prior to students returning at the start of 2020. The installation of a large covered area and new concrete in the Sizemore block was also completed during Term 1. Funding for this structure was provided by contributions from both the PTA and Board funding. This structure provided both a weather proof shelter area as well as a space for classes to work under during the day. Additional funding from the Ministry of Education allowed for the conversion of the old boiler room into a teacher work space. Board funds were also used to fund the following projects; construction of a new deck area off the library area, the purchase of two containers to provide storage for both caretaking and sports equipment, and the construction of a storage shed for road patrol equipment.

New classroom tables and furniture were purchased for three classrooms. This new furniture was selected to create greater opportunities for students to work collaboratively. A range of seating options and tote trolleys were also purchased to allow for greater flexibility within the classroom. The school received \$10,860 Kiwisport funding as part of our operational grant. While these funds are normally used to provide access to physical education through various sports budgets, the cancellation of many sporting events and external support resulted in this funding being used in 2020 to replace and upgrade sports equipment.

All of these actions allowed Pukekohe Hill to continue to work toward our vision of;

Growing Great People, Together!

Growing Great People, Together

	<i>Confident</i>	<i>Connected</i>	<i>Capable</i>	<i>Creative</i>
Strategic Goal	Growing confident successful people who have an influence on their learning.	Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community	Growing capable participants in a changing world	Growing people who can think and act creatively.
Strategic initiatives for 2020	Increase individuals ownership and control of their learning.	Strengthen community partnerships to enhance sense of identity.	Lift teacher knowledge of literacy progressions in order to impact student achievement	Develop higher order thinking skills through authentic contexts
Overall Measures of Success	Student voice indicates that 90% of students can actively reflect on their learning.	Multiple opportunities have been created for the community to be involved within school discussions and activities.	An increased teacher knowledge, confidence and use of literacy progressions.	Classroom evidence will show higher order thinking skills being used regularly within classrooms.
Outcome	Discrepancy between teachers and students in relation to students actively reflecting. 65% students indicated that they never or occasionally reflect on their learning. Teachers indicated that they believed 81% of their students activity reflect on their learning.	While the year was severely disrupted with COVID-19, multiple opportunities were created for the school community to be involved in both school discussions and activities.	Comparison between baseline data collected in March and data collected in November indicated a 47% increase in teacher confidence using the Literacy Learning Progressions to assist with teaching and learning.	79% of staff surveyed indicated that they have either increased their use of higher order thinking skills during 2020 or the use of these tools has been about the same as in 2019. 64.3% - same amount as in 2019 14.3% - increased use.
Strategic initiatives for 2020	Increase resilience and adaptability of individuals.	Develop local curriculum initiatives to support making a difference in our community.	Embed school-wide shared language of learning.	Provide a range of opportunities for creativity and hands on learning.
Overall Measures of Success	2020 Learning Power judgements by teachers will show an improvement in the areas of Perseverance and Taking Risks from 2019 levels.	A clear local curriculum has been developed based on community values and priorities.	90% of middle and senior students are able to identify the school-wide shared language of learning.	Hands on learning experiences being incorporated into all learning activities.
Outcome	Perseverance - 5% increase 2020 - 52% consistently, 37% usually , 11% sometimes 2019 - 47% consistently, 36% usually, 16% sometimes Takes a Risk- 6% increase 2020 - 45% consistently, 40% usually, 15% sometimes 2019 - 39% consistently, 39% usually 22% sometimes	The community and staff were consulted on the development of a two year Concept cycle. A series of community events allowed for consultation with the community on our school values and priorities.	Survey of Year 4-6 students indicates the following; Persevere -93.2% Take Risks - 93.2% As Questions - 86.3% Reflect - 82.9% Make Connections -79.5% Communicate - 86.3%	92% of staff surveyed indicated that they have either increased the opportunities for students to experience hands-on learning during 2020 or have maintained the same as in 2019. 53.8% - same amount as in 2019 38.5% - increased use.

Strategic Initiative 2020: Increase individuals ownership and control of their learning.

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> Development of Learner Passes and Learner Pathway to show levels of student responsibility at each learning stage. 	<p>Students and staff will have a clear understanding of what levels of responsibility are required at each learning stage.</p>	<p>Through the Junior School classes are modelling, talking around the criteria towards achieving a Bronze Pass and helping students to understand how this looks/sounds in a classroom.</p> <p>In years 3-6 students earn individual learner passes, starting with no pass and progressing through to Gold Pass. The majority of students operate well under this system. We still have some confusion with staff understanding what makes Gold Level.</p> <p>Students conference with teachers when they feel they are ready to progress to the next Learner Pass. The aim is to pass levels onto next year's teacher and not reset all children to having no pass.</p>
<ul style="list-style-type: none"> Next Steps for Learning - AfoL language used within classrooms with students understanding their learning. 	<p>Students can actively reflect on their learning.</p>	<p>Teacher data indicates students are reflecting regularly on their learning however student data would indicate there is a misalignment as students feel they don't reflect on a regular basis.</p> <p>Reflection looks different across cohorts and needs to be taught explicitly - making clear links so students are able to recognise and be part of this process. We would like to see a regular time slot allocated in classes for reflection and the language that surrounds it.</p>
<ul style="list-style-type: none"> Professional development- Course and attendance and visits to other schools to observe agency in action. A particular focus on the junior areas. 	<p>Key staff members have visited other schools to look at agency in action. Key actions implemented in the Hill School setting.</p>	<p>Professional Development on Agency has been more within Teams this year using internal expertise - building on our existing Learner Pass System. This has been driven by the Agency Team but we have struggled for time as a whole school due to other PD commitments and focuses.</p>
<ul style="list-style-type: none"> Weekly student reflections linked to Learning Powers and RICH values via Dojo giving examples of how they have used these traits. 	<p>All middle and senior students making weekly dojo posts giving examples of how they have displayed these traits.</p>	<p>It is clear weekly reflections do not occur in this type of structure. Teachers and students tend to reflect within lessons, as this is more practical for teacher workload. This year, with its stops and starts, has really meant reflection through Dojo has not occurred as we wanted. A clearer structure will need to be developed in 2021. We feel weekly documented reflection is too much. We could look at holding termly or relevant reflection that changes learning. We need to decide if Class Dojo the best tool for this documented Reflection.</p>
<ul style="list-style-type: none"> Develop student leadership programme with ambassadors, physical activity leaders, road patrollers and monitors. 	<p>Majority (75%) of senior students have contributed to the school during the year.</p>	<p>170/245 (70%) of the Senior School have contributed enough to attend the CARE Trip to Rainbows End. In 2019, approximately 140 students qualified for the End of Year Trip. At the start of a year students complete a survey on what responsibilities they would like to be considered for throughout the year and the results are used to plan monitors for each term.</p>

		Students have completed the following responsibilities: Road Patrol, Ambassadors, Pal Leader, Peer Mediator, Lunch Monitor, Wet Day Monitor, Office Duty, PE Shed, Flag and Sand Pit, Car Park Cones, Indian Hall, Fonterra Milk and Library Monitor.
<ul style="list-style-type: none"> Teacher Appraisal process focused on teacher reflections and personal actions for development. 	Teacher appraisal focused on improvement rather than proving ability.	<p>Covid has meant changes to the Appraisal process in 2020. Due to time constraints we had no Term Three formal observation. In term four teachers will reflect and Team Leaders will comment - normally we would have discussions but time constraints have prevented this from occurring. We also believe a large number of teachers will carry their 2020 goal over into 2021.</p> <p>The current Appraisal Structure is definitely focused around improvement versus competency.</p>
<ul style="list-style-type: none"> Distributed leadership across the staff with the use of management units, Kahui Ako positions and curriculum leadership. 	Half of the teaching staff have school wide leadership roles and contribute to school leadership.	23/36 (63%) of staff take on a Leadership role across the school. These roles are very varied from Management, Professional Development to leading aspects like Enviro, cooking and IT. Where possible units are used to support our Professional Development focuses and activities we feel are important to the school's culture.

Overall Measure of Success - Confident	Student voice indicates that 90% of students can actively reflect on their learning.
Outcome	<p>Data shows a discrepancy between what teachers are saying and what students (Years 4-6) think. Data from students tells us that 20% believe they never Reflect, 13% reflect daily, 22% weekly and 45% occasionally. However data from teachers indicates teachers believe 78% of students reflect consistently or usually. Teachers also believe 81% of students take action usually or consistently to improve work after reflection.</p> <p><u>Based on these results we did not achieve this goal in 2020.</u></p> <p>We have added to the 2021 Strategic plan a need to make reflection more explicit (and Valued) and recognisable for students, with a clear process in place so it happens on a more regular basis. This looks different across cohorts but is manageable.</p>



Strategic Initiative 2020: Increase resilience and adaptability of individuals.

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> Investigate ways that resilience within students and individuals can be measured 	Baseline data can be gathered regarding student resilience.	Agency Team looked at Wellbeing Websites and shared some resources with teachers. This became more important this year and teachers sourced resources from a variety of avenues as needed. Late in Term 4, Surinder started working with Middle and Senior Classes around Step Back, Breath/ Step Up, and Step Forward. This is a process to help our students manage in challenging situations and deal with stress.
<ul style="list-style-type: none"> Development of school wide language and actions that will assist students and staff with regulating their emotions. 	Students can explain what techniques they can use when they are feeling angry or frustrated.	We have started the process of unpacking the Step Back, Breath/ Step Up, and Step Forward. Process (Ceri Evans) to help students regulate their emotions. This process is very early days but students in years 4-5 had one session learning and talking about this process. More work will need to be done, both with students and staff, in 2021 to get this rolled out across the school - especially with those students that need it the most.
<ul style="list-style-type: none"> Link with Sports Mental Skills Coach to develop emotional regulation techniques similar to that are used by professional athletes. - Warriors, Chiefs, Black Caps. 	PD for key staff members around emotional regulation techniques	We had both Ceri Evans and David Galbraithspeak to us on different Skills Models and Structures that would support students and staff. We have started the process of teaching Step Back, Breath/ Step Up, and Step Forward. Surinder has started developing these skills with Middle and Senior classes.
<ul style="list-style-type: none"> Review behaviour management policy and in school systems to ensure these are applied consistently. 	All stakeholders understand our behaviour management systems and it is applied consistently.	This did not occur as a whole school or across settings. We did relook at the outside playground behaviour process (form) and ensure this is meeting our needs. Simon or Craig (mostly) take these students and complete a reflection form looking at a restorative response to behaviour. It is recorded in a spreadsheet for tracking purposes. In 2021 we could start recording ALL behaviour incidents in Etap. This would allow us better data analysis so we could really target problem behaviours and areas across the school, knowing we have accurate data to guide any decision making. Putting in place the Step Back, Breath/ Step Up, and Step Forward process should help reduce this behaviour as in many cases it is caused, partly, by students not having the skills to manage emotions and challenging situation
<ul style="list-style-type: none"> Host some mental health workshops / information evenings for adults - ie I am Hope - Mike King, Parenting Place 	Mental health workshops / information evenings for adults hosted.	Wellness Project now runs a class for students (parents elct this) around Mental Well being.
<ul style="list-style-type: none"> Investigate classroom programmes around resilience and anxiety. 	Key staff members have attended courses relating to student resilience programmes.	Use of Ceri Evans with Senior Management to introduce the Step Back, Breath/ Step Up, and Step Forward Process. External providers starting a wellbeing programme in Term 3 & 4 that parents opted their child to take part in.
<ul style="list-style-type: none"> Use of Sparklers - welling (Christchurch) toolkit for inspiration and ideas 	Staff aware of and using the Sparklers resource.	The Agency Team looked and shared resources from this website that could support students and teachers to develop resiliency.

- Focus on staff wellbeing in order to increase health and wellbeing of all staff.

Regular events and actions held to help build staff wellbeing.

Covid has made this very difficult this year but also necessary to help support staff with in school and out of school challenges. Celebrating every Friday with Gina the Giraffe and Leo the Lion is part of this process.

<p>Overall Measure of Success - <i>Confident</i></p>	<p>2020 Learning Power judgements by teachers will show an improvement in the areas of Perseverance and Taking Risks from 2019 levels.</p>
<p>Outcome</p>	<p>In 2019 83% (429/547) of students were consistently or usually taking a Risk in their learning. In 2020 that number has increased to 84% (593/707). Although we only have a slight percentage increase, the number of students who take Risks in their learning has increased from 429 to 593 this year. Goal Achieved.</p> <p>In 2019 84% (459/547) of students were showing perseverance when learning was challenging. In 2020, this has increased to 88% (623/707). Not only has the percentage increased by 4% but the number of students showing perseverance in their learning has increased from 459 to 623. Goal Achieved.</p>



Connected

“Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community”



Strategic Initiative 2020: Strengthen community partnerships to enhance sense of identity

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> School tauparapara developed and used schoolwide at the beginning and end of each day. 	School tauparapara used daily	Really successful in classes especially with the notices in the morning. What was excellent was that it was also recited in Tongan, Samaon, Chinese. <i>2021- include other cultures- ex; Afrikaans, Indian, and other Pasifika</i>
<ul style="list-style-type: none"> School wide pepeha. All students and teachers know their own pepaha and these are visually displayed around the school. Video presentations of these pepeha made using dojo. 	Every student and teaching staff member during Term 1 has produced their pepeha during term 1.	A good start. Visually displayed in the class. Practiced, but this needs to be developed further. Didn't get a chance to share with a smaller audience (classes in other syndicates) <i>2021- Perhaps have the Teacher Aides have a Pepeha also. Ensure that the same language is spread throughout the school. ie EVERYONE HAS A PEPEHA</i>
<ul style="list-style-type: none"> Coffee and Chat groups held with different community groups such as; <ul style="list-style-type: none"> New mums New students Maori whānau Feedback about school progress will be gained through these sessions. 	At least one coffee and chat session held each term.	Two were planned, one happened. Some PTA mums attended. It was a good opportunity to connect with new parents and to put names to faces. This year was a disrupted year due to Covid. Cooking club prepared morning tea for the families. Coffee and Chat 6th March 2020 gathering <i>2021- Initiate more opportunities for Maori whanau to attend. Continue to offer to new families with the hope that this will be led by parents</i>
<ul style="list-style-type: none"> Involvement in the Kahui Ako Pre School to Big School event. 	Hill School represented at the pre school to big school event.	Yes, this event happened. This was a really successful morning. Met families and students. Room 11 and 13 students attended. <i>2021- Continue to maintain this gathering annually</i>
<ul style="list-style-type: none"> Community Project - Waharoa Working together as a community to design, fund and construct a waharoa (entrance way) for our school. This structure will represent who we are and our history. 	Waharoa was constructed with input from the community to its design so that it reflects our history and culture.	Initial consultation with Maori and Pasifika groups to identify wants/needs/priorities to be part of the Waharoa Initial meeting with Janie Astle, Denise Proctor, and a parent of the school with links to Nga Hau E Wha Marae to float the idea of the Waharoa - agreement for the team to approach the Marae Committee with a view to taking a group to Ngati Tamaoho for guidance. (COVID interrupted).
<ul style="list-style-type: none"> Building a stronger connection with Nga Hau E Wha O Marae 	Regular contact with the Nga Hau E Wha marae committee for guidance.	Due to Covid the Marae were not wanting to have large gatherings, which made this difficult to plan and implement
<ul style="list-style-type: none"> Attendance- Developing partnerships with community groups (Police, Franklin Family Support etc) to build programmes to improve student attendance rates. 	Reduction in the number of students with attendance in the less than 80 %	By meeting regularly, the Attendance team were able to indicate to the teachers which children that needed to monitor for continued absences. Charts are useful for teachers to identify days of absence. FFSS (Franklin Family Support Service) and outside agencies- temly Hui

FAS(Franklin Attendance Service) -newly established service in Pukekohe. Excellent connections made by Attendance team with the FAS
2021- Attendance team to continue to share information about absences.

Overall Measure of Success - <i>Connected</i>	Multiple opportunities have been created for community to be involved within school discussions and activities.
Outcome	While the year was severely disrupted with COVID-19, multiple opportunities were created for the school community to be involved in both school discussions and activities.

Connected

“Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community”



Strategic Initiative 2020: Develop local curriculum initiatives to support making a difference in our community.

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> Survey community stakeholders (students, staff, parents) regarding areas of focus for local curriculum. 	Four year concept plan developed	Started with parents and staff 2021 - Survey the students
<ul style="list-style-type: none"> Professional development for key staff members regarding developing a local curriculum. Use of educational experts (Mark Osborne) and examples from other schools. 	A local curriculum developed based on community values and priorities.	Started this process- still a work- in- progress
<ul style="list-style-type: none"> Development of Curriculum Implementation plan for Pukekohe Hill School. 	Curriculum Implementation plan understood and used by all teaching staff.	A series of staff meetings held with Mark Osborne for Connected Education. Mark worked with Senior Leadership and then Whole Staff to develop local curriculum. Two staff meetings where staff were led through the process of planning.
<ul style="list-style-type: none"> Growing Enviro group actions and community connections with local growers. 	School gardens provide produce for our Pātaka Kai.	Yes, this continues to take place. The Enviro team uses local produce from growers and garden centres. The team seems to be more established with new vests, and feel very 'in touch' with the local environment. The garden is looking great with some produce being used in the, termly, Lunch with the Principal
<ul style="list-style-type: none"> Provide opportunities for students to learn about Local heroes in the Pukekohe / Franklin area. 	All students will be able to identify at least one local hero.	Not achieved yet Middle School looking at Term 4 leaders from NZ

<ul style="list-style-type: none"> Develop Te Puea Day to include community based positive actions. 	All students involved in community actions during Te Puea Day.	This was great. There were a range of 'Making a difference' acts of kindness, especially after Lockdown #1. 2021- Continue this each year Awards- Te Puea award for whole school assemblies (rather than Gravity)
<ul style="list-style-type: none"> Provide opportunities for students to learn about the local environment and landmarks- Pukekohe Hill, Waikato River, Manukau Harbour and local places and names. 	All students will be able to identify at least one local landmark	Some classes revisited the Hill School Story and learnt about the history. Port Waikato history (from Year 6 camp) 2021- Make more connections with Princess Te Puea and our local area-
<ul style="list-style-type: none"> SPARK programme -Use of community members to enhance spark programmes and give authentic experiences. 	Community members involved in some SPARK workshops.	Not achieved yet. Chaplain has working with gardening Group on Friday. Parent doing some Enviro Group gardening Pasifika Fono with Tiana (Amy)

Overall Measure of Success - <i>Connected</i>	A clear local curriculum has been developed based on community values and priorities
Outcome	The community and staff were consulted on the development of a two year Concept cycle. A series of community events allowed for consultation with the community on our school values and priorities.



Strategic Initiative 2020: Lifting teacher knowledge of literacy progressions in order to impact student achievement

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> Use of external facilitator- (Leitia Preston- Vision Education) to lead literacy progression professional development for all Teaching staff members. 	<p>Kahui Ako in-school teachers and Senior Leadership team have a sound understanding of literacy progressions.</p>	<ul style="list-style-type: none"> All Kahui Ako leaders have worked alongside Leitia to build personal pedagogical knowledge. The Kahui Ako leaders led the development of teacher upskilling in the development and delivery of guided reading lessons through both staff and syndicate meetings.
<ul style="list-style-type: none"> Two staff members involved in Accelerating Literacy Learning (ALL) workshops with a focus on literacy progressions. 	<p>ALL leaders implementing strategies to accelerate literacy learning.</p>	<ul style="list-style-type: none"> ALL teachers have implemented strategies with their classes. ALL teachers have shared their outcomes with leadership and the ALL cluster. <p>2021- ALL teachers to share learnings with whole staff and contribute to Capable team.</p>
<ul style="list-style-type: none"> Regular opportunities for teaching staff to share and collaborate on student literacy levels. 	<p>Teachers moderating literacy judgements</p>	<ul style="list-style-type: none"> Teachers had regular opportunities to view guided reading lessons modelled by Leitia, and to unpack and review these at team meetings and some whole staff meetings Regular opportunities to share and unpack what they have trialled in their own classes - successes, challenges, and next steps. Regular discussions with year 3 team and Rochelle about student levels and their progression.
<ul style="list-style-type: none"> Focus on oral vocabulary in junior school 	<p>Daily opportunities for junior students</p>	<ul style="list-style-type: none"> When teachers have selected this as their personal learning focus. This has been a result of the Play Make Create through reading to and participation in related learning activities. Incidental increased confidence noted in LLP post survey about using the LLP's in teaching oral language.
<ul style="list-style-type: none"> Teaching staff to unpack literacy progressions to gain a deeper understanding of what the expectations are at each stage of the curriculum. 	<p>Teaching staff have a clear understanding of literacy progressions.</p>	<ul style="list-style-type: none"> Teaching staff have been part of staff and team meetings unpacking the LLP. Pre and post survey data highlighted a significant shift in teacher confidence and understanding of the LLP in all literacy areas. Teaching staff co-taught with Leitia. Participating in pre discussions, planning of lesson and viewing the modeling of a lesson. Teaching staff worked together with a buddy to co teach a reading lesson. The purpose being to practice, develop and embed new pedagogical knowledge and practice. Teachers have identified a shift in their own teaching practice based on the professional learning throughout the year.
<ul style="list-style-type: none"> Reading support- Use of internal reading expertise (Rochelle Keown) to increase 	<p>Teaching team using some deliberate acts</p>	<ul style="list-style-type: none"> Rochelle worked specifically with the year 3 team to develop reading pedagogy for target learner groups. Focus specifically included decoding and

effective reading pedagogy within the classroom.	when teaching in order to improve students' understanding.	comprehension strategies as well as how to deliver a guided reading lesson. <ul style="list-style-type: none"> • Rochelle worked alongside some staff requiring greater support for their learners and beginning teachers. • Rochelle delivered workshops to teacher aides around literacy learning progressions.
<ul style="list-style-type: none"> • Students have a clear idea of their learning (coherence) 	Students are aware of their current learning levels and next steps.	<ul style="list-style-type: none"> • Student self talk and metacognition was encouraged through Literacy lessons where learners were required to discuss what they were learning and why this was important for them. <p><i>2021 - A greater focus on making clear the purpose of students learning and the progression would be valuable.</i></p> <p><i>Consistency in the language across the school remains a focus.</i></p>

Overall Measure of Success - <i>Capable</i>	An increased teacher knowledge, confidence and use of literacy progressions.
Outcome	Comparison between baseline data collected in March and data collected in November indicated a 47% increase in teacher confidence using the Literacy Learning Progressions to assist with teaching and learning.

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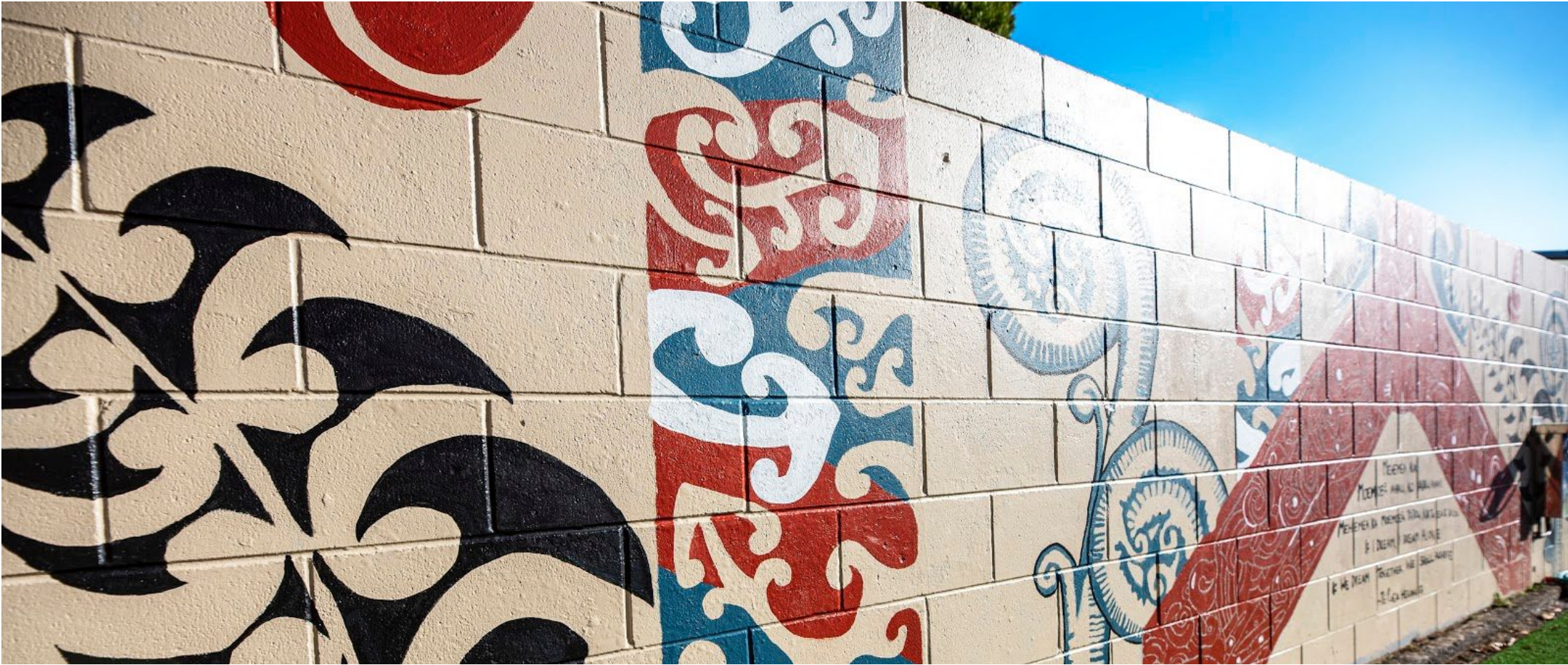
**Kia whatua ko maruwehi ko rāhiri ko manaakitanga
ko ngākaupono hei kākahu mōu .**

Let it be the values of RESPECT, INCLUSION, CARE and HONESTY
that interwine and surround you

Strategic Initiative 2020: Embed school-wide shared language of learning.

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> The language of 'Learning Powers' launched with whole school. Icons and visual developed so that students understand these Learning Powers and how they are displayed. 	Majority (75%) of middle & senior students can identify the six Learning Powers.	<ul style="list-style-type: none"> 77% or more of students could identify the Learner Powers when asked to select them from a list of possibilities. The strongest Learner Powers in terms of being able to identify were Take Risks and Persevere <i>2021- We will need to formulate a more robust measurement tool going forward.</i>
<ul style="list-style-type: none"> Teachers using the Learning Powers daily within classroom learning conversations. 	Classroom observations show Learning Powers being used in conversations.	<ul style="list-style-type: none"> Can hear teachers making reference to certain learner powers students are demonstrating. <i>2021- We feel like there is more work to be done to embed these 'naturally' in the classroom and incorporate throughout the day (not being part of stand alone lessons).</i>
<ul style="list-style-type: none"> Student reflections made giving examples of when they have used the Learning Powers within classroom experiences. 	References to the Learning Powers can be seen in student reflections.	<ul style="list-style-type: none"> 13% report doing this daily <i>2021 - Whilst teachers feel like it is frequent within their classrooms learners themselves have self-reported only making reference to the learner powers occasionally. Again more needs to be done to make this part of the student language.</i>
<ul style="list-style-type: none"> Assembly presentations and newsletter posts made to raise awareness of the Learning Powers and why these are important. 	The language of the Learning Powers being used	<ul style="list-style-type: none"> There is more work to be done here.
<ul style="list-style-type: none"> Strengthen the student Inquiry process within the Concept process. 	Students given an opportunity to use Learning Powers within student inquiries.	<ul style="list-style-type: none"> Initial planning of Concepts is underway Nothing underway in terms of student inquiry process.
<ul style="list-style-type: none"> Student awards linked to Learning Powers & RICH values - Principal Awards, Gravity awards, class rewards given to students with reference to behaviours that show the Learning Powers & RICH values in action. 	Awards given for students displaying the Learning Powers.	<ul style="list-style-type: none"> Student awards given for use of RICH Values, starting to shift focus to Learner Powers. <i>2-21- Consider specific certificates for Learner Powers in assemblies. (syndicate) or link to Gravity Awards - Te Puea Awards.</i>
<ul style="list-style-type: none"> Learning Powers posters displayed around the school to provide visual references to these traits. 	Learning Power posters evident around the school.	<ul style="list-style-type: none"> These are in classrooms but not yet in the external environment.
<ul style="list-style-type: none"> Update school mural to include new Learning Powers as a visual display for all. 	Mural on end of staffroom block updated	<ul style="list-style-type: none"> Not completed.

Overall Measure of Success - <i>Capable</i>	90% of middle and senior students are able to identify the school-wide shared language of learning.
Outcome	Survey of Year 4-6 students indicates the following; Persevere -93.2% Take Risks - 93.2% As Questions - 86.3% Reflect - 82.9% Make Connections -79.5% Communicate - 86.3%



Strategic Initiative 2020: Develop higher order thinking skills through authentic contexts

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> Embed the use of lego robotics and coding within the Middle and Senior teams. Purchase more Ev3 and WeDo sets to allow 1 set between 2 students. Dedicated timetabled sessions for classes to use resources 	<p>All Middle and Senior students are confident with using the lego robots and can solve complex challenges.</p>	<p>Disruptions during 2020 resulted in Lego WeDo being used on a teacher request basis - not on a rotational timetable as in the past. Wedo kits going out to classes in high numbers made managing the kits a challenge and pieces went missing so it took a while to get back up and running. Tynker Time kits still be rotated around Middle School - coding and robotics Rick gained confidence with the EV Robotics Kits with Senior ICT group and students are beginning to share their learning and achievements back in class.</p>
<ul style="list-style-type: none"> Investigate Enterprise 4 Kids programme through the Young Enterprise Trust with possible implementation during Term 3 concept. 	<p>Key staff members have an understanding of the Enterprise 4 Kids programme.</p>	<p>Not achieved. Communication with Young Enterprise Trust but a decision to delay any further actions due to disrupted year.</p>
<ul style="list-style-type: none"> Teaching staff professional development in the Play, Make, & Create programme. 	<p>All teaching staff attending Play, Make, Create professional development.</p>	<p>Play, Make, & Create professional development delivered by Paula Jamieson to the whole staff during Term 2 (July) holiday break.</p>
<ul style="list-style-type: none"> Play, Make, Create programme implemented within all junior literacy programmes. 	<p>Play, Make, Create in junior literacy rotation</p>	<p>The Play, Make, Create programme has been successfully implemented in junior programmes. While not all classes have included this programme as part of their literacy programme, the Play, Make, & Create structure has been explored by all junior classroom teachers.</p>
<ul style="list-style-type: none"> Teaching staff sharing and collaborating about higher order thinking tools and how they can be integrated into learning experiences. <ul style="list-style-type: none"> Thinkers keys Thinking hats Blooms taxonomy Smarts 	<p>Evidence of high order thinking tools being used within classrooms and learning experiences.</p>	<p>No specific work around particular higher order thinking frameworks this year. Play, Make and Create PD and philosophies encourages higher order thinking skills, and teacher survey show an increased amount of hands-on, creative activities.</p>
<ul style="list-style-type: none"> Elements of Play, Make, Create, Higher order thinking Skills and Chapter chat activities incorporated within Middle and Senior literacy activities. 	<p>Literacy activities within the Middle and Senior teams show higher order thinking.</p>	<p>Play, Make and Create style "hands-on" learning experiences increased this year. Chapter Chat activities taken up by some middle school classes. Chapter Chats being run online were hard to maintain while in lockdown due to not all students have equitable access to devices/internet.</p>
<ul style="list-style-type: none"> Concept performance task / culminating tasks be based on a situation that calls for learners to apply their learning in context. 	<p>Concept performance tasks requiring higher order thinking skills.</p>	<p>Further work is needed to embed the practice and understanding of the performance tasks / culminating tasks. Further work with Mark Osborne to gain teacher understanding practical examples could be, would enhance this understanding.</p>

Overall Measure of Success - <i>Creative</i>	Classroom evidence will show higher order thinking skills being used regularly within classrooms.
Outcome	79% of staff surveyed indicated that they have either increased their use of higher order thinking skills during 2020 or the use of these tools has been about the same as in 2019. 64.3% - same amount as in 2019 14.3% - increased use.

Creative

"Growing people who can think and act creatively"



Strategic Initiative 2020: Provide a range of opportunities for creativity and hands on learning.

Targeted Actions	Measures of Success	Outcome
<ul style="list-style-type: none"> Hands on experiences / activities within the classroom. Developing teacher pedagogy to increase the use of materials within learning experiences - maths equipment, writing experiences. 	Student using materials within daily learning experiences.	Experiences of Distance Learning at home resulted in an increased opportunity for students to experience hands on learning activities. Teachers were required during this time to develop learning activities that didn't require the internet and utilised materials that can be found at home. Additional class materials were purchased to increase hands on learning in maths and technology. Year 2 Tynker kits were introduced. This have been a positive addition. Hands-on experiences were encouraged during both lockdown learning periods. Class Dojo was used as a great tool to communicate with whanau during this time and students and whanau were developing confidence in their ability to share distance learning tasks via Class Dojo with their classroom teacher. Google Meet and Zoom was used as well to create moments of face-to-face interactions and maintain connections with students.
<ul style="list-style-type: none"> Continuation of the SPARK programme with a focus on creative activities and authentic experiences. Involving community experts within these workshops. 	All SPARK workshops focused on students being creative.	SPARK program slowly dwindled in terms of teachers putting themselves forward to run SPARK days. In saying this, we had opportunities for whanau to come in and teach Pasifika dance culture on Fridays, as well as students having the opportunity to work on the creation of a video/movie with the expertise of Marama coming in to help organise and run this alongside Gabby. SPARK days were also used for Envirogroup to work together.
<ul style="list-style-type: none"> PD for staff on the use of simple digital tools <ul style="list-style-type: none"> Book creator Green screen Stop motion 	All teaching staff will be confident in using the three digital tools of book creator, green screen and stop motion.	PD run in term 1 on the use of Book Creator, Green Screen and Stop Motion tools. Disruptions to the year have meant we have not been able to follow-up on this and give further opportunities to explore other tools etc. Teachers have however been using some of these tools and more in their classroom program to differing extents.
<ul style="list-style-type: none"> Formation of Code Club at lunchtime for interested students. Students to create new digital content with digital games or apps. 	Group of students who are experts with coding tools.	Middle school code club has been learning a lot about coding video games this year. Would like to continue to build on this and have a WeDo coding/building team who could be given more open ended challenges that they need to create a solution involving coding and robotics. Senior School ICT group have been doing more advanced robotics and coding this year using a variety of tools. The development of the use of the Lego EV3

		kits has been really encouraging.
<ul style="list-style-type: none"> Strengthening Enviro group and cooking club experiences by giving additional release time to staff to run these programmes on alternative weeks to the SPARK programme. 	Increased number of students involved in the Enviro group and Cooking Club programmes.	Student numbers within both the Enviro group and Cooking Club have remained strong. Additional release time was given to the Enviro group. This enable these teachers to be released to work with a range of students. Cooking Club remains very popular with this group involved in the preparation of the lunch for Lunch with Principal.
<ul style="list-style-type: none"> School robotics competition held with middle & senior students opting in to this competition. Competition based on Robo Cup structure and rules. 	School robotics competition held.	A small robotics workshop was held as part of the Spark programme during Term 2. This was with a selected group of middle and senior students. The intention was for this group to then compete in an in school robotics competition. Unfortunately the disrupted year has resulted in this being cancelled.
<ul style="list-style-type: none"> School Production- Term 3. Students involved in a production. 	School production (either by teams or selected students)	School production was adapted due to time lost through Covid lockdowns and the potential for mass events to not be feasible due to social distancing protocols. Alternate plan was to create a movie drawing on community expertise alongside school efforts. Students with a passion or an interest in the performing arts were selected to be involved in this project. Movie to be shown to students in school and a community screening is planned.
<ul style="list-style-type: none"> Genius Hour / Passion Projects - Senior Team to develop student led inquires driven by students' curiosity about the world around them. 	Year 5 & 6 students have the opportunity to inquiry on a topic of their choice.	Some senior classrooms have investigated the Genius Hour / Passion Projects approach. Distance Learning provided an opportunity for individual students to develop their passions and strengths and shared with others.

Overall Measure of Success - Creative	Hands on learning experiences being incorporated into all learning activities.
Outcome	92% of staff surveyed indicated that they have either increased the opportunities for students to experience hands-on learning during 2020 or have maintained the same as in 2019. 53.8% - same amount as in 2019 38.5% - increased use.



RESPECT



INCLUSION



CARE



HONESTY

Resources & Property Plan

(areas in bold completed during 2020)



	2019	2020	2021	2022	2023
Buildings - 5 Year Property Agreement	<ul style="list-style-type: none"> ● Sound system upgrade. ● Resurfacing of swimming pool. ● Replacement of carpet in Room 5. ● Construction of additional teaching spaces. ● Room 7 toilets and cloak bay 	<ul style="list-style-type: none"> ● Internal refurbishment of hall. (BOT contribution - \$45,000) ● Sizemore block refurbishment - 5YA ● Boiler Room conversion - Teacher work room - Learning Support Coordinator funding 	<ul style="list-style-type: none"> ● Room 23 & 24 internal refurbishment. ● Top field turf area ● Roofing replacement - admin to resource room. ● Construction of central courtyard area between staffroom block and Sizemore block. (approx cost - \$70,000) 	<ul style="list-style-type: none"> ● Heat Pump replacement 	<ul style="list-style-type: none"> ● Refurbishment of Rooms 20-22
Board & Community Funded Projects	<ul style="list-style-type: none"> ● Junior shade area. ● Resurfacing office carpark ● 	<ul style="list-style-type: none"> ● Covered area outside Sizemore block. (approx cost - \$128,000) ● Waharoa Construction - (approx cost - \$30,000) ● Workspace and storage- (approx cost - \$30,000) ● Fire System & Security Upgrade - (approx cost - \$40,000) ● Road Patrol Shed replacement ● Pool Turf - (\$8,000) ● Library deck - (\$20,000) 	<ul style="list-style-type: none"> ● Senior Playground replacement ● School Boundary Fencing 	<ul style="list-style-type: none"> ● Installation of large doors at end of hall (approx cost - \$70,000) ● Junior courtyard area - Rm 12 space 	<ul style="list-style-type: none"> ● Junior playground upgrade
Equipment	<ul style="list-style-type: none"> ● Outdoor vacuum. ● Lego robotic kits ● Sphero robots ● Caretaking equipment 	<ul style="list-style-type: none"> ● Replacement of junior ipads ● Projector - Hall ● Hall staging ● Playground lines and games repainted 	<ul style="list-style-type: none"> ● Replacement of middle ipads ● Middle chromebook replacement ● Data projector replacement 	<ul style="list-style-type: none"> ● Replacement of senior ipads ● Senior chromebook replacement 	<ul style="list-style-type: none"> ● Photocopier contract replacement ●
Cyclical Painting Programme	<ul style="list-style-type: none"> ● Room 7 & 6 cloakbay ● Pool ● Block 2 Admin ● Block 3 Resource room ● Repainting some roof areas ● Block 10 Hall 	<ul style="list-style-type: none"> ● Repainting some roof areas ● Block 1 Sizemore Block ● Admin to Caretaker frontage 	<ul style="list-style-type: none"> ● Block 11 Room 5 ● Block 12 Room 23 & 34. 	<ul style="list-style-type: none"> ● Block 16 Library & staffroom 	<ul style="list-style-type: none"> ● Block A,B,C ● Block D,E,F
Admin & Communications	<ul style="list-style-type: none"> ● New school signage 	<ul style="list-style-type: none"> ● Website Upgrade. ● Refine Appraisal docs ● Health & Safety documents 	<ul style="list-style-type: none"> ● Staff handbook ● Parent Information book ● Student report review 	<ul style="list-style-type: none"> ● EOTC procedures and policies 	<ul style="list-style-type: none"> ●



School Standards Report 2020

Growing Great People, Together.

School Standards- Data & Analysis 2020

The 2020 academic year has been disrupted by the impacts of national lockdowns in response to the COVID-19 pandemic. Nine weeks of the school year were spent with students learning by distance. This had an impact on student engagement and development.

Reading

2020 Data: Whole School - 72% at or above (75% -2019)

Well Below	Below	At	Above
7.8%	20.7%	42.6%	29%

Summary:

- The whole school reading data for 2020 shows a 3% decline compared to the results from 2019.
- A positive shift in the 'above' category for girls with 34% above compared to 22% in 2019.
- Percentages in all categories similar to those in 2019 data.
- Positive shift from the 'at' to 'above' category in many sub groups compared to 2019 results.
- Significant shift in the numbers and percentages in Year 5 sub group 'above'. 21.6% at the end of Year 5 to 49% above at the end of Year 6

Future Actions:

- In class support and reading professional develop is planned for 2021 with the use of Rochelle Keown to support classroom teachers.
- Professional Development focused on teacher implementation of the critical elements of an effective literacy programme.

Writing

2020 Data: Whole School- 62% at or above (63% -2019)

Well Below	Below	At	Above
8.9%	29%	49.8%	12.3%

Summary:

- The whole school reading data for 2020 shows a 1% decline compared to the results from 2019.
- A positive shift in the 'above' category for girls with 19% above compared to 19% in 2019.
- Large percentage of students below / well below subgroups;
 - After 3 year - 47% End of Year 4 - 43.8% End of Year 5 - 39.4%

Future Actions:

- Professional Development focused on teacher implementation of the critical elements of an effective literacy programme.
- Trial a different approach to writing in order to engage boys in writing by giving boys a theme to write about.

Mathematics

2020 Data: Whole School - 66% at or above (70% - 2019)

Well Below	Below	At	Above
9.5%	24.5%	46.7%	19.4%

Summary:

- The whole school mathematics data for 2020 shows a 4% decline compared to the results from 2019.
- Similar results across all sub groups compared to 2019 results.
- Large spread of abilities within the Year 4 subgroup. At least 21% in all categories.
- Decline in results from after 2 years to after 3 year. From 29.5% below to 39.5% below.

Future Actions:

- Continued focus on Front Loading approach within mathematics.
- Support and focus for the teaching of fractions and decimals.

Pukekohe Hill School - Reading Standards Outcomes

	Year (total students)	Well below	Below	At	Above
All students	2020 (707)	55 (8%)	146 (21%)	301 (43%)	205 (29%)
	2019 (712)	49 (7%)	131 (18%)	351 (49%)	181 (25%)
	2018 (666)	33 (5%)	141 (21%)	365 (55%)	127 (19%)
	2017 (605)	41 (7%)	107 (17%)	301 (50%)	156 (26%)
	2016 (570)	28 (5%)	92 (16%)	295 (52%)	155 (27%)
	2015 (578)	25 (4%)	121 (21%)	276 (48%)	156 (27%)
	2014 (581)	34 (6%)	132 (23%)	271 (47%)	144 (25%)
	2013 (525)	33 (6%)	147 (28%)	220 (42%)	125 (24%)
	2012 (514)	35 (7%)	115 (22%)	230 (45%)	134 (26%)
	2011 (470)	42 (9%)	106 (23%)	171 (36%)	151 (32%)
	2010 (510)	53(10%)	109 (21%)	176 (35%)	172 (34%)
Male students	2020 (356)	37 (10%)	78 (22%)	155 (44%)	86 (24%)
	2019 (371)	34 (9%)	80 (22%)	179 (48%)	78 (21%)
	2018 (337)	18 (5%)	86 (26%)	179 (53%)	54 (16%)
	2017 (304)	25 (8%)	58 (19%)	166 (55%)	55 (18%)
	2016 (288)	18 (6%)	52 (18%)	146 (51%)	72 (25%)
	2015 (310)	20 (6%)	70 (23%)	154 (50%)	66 (21%)
	2014 (330)	22 (7%)	90 (27%)	151 (46%)	67 (20%)
	2013 (292)	24 (8%)	94 (32%)	117 (40%)	57 (20%)
	2012 (291)	27 (9%)	71 (24%)	130 (45%)	63 (22%)
	2011 (264)	30 (11%)	61 (23%)	103 (39%)	70 (27%)
	2010 (262)	33 (13%)	61 (23%)	97 (37%)	71 (26%)
Female students	2020 (351)	18 (5%)	68 (19%)	146 (42%)	119 (34%)
	2018 (329)	15 (5%)	55 (17%)	186 (57%)	73 (22%)
	2017 (301)	16 (5%)	49 (16%)	135 (45%)	101 (34%)
	2016 (282)	10 (3%)	40 (14%)	149 (53%)	83 (30%)
	2015 (268)	5 (2%)	51 (19%)	122 (46%)	90 (34%)
	2014 (251)	12 (5%)	42 (17%)	120 (48%)	77 (31%)
	2013 (233)	9 (4%)	53 (23%)	103 (44%)	68 (29%)
	2012 (223)	8 (4%)	44 (20%)	100 (45%)	71 (32%)
	2011 (206)	12 (6%)	45 (22%)	68 (33%)	81 (39%)
	2010 (248)	20 (8%)	48 (19%)	79 (32%)	101 (41%)
Māori students	2020 (183)	23 (13%)	47 (26%)	68 (37%)	45 (25%)
	2019 (200)	21 (11%)	41 (21%)	111 (56%)	27 (14%)
	2018 (186)	17(9%)	47 (25%)	95 (51%)	27 (15%)
	2017 (157)	14 (9%)	35 (22%)	74 (47%)	34 (22%)
	2016 (141)	9 (6%)	30 (21%)	78 (56%)	24 (17%)
	2015 (137)	9 (7%)	34 (25%)	73 (53%)	21 (15%)

	2014 (155)	14 (9%)	41 (26%)	78 (50%)	22 (14%)
	2013 (125)	9 (7%)	41 (33%)	59 (47%)	16 (13%)
	2012 (116)	11 (9%)	41 (35%)	52 (45%)	12 (10%)
	2011 (105)	11 (10%)	31 (30%)	45 (43%)	18 (17%)
	2010 (107)	18 (17%)	32 (30%)	39 (36%)	18 (17%)
Pasifika students	Year (total students)	Well below	Below	At	Above
	2020 (68)	7 (10%)	20 (29%)	29 (43%)	12 (18%)
	2019 (70)	6 (9%)	21 (30%)	37 (53%)	6 (9%)
	2018 (70)	2 (3%)	25 (36%)	39 (56%)	4 (6%)
	2017 (68)	11 (16%)	18 (26%)	29 (43%)	10 (15%)
	2016 (58)	6 (10%)	14 (24%)	27 (47%)	11 (19%)
	2015 (57)	7 (12%)	13 (23%)	31 (54%)	6 (11%)
	2014 (52)	8 (15%)	18 (35%)	19 (37%)	7 (13%)
	2013 (48)	6 (13%)	16 (33%)	22 (46%)	4 (8%)
	2012 (39)	7 (18%)	11 (28%)	17 (44%)	4 (10%)
	2011 (29)	9 (31%)	5 (17%)	12 (42%)	3 (10%)
	2010 (33)	9 (27%)	9 (27%)	11 (33%)	4 (12%)

Percentage of Students at / Above the Standard

	All	Male	Female	NZ Euro	Maori	Pasifika	PHS	New
2020	75%	69%	81%	87%	69%	62%		
2019	75%	69%	81%	87%	69%	62%		
2018	74%	69%	79%	86%	66%	61%	-	-
2017	76%	73%	79%	85%	69%	57%	NA	NA
2016	79%	76%	82%	86%	72%	66%	NA	NA
2015	75%	71%	80%	81%	68%	65%	NA	NA
2014	72%	66%	79%	80%	64%	50%	NA	NA
2013	66%	60%	73%	73%	60%	54%	67%	49%
2012	71%	67%	77%	NG	55%	54%	73%	58%
2011	68%	66%	72%	NG	60%	52%	66%	50%
2010	69%	63%	73%	NG	53%	45%		

The disparity between NZE and Maori and NZE and Pasifika over time.

	NZE and Maori M Field size ranges from 127 to 200	NZE and Pasifika P Field size ranges from 49 to 80
2020	18%	25%
2019	18%	25%
2018	20%	25%
2017	16%	28%
2016	20%	20%
2015	16%	16%
2014	16%	30%
2013	13%	19%

Pukekohe Hill School - Writing Standards Outcomes

	Year (total students)	Well below	Below	At	Above
All students	2020 (707)	63 (9%)	205 (29%)	352 (50%)	87 (12%)
	2019 (710)	53 (8%)	207 (29%)	359 (51%)	91 (13%)
	2018 (666)	41 (6%)	191 (29%)	381 (57%)	53 (8%)
	2017 (604)	20 (3%)	118 (19%)	402 (67%)	64 (11%)
	2016 (570)	19 (3%)	99 (17%)	386 (68%)	66 (12%)
	2015 (578)	22 (4%)	138 (24%)	348 (60%)	70 (12%)
	2014 (581)	38 (7%)	153 (26%)	326 (56%)	64 (11%)
	2013 (528)	36 (7%)	163 (31%)	265 (50%)	64 (12%)
	2012 (500)	39 (8%)	117 (23%)	288 (58%)	56 (11%)
	2011 (463)	31 (7%)	139 (30%)	243 (52%)	50 (11%)
	2010 (506)	83 (16%)	183 (36%)	193 (38%)	47 (9%)
Male students	2020 (356)	48 (14%)	129 (36%)	158 (44%)	21 (3%)
	2019 (369)	40 (11%)	135 (37%)	162 (44%)	32 (9%)
	2018 (337)	28 (8%)	126 (37%)	168 (50%)	15 (5%)
	2017 (304)	10 (3%)	78 (26%)	195 (64%)	21 (7%)
	2016 (288)	11 (4%)	66 (22%)	189 (66%)	22 (8%)
	2015 (310)	18 (6%)	93 (30%)	178 (57%)	21 (7%)
	2014 (330)	26 (8%)	118 (36%)	157 (48%)	29 (9%)
	2013 (290)	25 (9%)	115 (40%)	127 (44%)	23 (8%)
	2012 (285)	33 (12%)	76 (27%)	156 (55%)	20 (7%)
	2011 (259)	23 (8%)	95 (37%)	121 (47%)	20 (8%)
	2010 (259)	55 (14%)	114 (44%)	77 (30%)	13 (5%)
Female students	2020 (351)	15 (4%)	76 (22%)	194 (55%)	66 (19%)
	2019 (341)	13 (4%)	65 (20%)	213 (65%)	38 (12%)
	2018 (329)	13 (4%)	65 (20%)	213 (65%)	38 (12%)
	2017 (300)	10 (3%)	40 (13%)	207 (69%)	43 (15%)
	2016 (282)	8 (3%)	33 (12%)	197 (70%)	44 (15%)
	2015 (268)	4 (1%)	45 (17%)	170 (63%)	49 (18%)
	2014 (251)	12 (5%)	35 (14%)	169 (67%)	35 (14%)
	2013 (238)	11 (5%)	48 (20%)	138 (58%)	41 (17%)
	2012 (215)	6 (3%)	41 (19%)	132 (61%)	36 (17%)
	2011 (204)	8 (3%)	44 (22%)	122 (60%)	30 (15%)
	2010 (247)	28 (11%)	69 (28%)	116 (47%)	34 (14%)
Māori students	2020 (183)	24 (13%)	67 (37%)	73 (40%)	19(10%)
	2019 (200)	21 (11%)	70 (35%)	92 (46%)	17 (9%)
	2018 (186)	14 (8%)	64 (34%)	97 (52%)	11 (6%)
	2017 (157)	6 (4%)	39 (25%)	97 (62%)	15 (9%)
	2016 (141)	6 (4%)	30 (21%)	91 (65%)	14 (10%)

	2015 (137)	6 (4%)	49 (36%)	74 (54%)	8 (6%)
	2014 (155)	14 (9%)	51 (33%)	77 (50%)	13 (8%)
	2013 (124)	12 (10%)	47 (38%)	62 (50%)	3 (2%)
	2012 (114)	12 (11%)	42 (37%)	57 (50%)	3 (3%)
	2011 (105)	7 (7%)	46 (44%)	46 (44%)	5 (5%)
	2010 (107)	24 (22%)	49 (46%)	30 (28%)	4 (4%)
Pasifika students	Year (total students)	Well below	Below	At	Above
	2020 (68)	8 (12%)	23 (34%)	34 (50%)	3 (4%)
	2019 (70)	5 (7%)	26 (37%)	35 (50%)	4 (6%)
	2018 (70)	5 (7%)	24 (34%)	40 (57%)	1 (1%)
	2017 (68)	7 (10%)	18 (27%)	40 (59%)	3 (4%)
	2016 (58)	5 (9%)	16 (28%)	31 (53%)	6 (10%)
	2015 (57)	5 (9%)	14 (25%)	35 (61%)	3 (5%)
	2014 (52)	7 (13%)	21 (40%)	19 (37%)	5 (10%)
	2013 (47)	5 (11%)	14 (30%)	26 (55%)	2 (4%)
	2012 (39)	8 (21%)	7 (18%)	21 (54%)	3 (8%)
	2011 (29)	6 (21%)	10 (34%)	11 (38%)	2 (7%)
	2010 (31)	14 (45%)	9 (31%)	7 (23%)	1 (3%)

Percentage of students at / Above the Standard

	All	Male	Female	NZ Euro	Maori	Pasifika	PHS	New
2020	62%	50%	74%	70%	50%	54%		
2019	63%	53%	75%	74%	55%	56%		
2018	65%	54%	76%	73%	58%	59%	-	-
2017	77%	71%	83%	84%	71%	63%	NA	NA
2016	79%	73%	85%	85%	74%	64%	NA	NA
2015	72%	64%	81%	79%	60%	66%	NA	NA
2014	67%	57%	81%	74%	58%	47%	NA	NA
2013	62%	52%	75%	65%	52%	59%	63%	53%
2012	69%	62%	78%	NG	53%	62%	71%	58%
2011	63%	55%	75%	NG	49%	45%	66%	0%
2010	47%	35%	61%	NG	32%	26%		

The disparity between NZE and Maori and NZE and Pasifika over time.

	NZE and Maori M Field size ranges from 127 to 200	NZE and Pasifika P Field size ranges from 49 to 70
2020	20%	16%
2019	19%	18%
2018	15%	14%
2017	13%	21%
2016	11%	21%
2015	19%	13%
2014	16%	27%
2013	13%	6%

Pukekohe Hill School - Mathematics Standards Outcomes

	Year (total students)	Well below	Below	At	Above
All students	2020 (707)	67 (10%)	173 (25%)	330 (47%)	137 (19%)
	2019 (710)	50 (7%)	160 (23%)	351 (49%)	149 (21%)
	2018 (666)	36 (5%)	141 (21%)	394 (59%)	95 (14%)
	2017 (604)	17 (3%)	127 (21%)	372 (62%)	88 (14%)
	2016 (570)	23 (4%)	119 (21%)	322 (56%)	106 (19%)
	2015 (578)	28 (5%)	156 (27%)	312 (54%)	82 (14%)
	2014 (581)	29 (5%)	132 (23%)	347 (60%)	73 (13%)
	2013 (530)	29 (5%)	133 (25%)	297 (56%)	71 (13%)
	2012 (528)	23 (4%)	133 (25%)	303 (57%)	69 (13%)
	2011 (470)	28 (6%)	114 (24%)	257 (55%)	71 (15%)
	2010 (512)	57 (11%)	138 (27%)	231 (45%)	86 (17%)
Male students	2020 (356)	37 (10%)	88 (25%)	158 (45%)	73 (21%)
	2019 (369)	26 (7%)	88 (24%)	172 (47%)	83 (23%)
	2018 (337)	17 (5%)	73 (22%)	186 (55%)	61 (18%)
	2017 (304)	9 (3%)	68 (22%)	169 (56%)	58 (19%)
	2016 (288)	15 (5%)	53 (19%)	153 (53%)	67 (23%)
	2015 (310)	19 (6%)	80 (26%)	156 (50%)	55 (18%)
	2014 (330)	19 (6%)	83 (25%)	181 (55%)	47 (14%)
	2013 (294)	16 (5%)	75 (26%)	158 (54%)	45 (15%)
	2012 (302)	16 (5%)	74 (25%)	165 (55%)	47 (16%)
	2011 (264)	18 (7%)	64 (24%)	139 (53%)	43 (16%)
	2010 (263)	28 (11%)	74 (28%)	110 (42%)	51 (19%)
Female students	2020 (351)	30 (9%)	85 (24%)	172 (49%)	64 (18%)
	2019 (341)	24 (7%)	72 (21%)	179 (53%)	66 (19%)
	2018 (329)	19 (6%)	68 (21%)	208 (63%)	34 (10%)
	2017 (300)	8 (2%)	59 (20%)	203 (68%)	30 (10%)
	2016 (282)	8 (3%)	66 (23%)	169 (60%)	39 (14%)
	2015 (268)	9 (3%)	76 (28%)	156 (58%)	27 (10%)
	2014 (251)	10 (4%)	49 (20%)	166 (66%)	26 (10%)
	2013 (236)	13 (6%)	58 (25%)	139 (59%)	26 (11%)
	2012 (226)	7 (3%)	59 (26%)	138 (61%)	22 (10%)
	2011 (206)	10 (5%)	50 (24%)	118 (57%)	28 (14%)
	2010 (249)	29 (12%)	64 (26%)	121 (49%)	35 (14%)
Māori students	2020 (183)	30 (16%)	46 (25%)	74 (40%)	33 (18%)
	2019 (200)	23 (12%)	54 (27%)	98 (49%)	15 (13%)
	2018 (186)	14 (8%)	45 (24%)	114 (61%)	13 (7%)
	2017 (157)	4 (2%)	40 (26%)	100 (64%)	13 (8%)

	2016 (141)	7 (5%)	38 (27%)	81 (57%)	15 (11%)
	2015 (137)	10 (7%)	51 (37%)	65 (47%)	11 (8%)
	2014 (155)	12 (8%)	42 (27%)	93 (60%)	8 (5%)
	2013 (127)	7 (6%)	46 (36%)	65 (51%)	9 (7%)
	2012 (117)	6 (5%)	47 (40%)	56 (48%)	8 (7%)
	2011 (104)	7 (6%)	36 (35%)	52 (50%)	9 (9%)
	2010 (102)	19 (19%)	37 (36%)	43 (42%)	7 (7%)
Pasifika students	Year (total students)	Well below	Below	At	Above
	2020 (68)	9 (13%)	27 (40%)	24 (35%)	8(12%)
	2019 (70)	7 (10%)	24 (34%)	31 (44%)	8(11%)
	2018 (70)	3 (4%)	22 (31%)	36 (51%)	9 (13%)
	2017 (68)	4 (6%)	21 (31%)	37 (54%)	6 (9%)
	2016 (58)	5 (9%)	22 (37%)	20 (35%)	11 (19%)
	2015 (57)	5 (9%)	24 (42%)	26 (46%)	2 (4%)
	2014 (52)	6 (12%)	19 (37%)	23 (44%)	4 (8%)
	2013 (49)	5 (10%)	8 (16%)	34 (69%)	2 (4%)
	2012 (39)	11 (4%)	12 (31%)	20 (51%)	3 (8%)
	2011 (29)	5 (17%)	12 (41.5%)	12 (41.5%)	0 (0%)
	2010 (31)	13 (42%)	7 (23%)	10 (32%)	1 (3%)

Percentage of students at / Above the Standard

	All	Male	Female	NZ Euro	Maori	Pasifika	PHS	New
2020	66%	65%	67%	72%	58%	47%		
2019	71%	69%	72%	80%	62%	56%	-	-
2018	74%	73%	74%	80%	68%	64%	-	-
2017	76%	75%	78%	83%	72%	63%	NA	NA
2016	75%	76%	74%	83%	68%	53%	NA	NA
2015	68%	68%	68%	77%	55%	50%	NA	NA
2014	73%	69%	76%	79%	65%	52%	NA	NA
2013	69%	69%	70%	74%	58%	73%	70%	64%
2012	70%	71%	71%	NG	55%	59%	72%	49%
2011	70%	69%	71%	NG	59%	49%	72%	33%
2010	62%	61%	63%	NG	49%	35%		

Disparity between NZE and Maori and NZE and Pasifika over time.

	NZE and Maori M Field size ranges from 127 to 200	NZE and Pasifika P Field size ranges from 49 to 70
2020	14%	25%
2019	18%	24%
2018	12%	16%
2017	11%	20%
2016	15%	15%
2015	22%	27%
2014	14%	27%
2013	16%	1%

2020 National Standards reporting (Due 1 March 2021)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1451	Pukekohe Hill School	March annual charter update	72	5

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	55	7.8%	146	20.7%	301	42.6%	205	29%	707
Maori	23	12.6%	47	25.7%	68	37.2%	45	24.6%	183
Pasifika	7	10.3%	20	29.4%	29	42.6%	12	17.6%	68
Asian	5	4%	21	16.9%	59	47.6%	39	31.5%	124
NZ European/Pakeha	12	5%	35	14.6%	111	46.3%	82	34.2%	240
Male	37	10.4%	78	21.9%	155	43.5%	86	24.2%	356
Female	18	5.1%	68	19.4%	146	41.6%	119	33.9%	351

2020 National Standards reporting (Due 1 March 2021)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1451	Pukekohe Hill School	March annual charter update	72	5

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	1.9%	53	51%	44	42.3%	5	4.8%	104
After 2 years at school	5	4.3%	20	17.2%	69	59.5%	22	19%	116
After 3 years at school	19	14.8%	26	20.3%	56	43.8%	27	21.1%	128
End of year 4	8	7%	14	12.3%	45	39.5%	47	41.2%	114
End of year 5	9	7.9%	11	9.6%	37	32.5%	57	50%	114
End of year 6	12	9.2%	22	16.8%	50	38.2%	47	35.9%	131

2020 National Standards reporting (Due 1 March 2021)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1451	Pukekohe Hill School	March annual charter update	72	5

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	63	8.9%	205	29%	352	49.8%	87	12.3%	707
Maori	24	13.1%	67	36.6%	73	39.9%	19	10.4%	183
Pasifika	8	11.8%	23	33.8%	34	50%	3	4.4%	68
Asian	7	5.6%	31	25%	68	54.8%	18	14.5%	124
NZ European/Pakeha	14	5.8%	59	24.6%	135	56.3%	32	13.3%	240
Male	48	13.5%	129	36.2%	158	44.4%	21	5.9%	356
Female	15	4.3%	76	21.7%	194	55.3%	66	18.8%	351

2020 National Standards reporting (Due 1 March 2021)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1451	Pukekohe Hill School	March annual charter update	72	5

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	3	2.9%	32	30.8%	68	65.4%	1	1%	104
After 2 years at school	4	3.4%	28	24.1%	74	63.8%	10	8.6%	116
After 3 years at school	15	11.7%	45	35.2%	58	45.3%	10	7.8%	128
End of year 4	16	14%	34	29.8%	50	43.9%	14	12.3%	114
End of year 5	12	10.5%	33	28.9%	48	42.1%	21	18.4%	114
End of year 6	13	9.9%	33	25.2%	54	41.2%	31	23.7%	131

2020 National Standards reporting (Due 1 March 2021)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1451	Pukekohe Hill School	March annual charter update	72	5

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	67	9.5%	173	24.5%	330	46.7%	137	19.4%	707
Maori	30	16.4%	46	25.1%	74	40.4%	33	18%	183
Pasifika	9	13.2%	27	39.7%	24	35.3%	8	11.8%	68
Asian	8	6.5%	19	15.3%	65	52.4%	32	25.8%	124
NZ European/Pakeha	14	5.8%	54	22.5%	125	52.1%	47	19.6%	240
Male	37	10.4%	88	24.7%	158	44.4%	73	20.5%	356
Female	30	8.5%	85	24.2%	172	49%	64	18.2%	351

2020 National Standards reporting (Due 1 March 2021)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1451	Pukekohe Hill School	March annual charter update	72	5

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	1%	11	10.5%	93	88.6%			105
After 2 years at school	1	0.9%	23	20%	80	69.6%	11	9.6%	115
After 3 years at school	14	10.9%	40	31.3%	51	39.8%	23	18%	128
End of year 4	24	21.1%	35	30.7%	25	21.9%	30	26.3%	114
End of year 5	16	14%	27	23.7%	37	32.5%	34	29.8%	114
End of year 6	11	8.4%	37	28.2%	44	33.6%	39	29.8%	131