

KELBURN NORMAL SCHOOL

2010 Annual Report

And

Financial Statements

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Statement of Responsibility

The Board of Trustees (the Board) have pleasure in presenting the annual report of Kelburn Normal School (the School), incorporating the financial statements and the auditor's report, for the year ended 31 December 2010.

The management of the School, that is the Board, accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

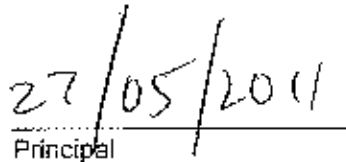
The Board's management accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

In the opinion of the Board's management, the annual financial statements for the financial year fairly reflect the financial position and operations of the School.

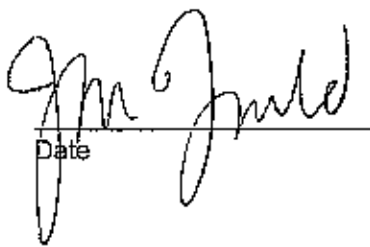
The School's 2010 financial statements are authorised for issue by the Board Chairperson and Principal.



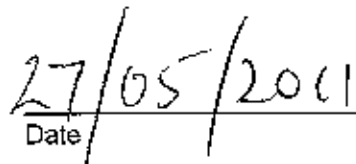
Chairperson



Principal



Date



Date

Statement of Comprehensive Income

For the year ended 31 December 2010

	Notes	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income				
Government grants	2	2,141,156	2,220,324	2,224,765
Donations		116,952	105,440	81,376
Other Income	3	199,651	25,751	195,842
Interest		10,241	10,000	14,784
		<u>2,468,000</u>	<u>2,361,515</u>	<u>2,516,767</u>
Expenditure				
Other Income Expenditure	3	59,850	1,600	101,363
Learning resources	4	1,462,883	1,573,015	1,522,589
Administration	5	173,502	173,672	157,401
Property	6	636,816	624,959	624,972
Depreciation	7	67,847	70,000	70,213
Loss on Disposal of Assets		20,449	0	1,628
		<u>2,451,327</u>	<u>2,443,246</u>	<u>2,478,146</u>
Net Surplus / (Deficit)		<u>16,673</u>	<u>(81,731)</u>	<u>38,621</u>
Other Comprehensive Income		0	0	0
Total Comprehensive Income		<u>16,673</u>	<u>(81,731)</u>	<u>38,621</u>

The above statement of comprehensive income should be read in conjunction with the accompanying notes.

Statement of Changes in Equity

For the year ended 31 December 2010

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity at the start of the year	786,195	786,195	733,650
Total Comprehensive Income	16,673	(81,731)	38,618
Equipment Grant	0	0	16,421
Movements In Reserves	0	0	(2,494)
Equity at the end of the year	802,868	704,464	786,195

The above statement of changes in equity should be read in conjunction with the accompanying notes.

Statement of Financial Position

As at 31 December 2010

	Notes	2010 Actual \$	2010 Budget \$	2009 Actual
Total Equity		802,868	704,464	272,288,195
Represented by:				
Current Assets				
Cash and cash equivalents	8	72,148	102,574	103,065
Investments	10	283,497	260,000	202,300
Accounts receivable	9	124,671	110,000	133,095
Prepayments		3,388	0	7,855
		483,704	412,674	294,655
Current Liabilities				
Accounts payable	12	114,753	115,000	107,307
Provision for cyclical maintenance	13	0	0	1,208
Shared Funds	16	21,459	20,000	21,159
International Student Income in Advance	14	54,162	30,000	27,000
Funds held on behalf of the Ministry of Education	15	17,252	0	14,000
		207,626	165,000	190,674
Working Capital		276,078	247,674	103,981
Non Current Assets				
Property, plant and equipment	11	526,790	456,790	255,117
		526,790	456,790	255,117
Non Current Liabilities				
Provision for cyclical maintenance	13	0	0	1,208
		0	0	1,208
Net Assets		802,868	704,464	272,288,195

The above statement of financial position should be read in conjunction with the accompanying notes.

Notes to the Financial Statements

For the year ended 31 December 2010

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Financial reporting standards applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS) as appropriate to public benefit entities that qualify for differential reporting.

Differential reporting

The School qualifies for differential reporting exemptions because it is not publicly accountable as defined in the Framework for Differential Reporting (the Framework) and it is not large. Many of the reporting exemptions available under the Framework have been applied.

A School is considered large if it exceeds two or more of the following criteria:

- Total revenue, including teachers' salaries is less than \$20,000,000;
- Total assets are less than \$10,000,000; and
- There are less than 50 full-time equivalent employees

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.

Specific accounting policies

The accounting policies used in the preparation of these financial statements are set out below. The policies have been consistently applied to all the years presented.

c) Revenue Recognition**Government grants**

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. Use of land and building grants are recorded as income in the period the school uses the land and buildings. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

Donations

Donations are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Income

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry 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 the grant received from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the statement of comprehensive income on a straight line basis over the term of the lease.

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of three months or less, and bank overdrafts.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

h) Debtors

'Debtors' represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Debtors is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt.

i) Inventories

Inventories are consumable items held for sale, for example 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. The write down from cost to net realisable value is recorded as an expense in the statement of comprehensive income in the period of the writedown.

j) Investments

Short term deposits have maturities between three months and one year. Investments in deposits are measured at amortised cost using the effective interest method.

At balance sheet date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the statement of comprehensive income.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements.

The Board's use of the land and buildings as 'occupant' is based on a property occupancy document. Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the statement of comprehensive income.

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).

Leased Assets

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

Depreciation

Depreciation is charged for all property, plant and equipment. Except for library resources, depreciation is charged to the statement of comprehensive income so as to spread the cost of an asset over the useful life of the asset on a straight line basis. Library resources are depreciated on a diminishing value basis.

The estimated useful lives of the assets are:

Building improvements – Crown	10-50 years
Furniture and Equipment	5-50 years
Information and communication technology	5-10 years
Library resources	12.5% Diminishing value

l) Intangible Assets**Software**

Software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with maintaining software are recognised as an expense in the statement of comprehensive income when incurred.

Software with individual values under \$1,000 are not capitalised, they are recognised as an expense in the statement of comprehensive income when incurred.

Software is amortised on a straight line basis over its estimated useful life of 5 years. The amortisation charge for each period is recognised in the statement of comprehensive income.

m) Creditors

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

n) Employee Entitlements - Salary Accruals

Salary accruals mainly reflect annual leave owing to teachers and auxiliary staff and are recognised in respect of employees' services to balance date and are measured at the amounts expected to be paid when the liabilities are settled. There is a corresponding teacher's salaries grant receivable from the Ministry to fund the liability.

o) Income Received in Advance

Income received in advance relates to money received where there are unfulfilled obligations for the School to provide services in the future. The income recorded as revenue as the obligations are fulfilled.

The School guarantees to hold sufficient funds to enable the refund of unearned income should the School be unable to provide the services to which they relate.

p) 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 the 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 10-year property plan.

q) Financial Assets and Liabilities

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

The School's financial liabilities comprise creditors, funds held on behalf of the Ministry of Education, painting contract liability, provision for cyclical maintenance and GST payable. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

The financial statements have been prepared exclusive of GST, with the exception of debtors and creditors.

s) Budget figures

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

t) Prior year comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2009. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2010.

2. Government Grants

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Operational grants	349,639	344,874	340,870
Teachers salaries grant	1,306,194	1,400,000	1,337,598
Use of land and buildings grant	462,082	465,000	474,145
Other government grants	23,241	10,450	72,352
	<u>2,141,156</u>	<u>2,220,324</u>	<u>2,224,765</u>

3. Other Income

	2010 Actual \$	2010 Budget \$	2009 Actual \$
<i>Income</i>			
Activities	63,819	0	32,722
Trading	7,926	2,640	2,017
International Students	131,706	0	0
Sundry	26,201	23,111	161,103
	<u>199,651</u>	<u>25,751</u>	<u>195,842</u>
<i>Expenditure</i>			
Activities	69,237	0	99,649
International Students	28,298	0	0
Trading	2,315	1,600	1,714
	<u>99,850</u>	<u>1,600</u>	<u>101,363</u>
<i>Net surplus for the year</i>	<u>99,801</u>	<u>24,151</u>	<u>94,479</u>

Trading/Activity Summary

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Activities	(6,418)	0	(66,927)
International	73,407	0	0
Trading	5,611	1,040	303
	<u>193</u>	<u>1,040</u>	<u>(66,624)</u>

4. Learning Resources

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Curricular	75,363	83,300	117,367
Employee benefits - salaries	1,361,343	1,472,715	1,380,451
Staff development	16,157	17,000	24,751
	<u>1,452,863</u>	<u>1,573,015</u>	<u>1,522,569</u>

5. Administration

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Audit fees	4,750	4,274	4,811
Board of Trustees fees	3,975	3,000	3,995
Board of Trustees expenses	1,589	3,103	1,708
Communication	9,067	8,600	7,585
Consumables	14,309	6,500	31,824
Employee benefits - salaries	67,900	68,500	74,580
Insurance	4,413	4,075	3,953
Lease expenses	6,011	6,700	6,581
Other	53,306	63,420	17,072
Service providers, contractors and consultancy	8,482	5,500	5,495
	<u>173,502</u>	<u>173,672</u>	<u>157,404</u>

6. Property

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Caretaking and cleaning consumables	7,764	7,520	0
Consultants/Contractors	45,305	0	0
Cyclical maintenance provision	24,332	9,000	9,780
Employee benefits - salaries	40,090	82,342	79,291
Grounds	2,127	2,212	2,348
Heat, light and water	34,883	36,412	33,618
Rates	5,795	3,801	3,801
Repairs and maintenance	12,385	15,202	21,989
Security	2,041	3,500	0
Use of land and buildings	462,082	165,000	474,145
	<u>636,816</u>	<u>624,969</u>	<u>624,972</u>

7. Depreciation

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Building improvements - Crown	25,197	10,000	15,822
Furniture and equipment	26,107	30,000	29,589
Information and communication technology	11,489	20,000	17,090
Library resources	5,074	10,000	7,712
	<u>67,847</u>	<u>70,000</u>	<u>70,213</u>

8. Cash and Cash Equivalents

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Cheque Account	87,559	87,994	99,434
Ready Access Account	799	800	828
Trustee Special Fund	11,681	11,680	11,680
International Students Account	1,909	2,000	923
Petty Cash	200	200	200
Short-term deposits with a maturity less than three months	0	0	0
	<u>72,148</u>	<u>102,674</u>	<u>113,065</u>

9. Accounts Receivable

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Debtors	0	0	2,714
Teacher salaries grant	88,085	90,000	95,487
Interest Accrued	4,556	5,000	4,839
GST receivable	32,050	15,000	10,056
	<u>124,671</u>	<u>110,000</u>	<u>113,096</u>

10. Investments

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Short-term deposits with maturities between three months and one year	283,497	200,000	270,890

11. Property, Plant and Equipment

	Accumulated		Net Book
	Cost	Deprec.	Value
	\$	\$	\$
2009			
Building improvements - Crown	401,029	92,050	308,979
Furniture and equipment	651,757	486,896	164,861
Information and communication technology	148,410	122,663	25,747
Library resources	85,053	44,465	40,588
	<u>1,286,249</u>	<u>746,074</u>	<u>540,175</u>
2010			
Building improvements - Crown	400,383	117,641	282,742
Furniture and equipment	575,629	451,504	124,125
Information and communication technology	205,527	129,014	76,513
Library resources	92,949	49,539	43,410
	<u>1,274,488</u>	<u>747,698</u>	<u>526,790</u>

12. Accounts Payable

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Creditors	25,368	25,000	12,400
Teacher salaries grant	85,088	90,000	95,487
	<u>110,456</u>	<u>115,000</u>	<u>107,887</u>

13. Provision for Cyclical Maintenance

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Provision at the start of the year	101,352	101,352	91,572
Increase to the provision during the year	24,332	9,000	9,780
Use of the provision during the Year	125,684	110,352	0
Provision at the end of the year	<u>0</u>	<u>0</u>	<u>101,352</u>
Current Liability	0	0	32,083
Non Current Liability	0	0	69,269
	<u>0</u>	<u>0</u>	<u>101,352</u>

The school has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at the balance sheet date. The provision has not been adjusted for inflation and the effect of the time value of money.

14. International Student Fees Held

	2010 Actual	2009 Actual
Fees held for the following year	54,182	27,938

15. Funds Held for MOE Capital Works Projects

	2010 Actual	2009 Actual
<u>New Classrooms</u>		
Funds Carried Forward from Prior year	0	73,325
Funds Received from the Ministry of Education	0	9,669
Funds Spent On Capital Works	0	(82,894)
Funds held at the end of Year	<u>0</u>	<u>0</u>
<u>Pool</u>		
Funds Carried Forward from Prior year	0	0
Funds Received from the Ministry of Education	0	0
Funds Spent On Capital Works	6,297	0
Funds held at the end of Year (owed from MOE)	<u>(6,297)</u>	<u>0</u>
<u>Special needs Fencing</u>		
Funds Carried Forward from Prior year	0	0
Funds Received from the Ministry of Education	0	23,368
Funds Spent On Capital Works	0	(23,368)
Funds held at the end of Year (owed from MOE)	<u>0</u>	<u>0</u>
<u>Classrooms Upgrade</u>		
Funds Carried Forward from Prior year	0	0
Funds Received from the Ministry of Education	97,929	0
Funds Spent On Capital Works	74,379	0
Funds held at the end of Year	<u>23,549</u>	<u>0</u>

Summary

Funds Carried Forward from Prior year	0	73,325
Funds Received from the Ministry of Education	97,929	33,037
Funds Spent On Capital Works	74,379	(106,262)
Funds held at the end of Year	17,252	0

16. Funds Held on Behalf of a Cluster of Schools

Kelburn Normal School is the lead school and holds funds on behalf of a cluster of schools, funded by the Ministry of Education to provide professional development in the provision of English Language assistance.

	2010 Actual	2009 Actual
	\$	\$
Funds held at beginning of the year	21,459	8,442
Funds received from the Ministry of Education	0	60,740
Funds spent on behalf of the Cluster	0	47,723
	21,459	21,459

17. Remuneration*Board of Trustee and Committee members*

The total value of the remuneration paid or payable to trustees of the Board and Committee members was as follows:

	2010 Actual	2009 Actual
	\$	\$
Board of Trustees	3,975	3,995
Committee members	0	0
	3,975	3,995

Principal

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

	2010 Actual	2009 Actual
	\$000	\$000
Salaries and other short term employee benefits:		
Salary and other payments	130-140	120-130
Benefits and other emoluments	-	-
Termination benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2009: nil).

18. Compensation and other Benefits upon leaving

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

	2010 Actual	2009 Actual
Total value	-	-
Number of people	-	-

19. Related Party Transactions

Stuart McDonald has been employed intermittently as a relieving teacher at the school. He is the husband of the principal. The terms and conditions of employment are no more favourable than would have been adopted if there was not a relationship with the principal.

(2009: same as 2010)

The school is an entity controlled by 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.

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2010 (Contingent liabilities and assets at 31 December 2009: nil).

21. Commitments**(a) Capital Commitments**

There are no capital commitments as at 31 December 2010 (Capital commitments at 31 December 2009: nil).

(b) Operating Commitments

As at 31 December 2010 the Board had entered into following contracts:

(1) operating lease of laptops

	2010 Actual	2009 Actual
	\$	\$
No later than one year	18,710	19,545
Later than one year and no later than five years	16,668	31,787
	<u>35,379</u>	<u>51,332</u>

22. Statement of Uncommitted Funds

		2010 Actual \$	2009 Actual \$
At balance date the school had the following funds available:			
Cash and cash equivalents	8	72,148	113,065
Investments	10	283,497	270,890
Accounts receivable	9	124,671	113,096
Prepayments		<u>3,388</u>	<u>7,605</u>
		483,704	504,656
to meet the following commitments			
Accounts payable	13	114,753	107,887
Income In Advance		0	24,982
Shared Funds	16	21,459	21,459
International Student Homestay fees		54,162	2,956
Provision for cyclical maintenance	14	0	101,352
Funds held on behalf of the Ministry of Education	15	<u>17,252</u>	<u>0</u>
		207,626	258,636
Leaving total resources available for general purposes		276,078	246,020



Members of the Kelburn Normal School Board of Trustees 2010

Member	Position	How position on Board gained	Occupation	Term Expires
Jozsef Bognar	Parent Rep	By Election 7 May 2010	Consultant	May 2013
Juliet Dobson	Parent Rep	By Election 7 May 2010	Lawyer	May 2013
Maree Edwards	Parent Rep	By Election 7 May 2010	Accountant	May 2013
John Fischer	Parent Rep	By Election 7 May 2010	Finance	May 2013
Sue Gordon	Parent Rep	By Election 7 May 2010	Manager	May 2013
Nicola Wills	Parent Rep/Chair	By Election 7 May 2010	Barrister	May 2013
Justine McDonald	Principal	Principal 29 January 2009	Principal	
Rachael Laming	Staff Rep	By Election 7 May 2010	Teacher	May 2013
Victor Klap	Parent Rep	By Election March 2007	Not Listed	April 2010



Kelburn Normal School

Analysis of Variance For the year ended 31 December 2010

In the plans and targets set out in its charter, the board describes the school's priority learning issues and its expectations for improved student outcomes. The core business of the school is to raise student achievement, but the board could set related objectives about attendance or harassment etc. The board could also identify other priorities, objectives and targets regarding staff and board capability, finances, property, and other ownership matters.

In the annual report the board presents its analysis of variance that describes for the community how the school has gone about addressing those priorities and shows how successful their approach has been. The variance report should describe the outcomes of initiatives that aim to improve the way the school manages its resources according to the objectives in the charter. To be able to analyse progress towards student achievement targets schools will need to have collected good data or evidence about student outcomes. A close look at this data may suggest that the school could implement some of its programmes differently to make more progress towards their long-term improvement goals.

In other words, the analysis of variance provides a sound starting point for self-review.

Format

There is no set format for the content of the analysis of variance. For most schools the format used for the analysis of variance will reflect the format of the charter. Some schools may choose to include the analysis of variance with principals and/or chairpersons reports.

The example reports below are provided as food for thought. Unlike the financial statements in these models, schools are not required to copy the format provided.

Further Information

Further information is available from the Planning for Better Student Outcomes newsletters on the Ministry of Education's website www.minedu.govt.nz/goto/spr. The June issue is about reporting on student achievement. The FAQs on this site also provide general advice on schools' planning and reporting.

2010 Student Achievement Target One:

To lift the student achievement in literacy of our Year 3 students. (A priority identified by the school and national education priority through NAG 1, Curriculum and NAG 2, Self Review, including reporting on National Standards.)

Link to Strategic Plan Goals:

Goal 1 Establish a powerful learning culture and co-ordinated pedagogy, within the school, which reflects the NZC

Embed, through providing opportunities for consolidation and further development, the New Zealand and KNS curriculum which itself embeds the Key Competencies, creativity and Information Literacy; empowering learners to function in the knowledge society and teachers to be critically reflective of their practice. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 Implement effective School Wide Assessment & Evaluation Procedures, which informs teaching and learning and incorporates the use of National Standards when reporting to parents

To maximise student learning, Kelburn Normal School will use the very best assessment tools available. Teaching staff will be skilled at using data obtained from standardised testing, moderation and their overall teacher judgment to inform teaching and learning (supports strategic priority 1 and 2)

Current Position	2010 KNS Target and National Standard
<p>Findings from the junior school assessments administered during 2008 and at the beginning of 2009 show that 42% of Year 1 students in 2008 were tracking appropriately to reach the literacy learning progression benchmark of purple by the time they were 7 years old. This cohort was involved in an intervention programme in 2009 with pleasing results, 75% achieving at or beyond expected level. Close monitoring is required for 2010 as these students have moved to the Lower Middle Syndicate.</p>	<p>By the end of three years at school Year 3 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the GOLD level of Ready to Read, with an accuracy of 90-95%.</p> <p><u>How will this be measured:</u></p> <ul style="list-style-type: none"> • Teacher observations over a period of time of the individual student reading in group and individual instructional sessions • Running record administered at the GOLD level using a Ready to Read text. This includes comprehension questions as well as accuracy and fluency • Meeting the National Standard as outlined on pages titled "After three years at school – the reading standard and illustrating the reading standard"

	Focus Area	Year Group	Gender	Ethnicity
	Reading	3	Both	All

Outcomes	Analysis	Evaluation
Cost: Teacher Aides, professional development, release time, review of teaching instructional reading in the lower middle syndicate, moderation of assessment data and collection methods	<p>November 2011 data indicated 27 of the 31 students have now achieved the target.</p> <p>This means that of the 34 Year 3 students 27/31 (87.1%) of Year 3 students have now achieved the target or are beyond the target achievement level.</p>	<p>Therefore 87.1% of Year 3 students achieved the target.</p> <p>One of the 34 students is special needs and has an IEP. Two of the students are ESOL students and receive ESOL funding and tuition.</p> <p>Two of the students who did not meet the target and one of the ESOL students were new to the school during 2010 and therefore were not part of the Year 2 intervention programmes in 2009.</p> <p>One of the students who did not meet the target has been identified as having dyslexia and has an intervention programme in place.</p> <p>All of the 7 year 3 students who are not yet reading at Gold were noted as below National Standard with one student well below, 2 as ESOL and one as special needs.</p>

Next Steps for 2011

- Continued monitoring of the year 3 cohort as they move through the school, with a particular focus on the 4 students who did not meet the National Standard and do not already have another intervention programme such as an IEP, or ESOL support.
- Review the programme and identify areas for support for the 7 identified students who

have not as yet achieved the target

- Professional development for teachers of this cohort in 2011 on best practice in instructional reading

The year 3 cohort will continue to be a target area in 2011 through regular monitoring of reading levels. The 4 students who have not yet achieved the target will be on high priority for additional support in reading in Term 1, 2011 and beyond if necessary. Teachers of Year 4 students in 2011 will be presented with this data and the importance of targeting reading programmes for this cohort discussed and best practice shared.

KNS Student Achievement Target Two:

To increase student achievement in literacy in Years 5-8 - written language
(A priority identified by the school and a national education priority.)

Link to Strategic Plan Goals:

Goal 1 Establish a powerful learning culture and co-ordinated pedagogy, within the school, which reflects the NZC

Embed, through providing opportunities for consolidation and further development, the New Zealand and KNS curriculum which itself embeds the Key Competencies, creativity and Information Literacy; empowering learners to function in the knowledge society and teachers to be critically reflective of their practice. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 Implement effective School Wide Assessment & Evaluation Procedures, which informs teaching and learning and incorporates the use of National Standards when reporting to parents

To maximise student learning, Kelburn Normal School will use the very best assessment tools available. Teaching staff will be skilled at using data obtained from standardised testing, moderation and their overall teacher judgment to inform teaching and learning (supports strategic priority 1 and 2)

Historical Position	2010 School Target								
Findings from the 2008 school wide student achievement report identified there were a number of students who were at risk in spelling, falling below their chronological age. Progress was made in 2010 to lift this achievement in the Year 5/6 area of the school.	By the beginning of term 4, 100% of identified students from term one baseline data will have made a significant spelling improvement by increasing their spelling age by at least 10-15 months. (Learning difference of 6-12 months allowing for an increase in age of 9 months). It is recognised that this is greater improvement than expected in one year for a regular moving student.								
	<p><u>How will this be measured?</u></p> <ul style="list-style-type: none"> School wide "SAST Spelling Test" will be administered in Term 1 (baseline data) Teacher observations during the intervention programme of students developing awareness of spelling patterns, use of accurate vocabulary in written language and other classroom based written tasks such as individual spelling tests. School wide "SAST Spelling Test" will be administered in Term 4 (summative data) 								
	<table border="1"> <thead> <tr> <th>Focus Area</th> <th>Year Group</th> <th>Gender</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>Spelling</td> <td>Year 5 / 6 Year 7 / 8</td> <td>All</td> <td>All</td> </tr> </tbody> </table>	Focus Area	Year Group	Gender	Ethnicity	Spelling	Year 5 / 6 Year 7 / 8	All	All
Focus Area	Year Group	Gender	Ethnicity						
Spelling	Year 5 / 6 Year 7 / 8	All	All						

Outcome	Analysis	Evaluation
<p>Cost: Teacher Aides, additional Teacher/s (Innovation Wages budget line) Craig Jackson working with students and teachers particularly in Year 5 and 6, professional development, release time, the purchase, student use and teacher training for the Franklin's (an IT spelling tool)</p>	<p>Year 5 cohort 6 students in identified group made between 13 months and 2 years progress</p> <p>Year 6 cohort 10 students in identified group. 2 were absent for final testing so no summative result for them. (They will be monitored again using the start of year 2011 data.) Of the other 8, 4 of them improved by 10 months or more up to 25 months.</p> <p>Year 7 cohort 12 children were part of the target group but 2 were absent for the final test so cannot be included. Of the remaining 10, 4 students made the target between 10 and 16 months.</p> <p>Year 8 cohort 12 children were part of the target group. Of the 12 students, 3 students made the target between 15 and 24 months.</p>	<p>Year 5 100% of cohort achieved target.</p> <p>Year 6 50% of cohort achieved target.</p> <p>Year 7 40% of cohort achieved the target</p> <p>Year 8 25% of cohort achieved the target</p>
<p>Next Steps for 2011</p> <ul style="list-style-type: none"> • Review spelling programmes and expectations in the Senior Area of the school to ensure that they promote learning to spell and having a spelling conscience • Introduce formalised spelling programmes for target groups of Year 7 and 8 • From start of year, 2011 testing identify target students in Year 7 and 8 to monitor progress closely and if necessary provide a programme of additional support and/or intervention • Continue to build on the 'Craig Jackson' intervention programme and promote the 'Franklins' as a tool to develop teaching spelling 		

KNS Student Achievement Target Three:

To increase student achievement in literacy school wide – reading comprehension
(A priority identified by the school and a national education priority.)

Link to Strategic Plan Goals:

Goal 1 **Establish a powerful learning culture and co-ordinated pedagogy, within the school, which reflects the NZC**

Embed, through providing opportunities for consolidation and further development, the New Zealand and KNS curriculum which itself embeds the Key Competencies, creativity and Information Literacy; empowering learners to function in the knowledge society and teachers to be critically reflective of their practice. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 **Implement effective School Wide Assessment & Evaluation Procedures, which informs teaching and learning and incorporates the use of National Standards when reporting to parents**

To maximise student learning, Kelburn Normal School will use the very best assessment tools available. Teaching staff will be skilled at using data obtained from standardised testing, moderation and their overall teacher judgment to inform teaching and learning (supports strategic priority 1 and 2)

Historical Position	2010 School Target			
<p>Findings from the 2009 school wide student achievement report identified there were a number of students who identified as having a weakness in process and strategies in their reading. This will be confirmed with identified numbers from the PAT Reading Comp test in March, 2010, giving exact figures.</p>	<p>By the beginning of term 4, 100% of identified students from term one baseline data will have made a significant improvement in reading comprehension. (The exact amounts will need to be taken from the 2010 March PAT Reading Comp data).</p>			
	<p>How will this be measured?</p> <ul style="list-style-type: none"> • PAT Reading Comprehension in Term 1, 2010 compared to PAT Comprehension in Term 1, 2011 • Administering Running Records and PROBE with particular emphasis on the reading comprehension questions • Teacher observations during instructional reading lessons and of student understanding of texts used across learning areas 			
	Focus Area	Year Group	Gender	Ethnicity
	Reading; Processes and Strategies	School Wide	All	All

Outcome	Analysis	Evaluation
<p>Cost: Purchase and administer the revised PAT's.</p>	<p>Year 5 cohort 2 students scored stanines 3 and 4 in 2010. Those students are now on stanines 6 and 2 respectively. One student went up 3 stanines and one student went down one stanine.</p> <p>Year 6 cohort 4 students scored stanine 4 in 2010 and one student scored stanine 3. In 2011 the student who scored stanine 3 went up one stanine. The students who scored stanine 4 in 2010 scored 4, 4, 6 and 3.</p> <p>Year 7 cohort 6 students scored stanine 4 in 2010, 1 scored stanine 3 and one scored stanine 2. In 2011 the stanine 2 went up to a 4, the stanine 3 pupil went up to a 5 and of the 6 stanine 4 pupils, 2 made no change, one went down 2 stanines, and 3 went up one stanine.</p> <p>Year 8 cohort In 2010 4 students scored stanine 4 and one scored stanine 3. In 2011 the one who scored stanine 3 went down to stanine 2. Of the stanine 4, 3 were still on stanine 4 and one moved up to stanine 5.</p>	<p>Year 5 50% of students made significant improvement.</p> <p>Year 6 40% of students made significant improvement, with 40% staying the same.</p> <p>Year 7 62.5% of students made significant improvement with 25% of pupils staying the same.</p> <p>Year 8 20% of students made significant improvement and 60% remained on the same stanine.</p>

Next Steps for 2011

- Make use of the improved PAT analysis to provide assessment data on cohort, groups and individual target areas within reading comprehension with a particular focus on the target students
- Use the list of identified students to cross check progress during the year, at least once a term
- Ensure classroom teachers have identified the target students and are planning to meet their needs within the classroom programme, intervention programmes or make applications for additional support
- Monitor this cohort in 2012 comparing March 2011 data with March 2012

KNS Student Achievement Target Four:

To increase student achievement in numeracy school wide – Number Knowledge
(A priority identified by the school and a national education priority.)

Link to Strategic Plan Goals:

Goal 1 **Establish a powerful learning culture and co-ordinated pedagogy, within the school, which reflects the NZC**

Embed, through providing opportunities for consolidation and further development, the New Zealand and KNS curriculum which itself embeds the Key Competencies, creativity and Information Literacy; empowering learners to function in the knowledge society and teachers to be critically reflective of their practice. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 **Implement effective School Wide Assessment & Evaluation Procedures, which inform teaching and learning and incorporates the use of National Standards when reporting to parents**

To maximise student learning, Kelburn Normal School will use the very best assessment tools available. Teaching staff will be skilled at using data obtained from standardised testing, moderation and their overall teacher judgment to inform teaching and learning (supports strategic priority 1 and 2)

Historical Position	2010 School Target and National Standard								
Findings from the 2009 school wide student achievement report identified there were a number of students throughout the school who identified as having a weakness in Number Knowledge. This will be confirmed with identified numbers from the PAT Mathematics test in March, 2010, giving exact figures.	By the beginning of term 4, 100% of identified students from term one baseline data will have met the Number and Algebra National Standard for their cohort. (The exact amounts will need to be taken from the 2010 March PAT Maths data).								
	<p>How will this be measured:</p> <ul style="list-style-type: none"> • PAT Mathematics in Term 1, 2010 compared to PAT Mathematics in Term 1, 2011 • Teacher overall judgment of student in class and group lessons • Tracking progress against the Numeracy stages using IKAN test • Individual student: teacher conferencing against Number and Algebra using Term 2 and Term 4 asTTle mathematics 								
	<table border="1"> <thead> <tr> <th>Topic Area</th> <th>Year Group</th> <th>Gender</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>Maths: Number and Algebra</td> <td>School Wide</td> <td>All</td> <td>All</td> </tr> </tbody> </table>	Topic Area	Year Group	Gender	Ethnicity	Maths: Number and Algebra	School Wide	All	All
Topic Area	Year Group	Gender	Ethnicity						
Maths: Number and Algebra	School Wide	All	All						

Outcome	Analysis	Evaluation
<p>Cost: Teacher professional development on assessment practices for mathematics particularly in the area of the Numeracy project e.g. IKAN assessments</p>	<p>Year 5 cohort 4 students scored stanine 4 in 2010. In 2011 3 children made no change and one child went down to stanine 3.</p> <p>Year 6 cohort 2 students scored stanine 2 in 2010 and one student scored stanine 4. In 2011 the student who scored stanine 4 made no change. The students who scored stanine 2 in 2010 scored stanines 4 and 3 in 2011. One of these students is ESOL.</p> <p>Year 7 cohort In 2010, there were 3 students who scored stanine 3 and 7 students who scored stanine 4. In 2011, of the stanine 3 pupils, one had gone up one stanine, one had made no change and one had gone down a stanine. Of the 2010 stanine 4 pupils, in 2011, 4 had made no change, one had gone down a stanine one had gone up 2 stanines and one had gone up 3 stanines.</p> <p>Year 8 cohort In 2010 3 students scored stanine 3 and one scored stanine 4. In 2011 the one who scored stanine 4 went up to stanine 5. Of the stanine 3 pupils, one scored 4, one scored 5, and one scored 7 in 2011.</p>	<p>Year 5 No students made 'significant improvement', although improvements were made and as shown in the National Standards table included below.</p> <p>Year 6 66.6% of students made significant improvement, with 33.3% staying the same.</p> <p>Year 7 30% had made significant improvements with 50% staying the same.</p> <p>Year 8 100% of students made significant improvement.</p>

Next Steps for 2011

- Continue to monitor closely the Year 5, 6 and 7 students (which will be the senior syndicate students and our Year 6 in 2011)
- Use the Annual Plan Target for mathematics to support achievement

KNS National Standards Summary 2010

Reading

	Well Below	Below	At	Above	ESOL	Special Needs	TOTAL
Year 1	3	4	19	8	3	0	37
Year 2	2	5	13	12	0	1	33
Year 3	2	4	17	12	2	1	38
Year 4	3	2	20	12	1	0	38
Year 5	0	1	19	17	5	0	42
Year 6	0	2	15	26	1	0	44
Year 7	1	3	13	24	4	0	45
Year 8	0	0	17	23	2	0	42
Totals	11	21	133	134			
	31		267				

Writing

	Well Below	Below	At	Above	ESOL	Special Needs	TOTAL
Year 1	2	2	30	0	3	0	37
Year 2	0	0	32	0	0	1	33
Year 3	1	1	34	0	1	1	38
Year 4	0	3	31	3	1	0	38
Year 5	0	1	25	12	4	0	42
Year 6	0	1	28	14	1	0	44
Year 7	0	6	32	7	4	0	45
Year 8	0	0	29	12	1	0	42
Totals	3	13	243	48			
	16		291				

Maths

	Well Below	Below	At	Above	ESOL	Special Needs	TOTAL
Year 1	0	3	31	0	3	0	37
Year 2	0	1	31	0	1	1	33
Year 3	0	4	30	3	0	1	38
Year 4	0	1	34	2	1	0	38
Year 5	0	2	23	12	5	0	42
Year 6	0	6	21	16	1	0	44
Year 7	0	3	24	16	2	0	45
Year 8	0	1	18	23	0	0	42
Totals	0	21	212	72			
	21		284				

