

# INSPIRING FUTURE STARS



## ANNUAL REPORT

AND

## FINANCIAL STATEMENTS

**YEAR ENDED 31 DECEMBER 2008**

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## 1. Statement of Responsibility

The Board of Trustees (the Board) have pleasure in presenting the annual report of Khandallah School (the School), incorporating the financial statements and the Auditor's Report, for the year ended 31 December 2008.

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 2008 financial statements are authorised for issue by the Board Chairperson and Principal.

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W.M. Courtney  
Chairperson

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L.M. Green  
Principal

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Date

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Date

## 2. Income Statement

For the year ended 31 December 2008

	Notes	2008 Actual \$	2008 Budget \$	2007 Actual \$
<b>Income</b>				
Government Grants	1	2,295,949	2,267,495	2,027,617
Locally Raised Funds	2	212,363	193,266	159,655
Interest		23,542	14,000	21,802
		<hr/>	<hr/>	<hr/>
		2,531,854	2,474,761	2,209,074
<b>Expenditure</b>				
Locally Raised Funds	2	28,564	17,500	30,262
Learning Resources	3	1,650,192	1,675,797	1,424,233
Administration	4	134,799	123,839	130,381
Property Maintenance	5	672,064	621,666	592,420
Depreciation	10	45,526	61,500	32,121
Loss on Disposal of Assets		3,410	0	2,362
		<hr/>	<hr/>	<hr/>
		2,534,555	2,500,302	2,211,779
		<hr/>	<hr/>	<hr/>
<b>Net Surplus/-Deficit for the year</b>		-2,701	-25,541	-2,705

*The above Income Statement should be read in conjunction with the accompanying notes.*

**3. Statement of Changes in Equity**  
**For the year ended 31 December 2008**

	<b>2008</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	\$	\$	\$
<b>Equity at the start of the year</b>	360,310	360,310	362,214
Net(deficit) / surplus for the year	-2,701	-25,541	-2,705
Ministry capital contribution for equipment	9,380	0	801
<b>Equity at the end of the year</b>	366,989	334,769	360,310

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

## 4. Balance Sheet

As at 31 December 2008

	Notes	2008 Actual \$	2008 Budget \$	2007 Actual \$
<b>Equity</b>		366,989	358,334	360,310
<b>Current Assets</b>				
Cash & Deposits		9,054	45,000	41,888
Inventory	6	1,200	1,000	1,600
Prepayments		5,884	5,000	4,944
Investments	7	286,623	282,418	303,853
Accounts Receivable	8	131,411	95,000	99,156
		434,172	428,418	451,441
<b>Current Liabilities</b>				
Accounts Payable	9	108,940	90,000	101,342
Other Current Liabilities	9	39,126	29,000	40,006
Programme Maintenance Services	9	0	22,832	22,832
Provision for Cyclical Maintenance	5, 9	56,780	0	0
		204,846	141,832	164,180
<b>Working Capital</b>		229,326	286,586	287,261
<b>Non Current Assets</b>				
Fixed Assets	10	176,217	151,748	161,005
<b>Less Non Current Liabilities</b>				
Programme Maintenance Services		0	50,000	49,402
Provision for Cyclical Maintenance	5	38,554	30,000	38,554
		38,554	80,000	87,956
<b>Net Assets</b>		366,989	358,334	360,310

*The above Balance Sheet should be read in conjunction with the accompanying notes.*

## **5. Notes to the Financial Statements**

**For the year ended 31 December 2008**

### **Statement of Significant Accounting Policies**

#### **a) Reporting Entity**

Khandallah 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.

##### ***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. In 2008 the Board made a change in accounting policy to depreciate new assets using the IRD agreed rates. The effect of this change was an increase in the depreciation expense, a decrease in the surplus for the year and a decrease in the net book value of assets of \$8,646. All other 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 income statement on a straight line basis over the term of the lease.

### **f) Cash and Cash Equivalents**

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

### **g) 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.

### **h) 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 income statement.

### **i) 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 income statement.

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

### **j) Property, Plant and Equipment**

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

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

Property, plant and equipment acquired on or before 1 October 1989 is recorded at deemed cost based on fair value as at that date, less accumulated depreciation and impairment losses.

Property, plant and equipment acquired after 1 October 1989 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 \$1,000 are not capitalised, they are recognised as an expense in the income statement.

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).

### **Depreciation**

Depreciation is charged for all property, plant and equipment. Except for library resources, depreciation is charged to the income statement 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	20 years
Furniture and fittings	10 years
Plant and equipment	10 years
Electronic Equipment	2 - 5 years
Library resources	12.5% Diminishing value

### **l) 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.

### **m) Employee Entitlements - Salary Accruals**

Salary accruals mainly reflect annual leave owing to teachers and ancillary 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.

### **n) Income Received in Advance**

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

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

### **o) 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.

### **p) 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 “loans 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, 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.

**q) Goods and Services Tax (GST)**

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

**r) 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.

*Cash and cash equivalents and investments*

Those term deposits with maturities less than three months previously classified as investments have been reclassified as cash and cash equivalents.

1	<b>Government Grants</b>	<b>2008</b>	<b>2008</b>	<b>2007</b>
		<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
	Operational grant	354,203	331,782	337,838
	Special Education Grant	11,776	14,171	19,648
	Teachers Salaries Grant	1,473,716	1,473,717	1,269,416
	Use of Land and Buildings Grant	436,889	436,889	397,798
	Other Government Grants	19,365	10,936	2,917
		<u>2,295,949</u>	<u>2,267,495</u>	<u>2,027,617</u>
2	<b>Locally Raised Funds</b>	<b>2008</b>	<b>2008</b>	<b>2007</b>
		<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
	<i>Fund Raising</i>			
	Revenue - Parents donations	71,116	75,000	70,048
	Home & School Assoc.	46,058	45,000	5,000
	Other donations	22,136	16,000	9,532
	Surplus	<u>139,310</u>	<u>136,000</u>	<u>84,580</u>
	<i>Other Activities</i>			
	Revenue	62,290	48,766	44,386
	Expenses	23,740	17,000	19,631
	Surplus	<u>38,550</u>	<u>31,766</u>	<u>24,755</u>
	<i>Overseas Students</i>			
	Revenue	8,000	8,000	18,786
	Expenses	2,121	0	125
		<u>5,879</u>	<u>8,000</u>	<u>18,661</u>
	<i>Trading Stationery</i>			
	Revenue	2,763	500	11,903
	Expenses	2,703	500	10,506
	Net Surplus	<u>60</u>	<u>0</u>	<u>1,397</u>
	<b>SUMMARY</b>			
	<b>Revenue</b>			
	Fund raising	139,310	136,000	84,580
	Other activities	62,290	48,766	44,386
	Overseas students	8,000	8,000	18,786
	Trading	2,763	500	11,903
		<u>212,363</u>	<u>193,266</u>	<u>159,655</u>
	<b>Expenses</b>			
	Fundraising	0	0	0
	Other activities	23,740	17,000	19,631
	Overseas students	2,121	0	125
	Trading	2,703	500	10,506
		<u>28,564</u>	<u>17,500</u>	<u>30,262</u>
	Surplus	<u>183,799</u>	<u>175,766</u>	<u>129,393</u>

A Grant of \$4000 was received from the Thomas Macarthy Trust  
 Other Donations were received from the Scholastic Books and Telecom Call Credits.  
 Other Activities revenue included funds from weekly hall hire, Easy Swim pool hire and  
 Staff Development reimbursement.

3	<b>Learning Resources</b>	<b>2008</b>	<b>2008</b>	<b>2007</b>
		<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
	Library Resources	1,142	1,750	1,439
	Staff remuneration	1,554,017	1,616,362	1,354,237
	Teacher development	5,207	4,000	4,378
	Teaching resources	82,133	47,070	60,382
	General expenses	7,693	6,615	3,797
		<u>1,650,192</u>	<u>1,675,797</u>	<u>1,424,233</u>
4	<b>Administration</b>	<b>2008</b>	<b>2008</b>	<b>2007</b>
		<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
	Audit fees	4,389	4,389	4,180
	Board of Trustees attendance fees	4,785	5,000	4,664
	Communication	4,911	5,200	5,078
	Consumables	28,264	23,000	23,660
	General expenses	10,927	6,250	16,018
	Staff Remuneration	81,523	80,000	76,781
		<u>134,799</u>	<u>123,839</u>	<u>130,381</u>
5	<b>Property Maintenance</b>	<b>2008</b>	<b>2008</b>	<b>2007</b>
		<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
	Caretaking and cleaning	81,625	84,500	76,589
	Grounds	3,643	8,000	3,895
	Heat light and water	30,169	30,000	28,497
	Rates	1,756	2,000	1,755
	Low Value Assets	2,271	2,500	0
	Use of Land and Buildings	436,889	436,889	397,798
	Regular and cyclical maintenance	115,710	57,777	83,885
		<u>672,064</u>	<u>621,666</u>	<u>592,419</u>

<b>Provision for Cyclical Maintenance</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Provision at the start of the year	38,554	41,284
Increase in the provision during the year	56,780	17,912
Use of provision during the year		0
Adjustment		adj -20,642
	<u>95,334</u>	<u>38,554</u>
Current Liability	56,780	0
Non Current Liability	<u>38,554</u>	<u>38,554</u>
	95,334	38,554

As disclosed in the accounting policies, the board has an obligation to the Ministry to maintain the land, buildings and other facilities on the school site in good order and repair.

The provision represents the best estimate of that obligation at year end based on the board's property maintenance plan.

<b>6 Inventory</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Inventories held at 31 December were not subject to reservation of title clauses.	1,200	1,600

<b>7 Investments</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Deposit account with a maturity period of less than one year	286,623	303,853

<b>8 Accounts Receivable</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Accrued Revenue	4,399	3,963
Teachers Salary accruals	95,149	81,855
GST Receivable	13,645	6,315
Debtors	<u>18,218</u>	<u>7,023</u>
	131,411	99,156

9 Other Current Liabilities	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	\$	\$
GST and Accounts Payable	14,332	24,810
Salary related accruals	96,280	84,800
Cluster Funds & Yr 11-13 Grant	17,874	15,561
Resource Teachers Learning & Behavioural	19,580	16,177
Programme Maintenance Services	0	22,832
Provision for Cyclical Maintenance	56,780	0
	<u>204,846</u>	<u>164,180</u>

#### 10 Fixed Assets

	<b>Cost</b>	<b>Acc.Depn</b>	<b>Bk Value</b>	<b>Cost</b>	<b>Acc.Depn</b>	<b>Bk Value</b>
	<b>2008</b>	<b>2008</b>	<b>2008</b>	<b>2007</b>	<b>2007</b>	<b>2007</b>
	\$	\$	\$	\$	\$	\$
Buildings	130,556	-85,595	44,961	131,662	-81,537	50,125
Furniture & Fittings	212,356	-178,687	33,669	204,326	-173,289	31,037
Plant & Equipment	132,795	-106,869	25,926	141,385	-109,833	31,552
Library Books	81,273	-51,218	30,055	77,778	-46,941	30,836
Electronic Equipment	112,659	-71,053	41,606	83,388	-65,933	17,455
	<u>669,639</u>	<u>-493,422</u>	<u>176,217</u>	<u>638,539</u>	<u>-477,533</u>	<u>161,005</u>

	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	\$	\$
Net book value at 1 January	161,005	183,580
Disposals & disposal proceeds	-3,535	-2,437
Depreciation charge for year	-45,526	-32,121
Asset acquisitions at cost	64,273	11,983
Net book value at 31 December	<u>176,217</u>	<u>161,005</u>

<b>Depreciation</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	\$	\$
Buildings	5,164	5,164
Furniture & Fittings	6,905	7,541
Plant & Equipment	7,746	8,250
Library Books	4,454	4,701
Electronic Equipment	21,257	6,465
	<u>45,526</u>	<u>32,121</u>

#### 11 Related Parties

The Board have no related party transactions for the 2008 year.	(2008 Nil)	(2007 Nil)
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12 **Statement of Uncommitted Funds**

<b>At balance date the following funds were available</b>	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Current account	9,054	41,888
Term Deposit Accounts	286,623	303,853
Prepayments	5,884	4,944
Receivables	131,411	99,156
Inventory	<u>1,200</u>	<u>1,600</u>
	434,172	451,441
<b>To meet the following commitments</b>		
Payables	<u>204,846</u>	<u>164,180</u>
	204,846	164,180
Total Resources available for general purposes	<u>229,326</u>	<u>287,611</u>

13 **Operating Leases**

	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Lease 1 Computers</i>		
Costs paid this year	3,951	11,999
Costs payable within one year	0	3,475
Costs payable after one year	0	317
<i>Lease 2 Photocopier &amp; Copy Printer</i>		
Costs paid this year	10,337	10,337
Costs payable within one year	2,467	10,337
Costs payable after one year	0	2,467

In 2008 all computers leased from Alleasing were returned and the contracts terminated.

In November 2005 a contract was signed for an upgraded Canon Photocopier and this contract was renegotiated in March 2006. A risco copier was leased in February 2004. These contracts expire in 2009.

#### 14 **Principal's Remuneration**

Total remuneration and benefits paid to the Principal.

	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	\$0	\$0
Annual Remuneration	110 - 120	100 - 110
Benefits and other emoluments	-	-
Termination Benefits	-	-

#### 15 **Board of Trustees Remuneration**

Members of the Board of Trustees are reimbursed for expenses associated with their duties as trustees. The Ministry of Education suggests a payment of \$70 to the Chairperson and \$55 to each member for attendance at meetings.

	<b>2008</b>	<b>2007</b>
	<b>Actual</b>	<b>Actual</b>
	\$	\$
Board of Trustees fees paid	4,785	4,664

**6. Members of the Board of Trustees**  
**For the year ended 31 December 2008**

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Portfolio / Responsibilities</b>	<b>Term expires</b>
Bill Courtney	Parent rep	Elected April 2007	Charter and Personnel	March 2010
Fiona Whyte	Parent rep	Elected April 2007	Property/Health & Safety	March 2010
Conrad Healy	Parent rep	Elected April 2007	ICT	March 2010
Andrew Croad	Parent rep	Co-opted March 2008	Finance	March 2010
Steve Ware	Parent rep	Re-elected September 2008	Curriculum	September 2011
Catherine Cooper	Parent rep	Elected September 2008	Communications	September 2011
Peter Boniface	Parent rep	Elected September 2008	Self Review	September 2011
Louise Green	Principal	March 2008	Principal	
Mark Leggett	Staff rep	Elected March 2008	Teacher	March 2010
Gary Anaru	Parent rep	Selected November 2008	Property/Health & Safety	March 2010
Jill Burdett	Acting Principal	January – March 2008	Acting Principal	March 2008
Tony Hunn	Parent rep	Re-elected April 2007		September 2008
Nicola McFaul	Parent rep	Re-elected April 2007		Resigned July 2008

## 7. Analysis of Variance

For the year ended 31 December 2008

### Strategic Goal:

- To maintain high levels of achievement in all aspects of the curriculum, especially literacy and numeracy.

### Baseline Data – Reading:

At the end of 2007, reading results were as follows:-

- Year 1/2 = 87% reading at or above expectation based on Running Records (PM Benchmarks).
- Year 3/4 = 92% reading at or above expectation based on Running Records (Probe).
- Year 5/6 = 80% reading at or above expectation based on asTTle indicators (e-asTTle).
- Whole school = 86% reading at or above expectation based on the above tools.

Target	Reduce underachievement from 14% by targeting identified students through daily guided reading and intervention programmes.																																																												
Outcome	<p>By the end of October 2008 our results were as follows:</p> <p><b>ALL STUDENTS</b></p> <ul style="list-style-type: none"> <li>Year 1, 2, 3 = 98% achieving at or above expectation based on Running Records (PM or Probe).</li> <li>Year 4, 5, 6 = 89% achieving at or above expectation based on e-asTTle indicators.</li> <li>Whole school = 93.5% achieving at or above expectation based on the above tools.</li> <li><b>6.5% of students identified as underachieving – TARGET MET</b></li> </ul> <p><b>MAORI STUDENTS</b> (3% of population)</p> <ul style="list-style-type: none"> <li>100% achieving at or above expectation</li> <li><b>0% of students identified as underachieving – TARGET MET</b></li> </ul> <p><b>PASIFIKA STUDENTS</b> (1% of population)</p> <ul style="list-style-type: none"> <li>66% achieving at or above expectation</li> <li><b>34% of students identified as underachieving – TARGET NOT MET</b></li> </ul> <p><b>ESOL STUDENTS</b> (11% of population)</p> <ul style="list-style-type: none"> <li>89% achieving at or above expectation</li> <li><b>11% of students identified as underachieving – TARGET NOT MET</b></li> </ul>																																																												
Analysis	<p>While we have achieved our target as a school, performance at each year level varies. The table below gives greater detail of achievement at each year level.</p> <p><i>End of Year Analysis of Results – Y0-3 (using PM Benchmarks/Probe)</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>At Risk of Underachieving</th> <th>Cause for Concern</th> <th>At Expectation</th> <th>Above Expectation</th> <th>High Achievement</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0%</td> <td>0%</td> <td>95%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>1</td> <td>0%</td> <td>5%</td> <td>61%</td> <td>18%</td> <td>16%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>3%</td> <td>25%</td> <td>30%</td> <td>42%</td> </tr> <tr> <td>3</td> <td>2%</td> <td>2%</td> <td>10%</td> <td>12%</td> <td>74%</td> </tr> <tr> <td></td> <td><b>0.5%</b></td> <td><b>2.5%</b></td> <td><b>48%</b></td> <td><b>16%</b></td> <td><b>33%</b></td> </tr> </tbody> </table> <p><i>End of Year Analysis of Results – Y4-6 (asTTle)</i></p> <table border="1"> <tbody> <tr> <td>4</td> <td>4%</td> <td>8%</td> <td>49%</td> <td>8%</td> <td>31%</td> </tr> <tr> <td>5</td> <td>0%</td> <td>5%</td> <td>13%</td> <td>2%</td> <td>80%</td> </tr> <tr> <td>6</td> <td>11%</td> <td>5%</td> <td>8%</td> <td>13%</td> <td>63%</td> </tr> <tr> <td><b>Total</b></td> <td><b>5%</b></td> <td><b>6%</b></td> <td><b>23%</b></td> <td><b>8%</b></td> <td><b>58%</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>A number of the Y1 students identified in the “at” expectation range will require careful monitoring because the progress made since school entry has not been in line with their co-hort. Students making less than expected progress will be identified at age six when the Observation Survey is administered. These students will be considered for inclusion in the Reading Recovery Programme.</li> </ul>	Year	At Risk of Underachieving	Cause for Concern	At Expectation	Above Expectation	High Achievement	0	0%	0%	95%	5%	0%	1	0%	5%	61%	18%	16%	2	0%	3%	25%	30%	42%	3	2%	2%	10%	12%	74%		<b>0.5%</b>	<b>2.5%</b>	<b>48%</b>	<b>16%</b>	<b>33%</b>	4	4%	8%	49%	8%	31%	5	0%	5%	13%	2%	80%	6	11%	5%	8%	13%	63%	<b>Total</b>	<b>5%</b>	<b>6%</b>	<b>23%</b>	<b>8%</b>	<b>58%</b>
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## Analysis of Variance for the year ended 31 December 2008 continued

Analysis continued	<ul style="list-style-type: none"> <li>• e-asTTle was piloted during 2008. The pilot results showed that the achievement results for students achieving Level 4+ were not accurate measures and needed to be recalibrated. While the results of students achieving the extremely high scores of Level 5 and 6 will be adjusted downwards, these students should still fall into the “at” or “above” expectation categories.</li> <li>• All year levels, except Year 6 had fewer than 14% achieving below expectation (2008 target). Most had less than the whole school average of 6% underachievement except Year 4 where 12% of students achieved below expectation.</li> <li>• These Year 4 students, identified as At Risk of Underachieving or Cause for Concern, will be targeted within the classroom programme and for intervention during 2009.</li> <li>• The Year 6 students identified as At Risk of Underachieving or Cause for Concern will move onto Intermediate School in 2009. We will ensure that their new school is aware of their learning needs.</li> <li>• The school has a very small number of Pasifika students. Those identified as underachieving have received regular reading instruction delivered by the classroom teacher, extra support from Teacher Aides and the Resource Teacher: Learning and Behaviour where appropriate.</li> <li>• The 11% of ESOL students identified as underachieving are relatively new immigrants to New Zealand. These students have received regular reading lessons delivered by the classroom teacher and extra support from Teacher Aides.</li> </ul>
Evaluation	<p>During 2008, Reading Recovery was offered to four junior school students at a time, one funded through the Ministry of Education and three funded by the Board of Trustees. Three teacher aides attached to each of the three syndicates, also funded by the board, assisted identified students’ literacy development.</p> <p>Underachievers, across the school, but especially in Years 5 will be targeted. This will be done by:-</p> <ol style="list-style-type: none"> <li>1. Grouping students for instructional reading.</li> <li>2. Operating a daily instructional, guided reading programme within each classroom.</li> <li>3. Providing extra individual / small group assistance using teacher aide under teacher direction</li> <li>4. Enlisting support from school-based Literacy Coach, RT:Literacy, RTLB and parents as required.</li> <li>5. Minimising the risk of future underachievement by offering Reading Recovery and teacher aide assistance in literacy within the Junior School.</li> </ol>
Target	<p><b><u>2009 Target</u></b></p> <p>To reduce underachievement in Year 5 to below 10%.</p>

## Analysis of Variance for the year ended 31 December 2008 *continued*

### Strategic Goal - Numeracy:

- To maintain high levels of achievement in all aspects of the curriculum, especially literacy and numeracy

### Baseline Data:

At the beginning of 2008, NUMPA results (in comparison to achievement in high decile schools )were as follows:

Addition and Subtraction					
	At Risk	Concern	At Expect	Above Expect	High Abilities
Y0/1	9%	69%	22%	0%	0%
Y 2	0%	16%	32%	0%	52%
Y 3	0%	2%	98%	0%	0%
Y 4	6%	16%	40%	38%	0%
Y 5	0%	21%	49%	30%	0%
Y 6	11%	32%	43%	14%	0%
<b>Total</b>	<b>4%</b>	<b>26%</b>	<b>47%</b>	<b>14%</b>	<b>9%</b>

Proportions and Ratios					
	At Risk	Concern	At Expect	Above Expect	High Abilities
Y 4	0%	32%	37%	27%	4%
Y 5	0%	21%	58%	19%	2%
Y 6	0%	26%	26%	34%	14%
<b>Total</b>	<b>0%</b>	<b>26%</b>	<b>40%</b>	<b>27%</b>	<b>7%</b>

**Target**  
To continue to raise Numeracy achievement so that 88% of students across school achieve at or above national expectations in NUMPA by the end of 2008.

By the end of 2008, results were as follows:-

Addition and Subtraction					
	At Risk	Concern	At Expect	Above Expect	High Abilities
<b>0/1</b>	2%	10%	79%	0%	9%
<b>2</b>	0%	9%	25%	0%	67%
<b>3</b>	0%	0%	50%	0%	50%
<b>4</b>	1%	7%	39%	48%	5%
<b>5</b>	0%	2%	73%	24%	0%
<b>6</b>	0%	14%	74%	11%	0%
<b>Tot</b>	<b>&lt;1%</b>	<b>7%</b>	<b>57%</b>	<b>14%</b>	<b>22%</b>

Multiplication and Division					
	At Risk	Concern	At Expect	Above Expect	High Abilities
<b>0/1</b>	0%	0%	95%	0%	5%
<b>2</b>	3%	2%	78%	0%	17%
<b>3</b>	2%	0%	66%	0%	32%
<b>4</b>	4%	16%	23%	38%	19%
<b>5</b>	0%	2%	43%	50%	5%
<b>6</b>	0%	3%	57%	37%	3%
<b>Tot</b>	<b>2%</b>	<b>4%</b>	<b>60%</b>	<b>21%</b>	<b>13%</b>

Proportions and Ratios					
	At Risk	Concern	At Expect	Above Expect	High Abilities
<b>0/1</b>	0%	0%	82%	0%	8%
<b>2</b>	3%	0%	75%	0%	22%
<b>3</b>	2%	0%	54%	0%	44%
<b>4</b>	1%	11%	29%	35%	24%
<b>5</b>	0%	14%	27%	52%	5%
<b>6</b>	6%	11%	32%	51%	0%
<b>Tot</b>	<b>2%</b>	<b>6%</b>	<b>50%</b>	<b>24%</b>	<b>18%</b>

### Addition and Subtraction

- Less than 1% of students are identified as at risk of underachieving. Students are in Year 0-1 and 4.
- 7% of students are identified as cause for concern. Students are spread across all year levels except Year 3 with majority at Y0/1, 2 and 6.
- 57% of students are achieving at expectation.
- 14% of students are achieving above expectation. Students are spread across Years 4-6.
- 22% of students are identified as having high abilities in Addition and Subtraction. Most of these students are at Years 2 and 3 with smaller numbers identified at Years 1 and 4.
- Khandallah School results are generally better than the National results at all levels and in all stages with the exception of Year 0-1 where students appearing as At Risk and Cause for Concern is 7% greater than national expectation of 5%.***
- 93% of students across the school achieve at or above national expectation – **TARGET MET**

	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• 2% of students are identified as at risk of underachieving. Students are in Years 2, 3 and 4.</li> <li>• 4% of students are identified as cause for concern. Students are spread across all year levels except Years 0 and 3 with high numbers identified at Year 4.</li> <li>• 60% of students are achieving at expectation.</li> <li>• 21% of students are achieving above expectation. Students are spread across Years 4-6.</li> <li>• 13.5% of students are identified as having high abilities in Multiplication and Subtraction. Students are spread across all levels with greater numbers identified at Years 2, 3 and 4.</li> <li>• <b><i>School results are generally better than the National results at all levels and in all stages with the exception of Year 4 where we have 1% more students identified AT RISK than the national expectation of 3%.</i></b></li> <li>• 94.5% of students across the school achieve at or above national expectation – <b>TARGET MET</b></li> </ul>																
Analysis continued	<p><b>Proportions and Ratios</b></p> <ul style="list-style-type: none"> <li>• 2% of students are identified as at risk of underachieving. Students are in Years 2, 3 4 and 6.</li> <li>• 9% of students are identified as cause for concern. Students are spread across Years 4-6.</li> <li>• 49% of students are achieving at expectation.</li> <li>• 23% of students are achieving above expectation. Students are spread across Years 4-6.</li> <li>• 17% of students are identified as having high abilities in Proportions and Ratios. Students are spread across all levels with greater numbers identified at Years 2, 3 and 4.</li> <li>• <b><i>School results are generally better than the National results at all levels and in all stages.</i></b></li> <li>• 89% of students across the school achieve at or above national expectation – <b>TARGET MET</b></li> </ul>																
Evaluation	<p>Our renewed whole-school focus on Numeracy teaching during 2008 has resulted in the very positive results outlined above. All teachers participated in on-site development workshops and observations led by the Numeracy Facilitator from Victoria University of Wellington. Teachers new to the Numeracy Project and Beginning Teachers attended a series of workshops to develop their knowledge and the Numeracy Lead Teacher attended workshops to enhance leadership strategies.</p> <p>Students in Year 4, 5 and 6, identified as Cause for Concern, Stage 4, at mid-year were included in a Numeracy Intervention programme which operated during Terms 3 and 4. Teacher aides were trained by the Numeracy Facilitator and mentored by the Numeracy Lead Teacher. The intervention programme targeted increasing students' knowledge areas necessary for moving onto Stage 5 and beyond.</p> <p>The progress made from the beginning of the year in addition and subtraction is highlighted below:-</p> <table border="1" data-bbox="306 1211 1347 1375"> <thead> <tr> <th>Year</th> <th>Below expectation Beginning of Year</th> <th>Below expectation End of Year</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>22%</td> <td>8%</td> <td>+14%</td> </tr> <tr> <td>5</td> <td>21%</td> <td>2%</td> <td>+19%</td> </tr> <tr> <td>6</td> <td>43%</td> <td>14%</td> <td>+29%</td> </tr> </tbody> </table> <p>Because of the noticeable improvement in achievement and the more positive attitude towards numeracy of the students involved, the intervention programme will continue in 2009 for identified students.</p>	Year	Below expectation Beginning of Year	Below expectation End of Year	Improvement	4	22%	8%	+14%	5	21%	2%	+19%	6	43%	14%	+29%
Year	Below expectation Beginning of Year	Below expectation End of Year	Improvement														
4	22%	8%	+14%														
5	21%	2%	+19%														
6	43%	14%	+29%														
Future Target	<p><b><u>2009 Target</u></b></p> <ol style="list-style-type: none"> <li>1. To maintain the high levels of Numeracy achievement by providing professional development in the following areas:- <ul style="list-style-type: none"> <li>• Teachers new to the Numeracy Project (including Beginning Teachers)</li> <li>• Teachers of Year 5 and 6 to ensure they have the knowledge and expertise required to move students to advanced stages.</li> <li>• Lead Teacher development to enhance leadership abilities.</li> </ul> </li> <li>2. To reduce underachievement at these specific levels:- <ul style="list-style-type: none"> <li>• Year 3 = Reduce underachievement from 9% in Addition/Subtraction</li> <li>• Year 5 = Reduce underachievement from 20% in Multiplication/Division; 12% in Proportions/Ratios</li> <li>• Year 6 = Reduce underachievement from 14% in Proportions/Ratios</li> </ul> </li> </ol>																

## 8. Statement of Resources

### For the year ended 31 December 2008

#### School roll and days open

The school roll at:	1 March 2008	1 March 2007
	337 students	330 students

The school was open for 382 half days in 2008.

#### Physical resources

The ownership of the land and buildings that make up the School site is vested in the Ministry of Education. The current Valuation New Zealand valuation of this property is \$6,630,000. The Board of Trustees is responsible for the management of the land and buildings under an occupancy agreement with the Ministry. These are made up of:

- 1.5 hectares of land
- 4 classroom blocks containing a total of 16 classrooms
- Administration block, library, with a hall attached
- Enclosed swimming pool, filter plant and storage sheds

With respect to technology, the School has an active programme to provide access to computer equipment to its staff and students. This includes P.C's, laptops, printers, colour printers, copiers (black and colour), digital cameras and data projector.

The School has a range of sports and musical equipment.

#### Human resources

During the year the approved staffing component was 15.3 full-time teacher equivalents plus 3 attached teaching positions. This was made up of:

	2008	2007
Principal	1	1
Teachers	26	22
<b>The Board also employed:</b>		
Office Manager	35 hours per week	35
Office assistant	15 hours per week	15
Librarian	20 hours per week	20
Teacher aides		
- Learning Support	55 hours per week	45
- Special Needs	35 hours per week	82
Caretaker / cleaners	External Contract	External contract

The Board has made a commitment to staff training, particularly in EHSAS (Extending High Standards across Schools) and through a Numeracy Contract.

***Other resources***

An active Home & School Association supports the Board by providing both the social and fundraising links with the community. The Association provides planning and resources for fund-raising activities and helpful assistance in extra-curricular activities.

The Board is very grateful for the ongoing time, effort and support received from this group.

During the year the School also had the assistance of a number of parents working in a teacher support role and the Board is very grateful for this assistance in raising the achievement levels of our children.

## 9. Chairperson's Report

### For the year ended 31 December 2008

#### Introduction

The main focus of the Board of Trustees is on governance of the School and the Board's report discusses the progress we have made in key areas of governance. Our areas of focus are to:

- Develop the School Charter;
- Set the strategic direction for the School;
- Monitor and evaluate student achievement
- Appoint, assess the performance of and nurture the Principal;
- Act as a Good Employer of staff;
- Provide a safe physical and emotional learning environment;
- Oversee the School's financial position;
- Foster positive relationships with the community;
- Comply with our legal responsibilities.

The Principal's Report of Strategic Goals for the year (set out on pp 28 to 32) highlights key activities and achievements for the School, against the existing Strategic Goals. Detailed analysis of student achievement results and evaluation of performance against Targets are set out in the Analysis of Variance Statement, on pp 18 to 21.

#### Board of Trustees Membership

The membership of the Board changed significantly during 2008, with no less than five new Trustees joining during the course of the year. We also farewelled Nicola McFaull, who resigned in July, and Tony Hunn, whose term of office finished in September. The Board wishes to record its thanks to both Nicola and Tony for their outstanding service over many years.

Andrew Croad was co-opted on to the Board in February to provide cover for the Finance portfolio, while Tony Hunn took leave of absence from the Board. In September, the Board held a mid-term election for the first time. These elections are held at approximately 18-month intervals between the main, or triennial, elections held every three years. Peter Bonniface, Catherine Cooper and Steve Ware were elected as Parent Representatives for a 3-year term. Steve was previously a Trustee while Peter and Catherine are new to the Board. Following the election, the Board decided to fill the casual vacancy, caused by Nicola McFaull's resignation, by selecting Gary Anaru as a Trustee. Gary was the highest polling unsuccessful candidate at the mid-term election and will serve on the Board until the next triennial election, scheduled for March 2010.

A table setting out details of Board membership, tenure and portfolios is on p.17 of this report. However, the Board is collectively responsible for all decisions made and no one Trustee has any authority in their own right.

Being on the Board of Trustees is a big commitment and involves a lot of work which often goes unrecognised. We wish to record our appreciation to all who have contributed their time and skills to help make Khandallah School a great place for our kids.

#### Appointment of Principal

The School welcomed our new principal, Mrs. Louise Green, who took up her appointment as Principal on Wednesday 26 March. Louise has 12 years experience as a primary school principal and is prominent in educational roles at a national level. She is a member of the NZEI National Executive and is the NZEI nominee, appointed by the Minister of Education, to the NZ Teachers Council.

Louise has made a great start to her role and the Board has really appreciated the energy and enthusiasm she has brought to the School. Khandallah School is fortunate to have found such an outstanding principal and Louise is already leading significant and very positive change within the School. The Board is particularly pleased that Louise has assumed a strong role as the Professional Leader of Teaching and Learning within the school. The development of a genuine learning community, focused on enhancing teaching and learning, is the key to improved student achievement results and this is the School's most important goal.

However, changing jobs is never an easy time and is even more challenging when it involves moving to a new region. The Board would like to acknowledge the support and understanding of Louise's partner, Michael, through the transition period and we are delighted to welcome Michael, to the school community.

### **Governance and Management**

After Louise's appointment, the Board adopted a formal definition of Governance and Management which sets the base for how the Board and the Principal are to work in the future:

#### **Governance**

"The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of Board and staff roles, concentrates on the future rather than the past or present and works co-operatively with management."

#### **Management**

"The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal."

This important development reflects the Board's confidence in Louise's ability to lead the change process and to manage the school on a day-to-day basis. In order to give full effect to this new way of working, the Board also resolved to redefine how it develops the various policies which constitute the "Board's General Policy Direction", as defined in s.76 (2) of the Education Act. The new approach will see the Board create a small number of brief Board "Statements of Policy" that reflect the agreed governance / management relationship now in place. The development of all other School procedures will be the responsibility of the Principal. By the end of the year, the Appointments Policy was the first of the new format Board Policies to have been completed and approved by the Board, following staff and community consultation. Completing the suite of Board Policies will be a priority for the Board in 2009.

### **Charter and Strategic Plan**

The current Strategic Plan, incorporating eight Goals, was developed by the Board in 2005 and covered the period 2006 to 2008. The Board decided to extend the life of the current Plan by one further year, so as to allow more time for the Charter to be reviewed and for a new Strategic Plan to be developed. The main reasons for taking this approach were to:

- Incorporate into the Charter review the community's review of the School's Vision and Values, undertaken as part of the work to implement the revised NZ Curriculum;
- Include the findings of the Principal's initial review of the School and its operation, so as to better inform our understanding of how the School's continuous improvement programme should develop.

Two community engagement evenings were held in the second half of 2008, during which the existing Khandallah School Vision and Values were reviewed and compared to those in the revised NZ Curriculum. The main conclusions were:

- Generally people felt that the Values reflect what is important;
- Main suggestions for change were to tighten the wording and to add new values, including health, curiosity, inclusiveness, integrity.

The next step is for the Board to discuss the Principal's review findings at the Board Planning Day, scheduled for Sunday 15 March, and to design the main community feedback survey. At this stage, the Board aims to have the draft Charter and Strategic Plan available for community consultation by mid to late May.

### **Staff**

The Board wishes to record its appreciation to all our staff for their hard work and commitment during the year. The support that Louise has received from the staff has been a major factor in creating the base for the significant change that has occurred within the School.

The Board congratulates Mrs. Karen Grant, who was appointed to the Senior Teacher position and joins the Leadership Team, comprising the Principal, Deputy Principal Mark Leggett and Assistant Principal, Jane Hatley. Development of a distributed leadership model and leadership skills professional development is a key focus for School development in 2009.

Professional development is a high priority within the School and the teaching staff participated extensively in several programmes throughout the year. 2008 was the third year of participation in the Extending High Standards Across Schools (EHSAS) programme, which aims to develop thinking skills and techniques. This relates directly to our goal

of students developing thinking skills as an integral part of developing the “Key Competencies”, as set out in the revised NZ Curriculum.

On-going professional development in Literacy and Numeracy was also a priority, particularly for those teachers new to the School. The benefits of participation in the Numeracy Project, externally facilitated by Victoria University, are becoming apparent, as highlighted by the strong student achievement results in this core curriculum area.

A key development during the year was the implementation of a rigorous performance management system. This is a major step forward for the School as a good appraisal process achieves the dual purposes of highlighting strengths and giving positive feedback, while at the same time informing the needs for future personal and school-wide professional development.

### **Learning Environment**

The Board commissioned the architectural firm, Re-Design, to create a “Conceptual Development Plan”, setting out a blueprint for how the School property could be developed over the next five years or so. Priority areas for redevelopment work include the creation of an ICT Suite, remodeling of the Library, improving the standard of teacher office and work spaces, rationalizing storage areas and upgrading the toilets in several blocks. The initial plans were presented to the School community in Term 4 and were well received. Undertaking the initial stages of the development work will be a priority area in 2009.

The Board invested heavily in new computers and ICT infrastructure, such as cabling and switches/ports during 2008. This included replacing the old, leased computers in each classroom with new equipment, along with a new server. Further enhancement of the ICT infrastructure, including fitting out the new ICT Suite, will be undertaken in 2009.

The Board reviewed the long-term painting contract with Programmed Maintenance Services and decided to terminate the contract, at a total cost of \$85,102 plus GST. This removed the liability held on the balance sheet and means the School now has no long-term contractual liabilities of any sort.

### **Financial Position**

Day-to-day management of the School’s finances is the responsibility of the Principal. The Board approves the Budget and major expenditure items and the Board Finance portfolio holder provides advice and governance oversight. The auditor reports directly to the Board and no issues were raised in the 2008 audit management letter.

The Income Statement for the year ended 31 December 2008, as set out on p. 4, shows a small deficit for the year of \$2,701. This compares favourably to Budget, which predicted a deficit of \$25,541. The School’s financial position is satisfactory and the Balance Sheet and Notes to the Financial Statements are set out on pp 6 to 16.

The Board relies on locally raised funds to help fund the initiatives which it believes are necessary to support teaching and learning. These include the cost of Reading Recovery, teacher aide support, the Librarian and administration staff. We are grateful to the local community for the strong support given to the School both by way of parent donations received and fundraising carried out. In the 2008 financial year, parent donations raised \$71,116 and the Board received \$46,058 from the Home & School Association, making a total of \$117,174 in locally raised funds.

In summary, the School’s financial position is sound but year-by-year performance is reliant on locally raised funds. Major expenditure beyond that funded by government needs to be planned and managed carefully to avoid the School becoming overcommitted. Tight control over the development projects outlined in the Conceptual Development Plan will be essential as this activity gets underway.

### **Home & School Association / Community Support**

Khandallah School receives amazing support from its parent community and the Board wants to thank everyone involved in supporting the School. This includes the many parent helpers, who give freely of their time, whether it be to assist in the library, help with PMP, run the sausage sizzle, provide transport on School outings, supervise crossing patrols, manage and coach sport teams, or in any of the other numerous ways; to all of you we say THANK YOU!!

But the Board would especially like to thank the Committee of the Home & School Association, with a special vote of thanks to Rachel Spencer (Chairperson) and Toni Wilson (Secretary) who are both stepping down from the committee this year.

This group of people works incredibly hard to organise and run the many events throughout the year which not only raise funds for the school, but also create the wonderful community spirit which makes this school so special. On behalf of all the community we would like to say a big “Thank You” to all of you.

#### **Update on Education Review Office (ERO) Review**

ERO last visited the school in May 2007. Following its review report the Board undertook a number of initiatives, as follows:

1. Develop and implement a robust curriculum management system across the school;
2. Continue the review of assessment and reporting of student achievement and widening this to include a focus on formative assessment and the quality of evaluation;
3. Improve the practice of teaching throughout the school to ensure a consistently high standard across all syndicates with a particular focus on improving the learning partnerships with students;
4. Ensure all areas of the school have strong quality assurance systems that support evidence based decisions at all levels of the school. A particular focus will be on developing a rigorous and consistent performance management system.

The Board is pleased to report that these areas were priorities in the 2008 Annual Plan, developed by the Principal and Lead Team, and that good progress is being made in each of the main areas identified.

Bill Courtney  
Chairperson  
Khandallah School Board of Trustees  
12 March 2009

## 10. Principal's Report

For the year ended 31 December 2008

### Report of Strategic Goals for Year Ended 31 December 2008

As the new principal of Khandallah School from 26 March, 2008, it gives me great pleasure, therefore, to present this annual report based on the eight strategic goals outlined in our existing school charter. The ninth goal has been added to acknowledge the significant amount of work required to prepare for the implementation of our school curriculum by 2010.

#### Goal 1

*To prepare our children for a rapidly changing future, they will need to be competent in the five key competencies – Thinking; Using Language, Symbols and Texts; Relating to others; Managing self; Participating and Contributing.*

To achieve this goal, teachers have participated in two targeted learning sessions to better understand the key competencies and the implications for their practice. The Teacher Only Day held in October also had a strong focus on this area.

The key competency of Thinking was the main focus for both teacher professional development and student learning as our participation in the Extending High Standards Across Schools contract continued. Professional learning was led by the EHSAS facilitator and included presentations by experts, regular interactive sessions for cluster teachers, regular workshops for lead teachers and key teachers in each syndicate as well as three in-school workshops for teachers to help with planning and specific needs.

Students were assisted to develop their capabilities for living and life-long learning through the key competencies of Thinking and Managing Self. Teachers transferred their new learning from the EHSAS workshops to the classroom by enabling students to learn, use and apply appropriate thinking tools to develop deep thinking processes. We also implemented strategies to further support students to develop increasing responsibility for their own learning by developing goal setting strategies and implementing three-way learning conferences.

#### Goal 2

*To maintain high levels of achievement in all aspects of the curriculum, especially literacy and numeracy.*

Whole-school professional development was used to develop teacher knowledge in the teaching of Literacy and Numeracy. All teachers participated in professional learning delivered by the Numeracy Project facilitator from Victoria University of Wellington. This was a major focus throughout 2008. Specific workshops for the lead teacher, provisionally registered teachers and teachers new to the Numeracy project were attended by staff. All classroom teachers were observed by the facilitator and Lead Teacher and given feedback to assist with reflection on and enhancement of practice. Effective teachers were also identified and observed by colleagues. Regular staff meetings were used to share examples of effective practice and analyse student achievement data.

A minor focus was professional learning in Literacy. Facilitators from Victoria University of Wellington worked along-side school leaders to enhance teacher understanding of the Literacy Learning Progressions and the asTTle indicators for assessing writing. Facilitators helped us to moderate our practices so that student achievement data was more robust and reliable.

Teacher aides supported effective classroom practice in both Literacy and Numeracy. All received professional development delivered either by the Resource Teachers: Learning and Behaviour or advisors. Two teacher aides were trained to implement the Numeracy Intervention programme which proved highly successful for the 19 students involved during Terms 3 and 4.

School-wide expectations in Literacy and Numeracy were reviewed in light of the draft Literacy Learning Progressions published at the end of 2007 by the Ministry of Education and the National Numeracy Expectations which result from school's ongoing involvement in, and contribution to, student achievement data through the national database.

Student achievement in Literacy and Numeracy accompanies this report in the Analysis of Variance against the school's achievement targets for 2008.

### **Goal 3**

*To improve outcomes for students who are not achieving, or at risk of not achieving, and those with special needs including gifted and talented students.*

The school took a pro-active stance during 2008 and implemented the Perceptual Motor Programme to enhance the readiness to learn for students in Years 1 and 2 and older students as identified. The programme was able to operate for two terms due to the high levels parent support. Positive outcomes were apparent for all children involved.

In Term 3, the position of Special Education Needs Co-ordinator was established. The role of the SENCO was to organise, monitor and assess programmes for students with special needs and abilities. For this to happen, processes for identifying students with special needs were reviewed and a Special Needs Register established. Meeting the diverse needs of students with special needs and abilities is the primary responsibility of the classroom teacher supported by the syndicate leaders, SENCO and teacher aides. Students are identified in teacher planning and classroom programmes are responsive to and cater for individual needs as much as possible.

Teacher aides in each syndicate supported identified students with their learning within the classroom and through targeted intervention activities. An innovation in 2008 was the establishment of a Numeracy Intervention programme. Teacher aides were trained by the Numeracy facilitator to work with eighteen identified students in Year 4-6 to develop the knowledge necessary to progress beyond Stage 4 – early additive. This was particularly successful with the average score on the IKAN test increasing from 4.6 to 11.6 after 10 weeks intervention.

Identified students were referred to a range of specialist agencies based on need. Teachers and teacher aides supported learning when possible and practical by working with these students implementing ideas from specialists in a manner appropriate to their needs.

Students from non-English speaking backgrounds were also identified, assessed and monitored with funding applied for where students met the Ministry of Education criteria. Students with ESOL requirements received extra support through targeted programmes implemented by Teacher Aides under the direction of the classroom teacher and/or SENCO.

Many opportunities to enrich and extend gifted and talented students were actively sought and offered whenever possible. These included Kids Conference; Extending Writers and Artists workshops; Speech / Poetry / Picture Book Reading competitions; Northern Zone and Regional sporting fixtures; Choir and recorder groups; International Assessments; One Day School and after school activities such as chess; second language learning; mini ball; flipper-ball; netball; soccer; rugby; cricket, etc.

### **Goal 4**

*To promote, recognise and celebrate diversity.*

During Term 3 2008 we recognised diversity and valued it within our own school through an integrated school-wide unit celebrating diversity within sport to coincide with Beijing 2008 Olympics. Key competencies were incorporated within the unit in a holistic and relevant manner. The strengths of the EHSAS facilitator were utilised in the planning process to ensure that thinking skills related to the inquiry learning process were included. Teachers were supported throughout the unit through regular opportunities to reflect on practice. The unit ended with a school celebration in which all students and teachers were encouraged to express their identity during the opening ceremony. Students then participated in physical activities which catered for a range of interests and physical abilities.

During 2008, we also made efforts to consult with the diverse members within our school community. This was done through face to face meetings; being available and approachable and community events; holding parent information evenings and organising paper based and electronic surveys. Parental response has been positive and views have been incorporated into school planning.

## **Goal 5**

### ***To strengthen the home/school and community partnerships.***

Home/school partnerships were strengthened by engaging with parents around various aspects of school life including their child's learning, education outside the classroom, class/syndicate structure and operations, curriculum and self review. Parent evenings, meet the teachers, 3-way learning conferences, individual assessment portfolios, regular newsletters, home/school communication processes, class parent representatives, parent help programmes and self review surveys are some of the ways engagement occurred. Many of these promoted parent understanding of, and participation in, the learning process.

The principal and staff representative attend Home and School Association meetings regularly. All staff are encouraged to attend social functions organised by the Home and School or Board of Trustees.

## **Goal 6**

### ***To foster an innovative physical and learning environment that supports effective teaching.***

The appearance of our school has been a focus for the new Principal and Board of Trustees. The painting and caretaking/cleaning contracts have been reviewed during 2008. The painting contract has been finalised and a staged process for repainting the school has been decided upon as this is more cost effective than embarking on another contract.

Property maintenance has been a major focus during 2008. Because of the age of school buildings, grounds and utilities, considerable work has been done around repairing leaks, guttering, clearing blocked drains and upgrading night lighting. Regular class working bees have controlled trees, bushes, bank and garden areas.

A major focus during 2008 was upgrading the school's existing computers and infrastructure in readiness for the development of a computer suite in 2009. Leases on all classroom and administration computers were cancelled and new computers purchased with 50% financial support from the Home and School Association. The server was upgraded and all cabling and switches checked and replaced where necessary. TeamNetwork was commissioned to provide ongoing technical support. We are now in a sound position for moving forward with our ICT goals.

An architect has been employed to develop a concept plan for upgrading priority areas in a planned and co-ordinated manner. These areas include computer suite, library, storage areas, Resource Teacher: Learning and Behaviour accommodation and student toilet facilities. Our goal is to maximise space for greater learning effectiveness and resource efficiency while providing much needed space for teachers to work when on release.

## **Goal 7**

### ***To make Khandallah the school of choice for staff, thereby attracting and retaining high quality people who have the desired character and skills to support delivery of our school's goals and have opportunities to fulfil their dreams and aspirations.***

Emphasis on establishing the distinction between governance and management has been a priority for the 2008 Board of Trustees. Board policy review has commenced and is cognisant of this distinction. The Board chairman has met with staff to explain the shift in focus. During 2008, seven permanent, four fixed term and two part-time appointments were made based on the new personnel policy provisions.

The 2008 budget included increased funding for professional development to promote and enhance teacher effectiveness, employment entitlements for all staff and payment of teacher registration and renewal of practising

certificates. A “goodwill” component, used to recognise significant occasions and achievements in the life of teachers, was also included.

A culture of collaboration where staff views were sought, considered and incorporated into planning was actively promoted by the Principal and the Board chair. Regular leadership team meetings, staff meetings and syndicate meetings provided an opportunity for views to be shared and the development of collaborative, cohesive school-wide processes.

Performance management procedures which supported ongoing professional growth and included attestation against the professional standards were established. Job Descriptions were developed, signed and all teachers set personal development goals. Teachers co-constructed indicators of effective pedagogy for use during the appraisal process. All classroom teachers were visited over 5-6 sessions to gather evidence. Teacher self review and the evidence collected were used to collaboratively identify strengths within each teacher’s practice and future areas for development.

The Board and Principal have been pro-active in recognising contributions, occasions and achievements of teachers individually and collectively by acknowledging them in person, at staff meeting, at assemblies and through newsletters. The implementation of the combined practices outlined above has resulted in a significant and positive improvement in staff feeling valued and supported members of the school community.

## **Goal 8**

*To ensure everything we do at Khandallah School is mindful of the environment.*

Khandallah has a positive history of being environmentally aware. With significant changeover in key teachers and the principal in 2008, our emphasis was on maintaining the enviro-school philosophy. The Principal and key teacher attended a one-day workshop for Education for Sustainability to learn more about the philosophy so that they could provide appropriate leadership.

The support of student leaders and the enviro-team was utilised to promote and maintain good practices around rubbish management, recycling and composting. E-waste management was a focus during conservation week with guest presenter addressing a whole school assembly and messages in the school newsletter. The garden club continued to operate and maintained vegetable and flower gardens.

The amount of clothing left around school was significant. Systems were put in place to store clothing during the term. Parent support was enlisted to wash, sort and bag clothing at the end of each term. Clothing was stored for 1 term before donation to charity. Notices were placed on intranet and in newsletters, raising awareness of the ongoing problem and alerting students, teachers and parents of viewing times.

## **Goal 9**

*To develop a school curriculum reflecting the expectations of the New Zealand Curriculum and the aspirations of the school community.*

The school mission, vision and values were reviewed by staff and parents in light of the Vision, Values and Principles of the NZ Curriculum. Generally, ours were well in keeping with the intent of the NZ Curriculum with minor changes required to make them more memorable.

Professional Development for teachers continued in Key Competencies and a new focus around the seven elements of Effective Pedagogy was introduced. The Cluster has begun to work together on curriculum design and development. A teacher only day held in October focused on the NZ Curriculum and led teachers to a greater understanding of expectations. Professional readings around effective pedagogy and the key competencies were reflected upon in small across-school groups. Mary Chamberlain, senior advisor of the Ministry of Education, gave an engaging keynote address which built on the reflections from the readings. Each school then reflected on the implications from the day’s learning on teacher practice.

A model for Curriculum Design was developed and shared with teachers at the end of 2008. This will be shared with the community in 2009, trialled and reviewed before the process of designing a new school curriculum is undertaken.

### **Conclusion**

After nine months as principal of Khandallah School, I am delighted to report that our school is in good heart and well poised to take on the challenges ahead. From the summary above you can see that a significant amount has been accomplished during 2008. I would like to acknowledge the fabulous attitude of students, staff, Board of Trustees and parents and thank them for their positive and constructive contributions which have helped us achieve our goals.

Louise Green  
**Principal**