ANNUAL REPORT 2019

KNIGHTON
NORMAL SCHOOL

'A Great Place to Be'
Engaging, Enriching, Evolving

KNIGHTON NORMAL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1781
Principal:	Stuart Armistead
School Address:	Knighton Road, Hamilton
School Postal Address:	Knighton Road, Hamilton
School Phone:	07 856 5399
School Email:	knighton@kns.ac.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Karleen Broughton	Chairperson	Elected	Barrister	13/05/19
Chad Adams	Chair Person	Elected	Project Manager	
Stuart Armistead	Principal	ex Officio		
Dave Richardson	Parent Rep	Elected	Broker	13/05/19
Robbie Atatoa	Parent Rep	Elected	Teacher	13/05/19
Ngairo Eruera	Parent Rep	Elected	Kaiako	13/05/19
Andrew Tims	Parent Rep	Elected	Support Worker	13/05/19
Emma Fox	Parent Rep	Elected	Team Leader	
Andreea Calude	Parent Rep	Elected	Lecturer	
Tomairangi Melbourne	Parent Rep	Elected	FGC Co-ordinator	
Allister Keast	Parent Rep	Elected	Design Engineer	
Carmilla Carty-Melis	Parent Rep	Elected	Sustainability Educator	
Nicole Antoniadis	Staff Rep	Elected		13/05/19
Lorna Kennedy	Staff Rep	Elected		

KNIGHTON NORMAL SCHOOL

Annual Report - For the year ended 31 December 2019

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Knighton Normal School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Chad Adams	Stuart Armistead
Full Name of Board Chairperson	Full Name of Principal
Chad Adams	Stuart Armistead
Signature of Board Chairperson	Signature of Principal
29-May-20	29-May-20

Knighton Normal School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue				
Government Grants	2	5,297,746	4,961,100	5,109,210
Locally Raised Funds	3	144,814	124,900	141,672
Use of Land and Buildings Integrated		-	-	-
Interest income		35,219	25,000	34,360
Gain on Sale of Property, Plant and Equipment		-		
International Students	4	40,000	40,000	35,750
Other Revenue		-	-	-
		5,517,779	5,151,000	5,320,992
Expenses				
Locally Raised Funds	3	38,977	47,500	66,319
International Students	4	18,560	20,000	22,707
Learning Resources	5	4,043,414	3,681,800	3,743,112
Administration	6	281,338	294,300	257,768
Finance		4,685	5,000	4,241
Property	7	1,105,930	1,074,900	1,070,986
Depreciation	8	152,213	150,000	152,885
Loss on Disposal of Property, Plant and Equipment		703	-	3,136
		5,645,820	5,273,500	5,321,154
Net Surplus / (Deficit) for the year		(128,041)	(122,500)	(162)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(128,041)	(122,500)	(162)

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

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Knighton Normal School

Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual	Budget (Unaudited)	Actual
		2019	2019	2018
		$	$	$
Balance at 1 January		1,214,835	1,174,800	1,214,997
Total comprehensive revenue and expense for the year		(128,041)	(122,500)	(162)
Equity at 31 December	25	1,086,794	1,052,300	1,214,835
Retained Earnings		587,414	716,000	692,955
Reserves		499,380	336,300	521,880
Equity at 31 December		1,086,794	1,052,300	1,214,835
Movement in Reserves				
Asset Replacement Reserve				
Opening Balance		140,300	140,600	190,200
Transfer from (to) general funds		-	33,000	54,000
Use of Reserve		-	(89,500)	(103,900)
Closing Balance				
		140,300	84,100	140,300
Maintenance Provision Reserve				
Opening Balance		280,080	265,700	265,080
Transfer from (to) general funds		-	-	15,000
Use of Reserve		(22,500)	(100,000)	-
Closing Balance		-		
		257,580	165,700	280,080
Staffing Reserve				
Opening Balance		101,500	101,500	101,500
Transfer from (to) general funds		-	-	-
Use of Reserve		-	(15,000)	-
Closing Balance		101,500	86,500	101,500
Total Reserves Held		**499,380**	**336,300**	**521,880**

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

Knighton Normal School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Assets				
Cash and Cash Equivalents	9	46,442	235,300	237,701
Accounts Receivable	10	246,668	230,000	236,501
GST Receivable		12,963	10,000	14,711
Prepayments		13,758	15,000	15,906
Inventories	11	9,302	9,000	9,799
Investments	12	804,694	360,000	782,230
		1,133,827	859,300	1,296,848
Current Liabilities				
Accounts Payable	14	351,019	271,000	313,306
Revenue Received in Advance	15	35,488	3,000	2,886
Provision for Cyclical Maintenance	16	52,500	32,600	70,908
Painting Contract Liability - Current Portion	17	13,185	13,200	13,185
Finance Lease Liability - Current Portion	18	16,080	19,000	18,899
Funds held for Capital Works Projects	19	(68,282)	-	28,421
		399,990	338,800	447,605
Working Capital Surplus/(Deficit)		733,837	520,500	849,243
Non-current Assets				
Property, Plant and Equipment	13	486,444	621,600	486,089
		486,444	621,600	486,089
Non-current Liabilities				
Provision for Cyclical Maintenance	16	76,700	48,300	59,980
Painting Contract Liability	17	39,558	33,700	52,743
Finance Lease Liability	18	17,229	7,800	7,774
		133,487	89,800	120,497
Net Assets		1,086,794	1,052,300	1,214,835
Equity		1,086,794	1,052,300	1,214,835

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

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Knighton Normal School
Statement of Cash Flows
For the year ended 31 December 2019

	Note	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash flows from Operating Activities				
Government Grants		1,297,549	1,156,200	1,235,039
Locally Raised Funds		178,092	124,900	141,533
International Students		40,000	40,000	35,750
Goods and Services Tax (net)		2,828	4,700	(214)
Payments to Employees		(873,635)	(775,000)	(744,742)
Payments to Suppliers		(581,058)	(599,700)	(554,930)
Cyclical Maintenance Payments in the year		(22,500)	(69,100)	2,660
Interest Paid		(4,685)	(5,000)	(4,241)
Interest Received		40,667	31,000	33,254
Net cash from Operating Activities		77,258	(92,000)	144,109
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(125,206)	(285,500)	(208,975)
Purchase of Investments		(22,464)	422,000	-
Proceeds from Sale of Investments		-	-	13,882
Net cash from Investing Activities		(147,670)	136,500	(195,093)
Cash flows from Financing Activities				
Finance Lease Payments		(9,880)	100	(19,566)
Painting contract payments		(13,185)	(18,800)	(15,845)
Funds Held for Capital Works Projects		(97,782)	(28,400)	69,350
Net cash from Financing Activities		(120,847)	(47,100)	33,939
Net increase/(decrease) in cash and cash equivalents		(191,259)	(2,600)	(17,045)
Cash and cash equivalents at the beginning of the year	9	237,701	237,900	254,746
Cash and cash equivalents at the end of the year	9	46,442	235,300	237,701

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

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

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1. Statement of Accounting Policies

a) Reporting Entity

Knighton 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 (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

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Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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Other Grants

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

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

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j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.
Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

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

k) Property, Plant and Equipment

Land and buildings owned by the 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 $1,000 are not generally capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

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Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	3–5 years
Grounds Equipment and Plant	5 - 20 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

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n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.
The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the school be unable to provide the services to which they relate.

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

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

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

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

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s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

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

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

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

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2. Government Grants

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operational Grants	997,759	979,000	975,150
Teachers' Salaries Grants	3,197,892	3,000,000	3,107,669
Use of Land and Buildings Grants	788,994	768,300	768,260
Resource Teachers Learning and Behaviour Grants	2,886	10,800	9,950
Other MoE Grants	303,718	201,500	244,944
Other Government Grants	6,497	1,500	3,237
	5,297,746	4,961,100	5,109,210

3. Locally Raised Funds

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
Donations	28,145	19,500	24,003
Activities	32,024	29,000	48,593
Trading	22,917	24,600	18,981
Fundraising	61,728	51,800	50,095
	144,814	124,900	141,672
Expenses			
Activities	13,028	13,500	38,725
Trading	23,804	27,000	18,250
Fundraising (Costs of Raising Funds)	1,908	6,000	8,595
Other Locally Raised Funds Expenditure	237	1,000	749
	38,977	47,500	66,319
Surplus/ (Deficit) for the year Locally raised funds	105,837	77,400	75,353

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	5	4	7
Revenue	$	$	$
International Student Fees	40,000	40,000	35,750
Expenses			
International Student Levy	1,333	1,500	895
Employee Benefit - Salaries	17,227	18,500	20,884
Other Expenses	-	-	928
	18,560	20,000	22,707
Surplus/ (Deficit) for the year International Students'	21,440	20,000	13,043

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5. Learning Resources

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Curricular	76,376	81,200	65,695
Equipment Repairs	11,394	11,000	6,319
Information and Communication Technology	10,320	14,000	12,062
Extra-Curricular Activities	-	-	-
Library Resources	645	2,000	1,983
Employee Benefits - Salaries	3,895,428	3,515,100	3,605,185
Staff Development	49,251	58,500	51,868
	4,043,414	3,681,800	3,743,112

6. Administration

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Audit Fee	5,219	5,100	5,067
Board of Trustees Fees	3,680	6,000	4,045
Board of Trustees Expenses	8,935	11,500	4,527
Communication	10,244	10,000	9,340
Consumables	18,915	18,500	16,681
Operating Lease	2,966	19,000	3,720
Other	33,607	23,200	22,854
Employee Benefits - Salaries	187,041	190,000	181,076
Insurance	10,731	11,000	10,458
	281,338	294,300	257,768

7. Property

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Caretaking and Cleaning Consumables	21,993	23,700	21,129
Consultancy and Contract Services	86,190	87,000	91,492
Cyclical Maintenance Provision	20,812	19,000	16,765
Grounds	26,445	30,700	25,229
Heat, Light and Water	45,309	46,000	42,317
Rates	4,479	4,000	3,901
Repairs and Maintenance	48,508	33,000	40,256
Use of Land and Buildings	788,994	768,300	768,260
Security	11,446	10,200	10,825
Employee Benefits - Salaries	51,754	53,000	50,812
	1,105,930	1,074,900	1,070,986

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

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8. Depreciation

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Buildings - School	-	-	-
Building Improvements - Crown	8,242	11,000	8,158
Furniture and Equipment	47,768	41,000	45,365
Information and Communication Technology	39,896	48,000	53,920
Grounds, plant &equipment	28,836	22,000	19,804
Leased Assets	21,509	22,000	19,785
Library Resources	5,962	6,000	5,853
	152,213	150,000	152,885

9. Cash and Cash Equivalents

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash on Hand	-	-	-
Bank Current Account	44,990	33,000	26,649
Bank Call Account	1,452	2,300	1,740
Short-term Bank Deposits	-	200,000	209,312
Cash and cash equivalents for Cash Flow Statement	46,442	235,300	237,701

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

Of the $46,442 Cash and Cash Equivalents, $488 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Kiwisport activities.

Of the $46,442 Cash and Cash Equivalents, $35,000 of unspent grant funding is held by the School. These grants from Sport Waikato and Bike On NZ Charitable Trust are subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement, being bikes and storage facilities for them, for use as part of the curriculum.

10. Accounts Receivable

	2019 Actual $	2019 (Unaudited) $	2018 Actual $
Receivables	1,704	-	575
Receivables from the Ministry of Education	2,886	-	2,929
Interest Receivable	5,600	5,000	11,048
Teacher Salaries Grant Receivable	236,478	225,000	221,949
	246,668	230,000	236,501
Receivables from Exchange Transactions	7,304	5,000	11,623
Receivables from Non-Exchange Transactions	239,364	225,000	224,878
	246,668	230,000	236,501

PKF Hamilton

11. Inventories

	2019 Actual	2019 Budget	2018 Actual
	$	$	$
Stationery	6,118	6,000	6,047
School Hats	3,184	3,000	3,752
	9,302	9,000	9,799

12. Investments

The School's investment activities are classified as follows:

	2019 Actual	2019 Budget	2018 Actual
Current Asset	$	$	$
Short-term Bank Deposits	804,694	360,000	782,230
Total Investments	804,694	360,000	782,230

13. Property, Plant and Equipment

2019	Balance $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	51,562	28,000	-	-	(8,242)	71,320
Furniture and Equipment	152,874	78,675	-	-	(47,768)	183,781
Information and Communication	65,706	7,370	-	-	(39,896)	33,180
Grounds, plant and equipment	150,608	3,739	-	-	(28,836)	125,511
Leased Assets	24,437	28,065	-	-	(21,509)	30,993
Library Resources	40,900	7,424	(703)	-	(5,962)	41,659
Balance at 31 December 2019	486,087	153,273	(703)	-	(152,213)	486,444

The net carrying value of equipment held under a finance lease is $33,309 (2018: $26,671)

2019	Cost or $	Accumulated $	Net Book Value $
Building Improvements	243,823	(172,503)	71,320
Furniture and Equipment	732,946	(549,165)	183,781
Information and Communication	430,090	(396,910)	33,180
Motor Vehicles	503,352	(377,841)	125,511
Leased Assets	103,874	(72,881)	30,993
Library Resources	147,653	(105,994)	41,659
Balance at 31 December 2019	2,161,738	(1,675,294)	486,444

PKF Hamilton

2018	Opening $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	59,720	-	-	-	(8,158)	51,562
Furniture and Equipment	144,059	54,181	-	-	(45,365)	152,875
Information and Communication	57,214	62,412	-	-	(53,920)	65,706
Grounds Plant and Equipment	84,750	85,662	-	-	(19,804)	150,608
Leased Assets	37,331	6,891	-	-	(19,785)	24,437
Library Resources	43,170	6,720	(3,135)	-	(5,853)	40,902
Balance at 31 December 2018	426,244	215,866	(3,135)	-	(152,885)	486,090

The net carrying value of equipment held under a finance lease is $33,309 (2017: $26,671)

2018	Cost or $	Accumulated $	Net Book Value $
Building Improvements	215,823	(164,261)	51,562
Furniture and Equipment	708,384	(555,509)	152,875
Information and Communication Technology	509,652	(443,946)	65,706
Motor Vehicles	512,333	(361,725)	150,608
Textbooks	-	-	-
Leased Assets	75,809	(51,372)	24,437
Library Resources	145,313	(104,412)	40,901
Balance at 31 December 2018	2,167,314	(1,681,225)	486,089

14. Accounts Payable

	2019 Actual $	2019 (Unaudited) $	2018 Actual $
Operating Creditors	64,301	10,000	56,893
Accruals	-	-	-
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	272,249	250,000	245,396
Employee Entitlements - Leave Accrual	14,469	11,000	11,017
	351,019	271,000	313,306
Payables for Exchange Transactions	351,019	271,000	313,306
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	351,019	271,000	313,306

The carrying value of payables approximates their fair value.

PKF Hamilton

15. Revenue Received in Advance

	2019 Actual $	2019 Budget $	2018 Actual $
Grants in Advance - Ministry of Education	488	3,000	2,293
Other	35,000	-	593
	35,488	3,000	2,886

16. Provision for Cyclical Maintenance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Provision at the Start of the Year	130,888	130,900	111,463
Increase/ (decrease) to the Provision During the Year	20,812	26,800	20,425
Use of the Provision During the Year	(22,500)	(76,800)	(1,000)
Provision at the End of the Year	129,200	80,900	130,888
Cyclical Maintenance - Current	52,500	32,600	70,908
Cyclical Maintenance - Term	76,700	48,300	59,980
	129,200	80,900	130,888

17. Painting Contract Liability

	2019 Actual $	2019 Budget $	2018 Actual $
Current Liability	13,185	13,200	13,185
Non Current Liability	39,558	33,700	52,743
	52,743	46,900	65,928

In 2017 the Board signed an agreement with Higgins Coatings Pty Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provided for an exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The agreement had an annual commitment of $18,964. This contract was cancelled by the contractor in May 2018. A payment settlement deed was signed in 2018 to cover the value of the work undertaken but not yet paid, to be repaid over 6 years. The liability has not been adjusted for inflation and the effect of the time value of money.

18. Finance Lease Liability

The School has entered into a number of finance lease agreements for Teacher laptops, jointly with the Ministry of Education. Minimum lease payments payable:

	2019 Actual $	2019 Budget $	2018 Actual $
No Later than One Year	16,080	19,000	18,899
Later than One Year and no Later than Five Years	17,229	7,800	7,774
Later than Five Years	-	-	-
	33,309	26,800	26,673

PKF Hamilton

19. Funds Held for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		$	$	$		$
Special Needs Modifications	*completed*	12,247	-	(12,247)	-	-
Classroom Block P	*in progress*	16,174	575,137	(646,136)	-	(54,825)
Visual Needs Modifications	*in progress*	-	14,099	(21,296)	-	(7,197)
Te Hihiri Upgrade	*in progress*	-	-	(6,260)	-	(6,260)
Totals		28,421	589,236	(685,939)	-	(68,282)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	(68,282)
	68,282

	2018	Opening Balances	Receipts from MoE	Payments		Closing Balances
		$	$	$		$
Special Needs Modifications	*in progress*	(40,929)	101,445	(48,269)	-	12,247
Classroom Block P	*in progress*	-	43,890	(27,716)	-	16,174
Totals		(40,929)	145,335	(75,985)	-	28,421

20. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

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21. Remuneration

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

	2019 Actual $	2018 Actual $
Board Members		
Remuneration	3,680	3,165
Full-time equivalent members	0.11	0.13
Leadership Team		
Remuneration	356,945	358,821
Full-time equivalent members	3	3
Total key management personnel remuneration	360,625	361,986
Total full-time equivalent personnel	3.11	3.13

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

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

	2019 Actual $000	2018 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	0-10	0-10

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

Remuneration $000	2019 FTE Number	2018 FTE Number
100-110	1.00	1.00
	1.00	1.00

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

22. Compensation and Other Benefits Upon Leaving

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

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

23. Contingencies

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

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

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

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

24. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) During 2018 the Board contracted project managers and architects to design and manage the building of two new classrooms on site using MOE 5YA and Board of Trustee funds, to replace two existing classrooms which have been identified as uneconomic to improve. At balance date the Board had received $591,311 from MOE for the project, and spent $645,636. It is anticipated that the Board's contribution to the total project will be approx $18,600.

(b) At balance date the Board had paid $6,260 in architect and consultant fees for a new project to upgrade another two of our classrooms. Total anticipated cost of approx $317,000 will be met from MOE 5YA and SIP funding and is expected to be completed in 2020.

(c) During 2019 Special Needs modifications were undertaken, funded by the Ministry of Education. Of the total cost of $21,296, $7,197 was due to be repaid to the Board by the MOE at balance date.

(d) Knighton has been fortunate to receive grants of $35,000 towards the cost of implementing a Bikes in Schools programme in 2020. At balance date this figure is held as a liability, pending purchase of bikes and storage at an estimated cost of $ 59,200 to fulfil the conditions of the grants. The Board of Trustees' contribution to this project will be approx $24,000, with the project due to be completed in 2020.

Capital commitments at December 2018: $28,421

25. Managing Capital

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

PKF Hamilton

26. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual $	2019 Budget $	2018 Actual $
Cash and Cash Equivalents	46,442	235,300	237,701
Receivables	246,668	230,000	236,501
Investments - Term Deposits	804,694	360,000	782,230
Total Financial assets measured at amortised cost	1,097,804	825,300	1,256,432
Financial liabilities measured at amortised cost			
Payables	351,019	271,000	313,306
Finance Leases	33,309	26,800	26,673
Painting Contract Liability	52,743	46,900	65,928
Total Financial Liabilities Measured at Amortised Cost	437,071	344,700	405,907

27. Events After Balance Date

On March 11 2020, the World Health Organisation declared the outbreak of Covid-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased it's Covid-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura re-opened on the 18th May, 2020.

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

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

28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments:

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

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

PKF Hamilton

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KNIGHTON NORMAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Knighton Normal School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report.

However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 23 to 45, but does not include the financial statements, and our auditor's report thereon.

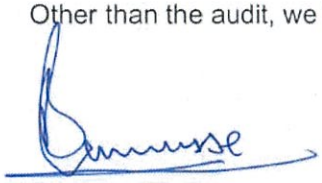
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand

2019 Analysis of Variance- Knighton Normal School

2019 Targets

Target One

Aim- To accelerate the progress of identified learners in reading in a range of contexts throughout Knighton Normal School *(Classroom, Literacy Centre, Across Teams).*

Literacy Centre

All students in the Literacy Centre programme are to have their reading progress accelerated.

Year 3 - PM level 14 and below (1 year below)
Year 4 - PM level18 and below
Year 5 - PM readers
Year 6 - 18m+ below

Learners will be identified and selected for the Literacy Centre programme. Ongoing assessment will be collected and discussed within the centre. Data will be analysed and reported on at the end of the year.

Target Two

To accelerate the progress of identified learners in reading decoding and comprehension as part of high quality classroom instruction.

Identified Priority Learners (across teams)

These identified learners progress will be closely monitored by teachers and their Assistant Principals during team meetings. Additional support will be considered at exec meetings. Data will be analysed for these learners on a termly basis and reported to the Board in the middle and at the end of the year.

Year Six

-Four learners identified as having difficulty comprehending the concepts of text at their cohort level (60- 63% comprehension). ***Pasifika.***

-Eleven learners identified as having difficulty comprehending the concepts of text at their cohort level (50% comprehension) ***Māori.***

Year Five

-Ten learners identified as having difficulty comprehending the concepts of text at their cohort level (50% comprehension) ***Māori.***
-Three learners identified as having difficulty comprehending the concepts of text at their cohort level (60%) ***Pasifika girls.***

Year Four

-6 learners identified as having difficulty comprehending the concepts of text at their cohort level ***Māori.***

Year Three

- Sixteen learners identified as having difficulty decoding text (levels 2-14) ***Māori***

-Nine learners identified as having difficulty decoding text (levels 2-10) ***Pasifika***

Year Two

-Thirty children identified as having difficulty decoding text (levels 2-9) ***Māori***

-Four children identified as having difficulty decoding text (levels 5-9) ***Pasifika***

Teacher Inquiries

In 2019 all classroom teachers will focus their inquiries on a small target group of learners in their class. We believe that success in reading can have a significant impact on children's learning lives. During 2019 reading will be the focus of our teacher as inquirer work.

Over the last few years KNS staff have experimented with a range of inquiry methods to maximise learning outcomes for students. During 2018 all teams made the decision to focus on areas related to the Knighton Way. Ideas learnt from these inquiries have potential to be fed into planning for 2019.

All teachers will complete thorough documentation and reflections throughout the year focussing on the difference their deliberate acts are making on student progress and achievement. This will be regularly discussed in team and staff meetings (with minutes taken). Teacher voice will be considered in providing relevant and timely professional development and coaching and mentoring to support their classroom programmes. Informal and formal class observations will be undertaken by assistant principals and the principal. The teacher's inquiry will be a major focus of the appraisal and attestation process with teachers tagging the relevant standards to their actions and reflections.

Literacy Centre Report November 2019

73 students received support from the Literacy Centre, with six of these having left our school mid-program. 30 were middle school students and 43 were in year 5-6. Some students were referred for difficulties with decoding; some for reading comprehension difficulties; and a few for spelling. As well as the significant gains that are demonstrated in the data there have been significant changes in students' attitudes, confidence and motivation. Some of these children have attended the Literacy Centre for more than one year. This has meant compounded acceleration for these children.

Assessment Results 2019

BURT is a word recognition test. In a year we would expect an average child to make a gain of approximately one year. The children who were identified for working in the literacy centre had not been making these gains. Therefore to see gains of one year or significantly more for these children is considered accelerated progress.

Reading Age: This is assessed on a continuous text and the children need to be able to read the words and demonstrate an understanding of what they have read. Again we would expect an average child to be making a gain of one year over 12 months. It can be seen from the results in the column 'Reading Age Gain', that there has been significant accelerated progress for the children working in the literacy centre. This year we had some Middle Schoolchildren come in as non-readers after 2-4 years at school. These children were new to Knighton. In these cases becoming a reader is a huge achievement.

At risk middle group – literacy centre reading groups - Year 3

	BURT – Pre-intervention	BURT – Post-intervention	BURT - Gain	Reading Age Gain	Notes
R	Age Equivalent 5y 5m	Age Equivalent 7y	1y 7m	1 year	
C	5y 5m	6y 8m	1y 3m	11m	
A	5y 6m	6y 11m	1y 5m	1y	
T	5y 5m	6y 4m	11m	1y	
H	5y 6m	6y 8m	1y 2m	1y	
M	5y 6m	6y 7m	1y 1m	10m	
J	5y 7m	6y 8m	1y 1m	1y	Health issues impacted on attendance
C	5y 5m	6y 4m	11m	10m	
R	5y 9m	6y 8m	11m	10m	Assessment confirmed dyslexia
K	6y	7y 3m	1y	1y 6m	
T	5y 11m	6y 11m	1y	10m	Health issues impacted on attendance
K	6y	6y 8m	8m	8m	Entry September
P	6y 1m	6y 9m	8m	10m	Entry term 3
Z	5y 6m	6y 5m	11m	9m	
R	5y 7m	6y 7m	1y	1y	
T	5y 11m	6y 10m	11m	1y	Entry term 2
L	6y 1m	7y 6m	1y 1m	1y 5m	Entry term 2
L	6y 3m	7y 9m	1y 6m	1y 5m	Entry term 2
J	6y 6m	7y	6m	1y	Entry term 2
R	5y 7m	6y 8m	**1y 1m**	**1y**	Entry term 2
L	6y 9m	8y 2m	**1y 5m**	**1y 2m**	Graduated end of term 3

At risk middle group – literacy centre reading groups - Year 4

	BURT – Pre-intervention	BURT – Post-intervention	BURT - Gain	Reading Age Gain	Notes
C	6y 9m	7y 6m	9m	1y	
L	5y 8m	6y	4m	11m	Entry term 3
Z	5y 7m	6y 11m	1y 4m	1y	
T	5y 11m	6y 6m	7m	10m	
A	6y 4m	7y 8m	1y 4m	1y 4m	
D	6y 6m	7y 6m	1y	1y 6m	
A	6y 7m	7y 1m	6m	1y	
K	6y 11m	7y 3m	4m	6m	Graduated end of term 2
A	6y 3m	8y	1y 9m	6m	Graduated end of term 2

No Middle School transferred to other schools during the year.

At risk senior group – literacy centre reading groups - Year 5

	BURT – Feb '19	BURT – Nov '19	BURT - Gain	Reading Age Gain	Notes
DMC	8y 6m	9y 1m	7m	6m	2 terms
FC	8y	8y 7m	7m	1y	
FCW	11y 3m	NA	NA	6m	2 terms - other criteria
GAE	8y 7m	9y 2m	7m	6m	1 term
HD	7y 4m	9y 1m	1y 9m	1y 6m	
JB	6y 11m	7y 8m	9m	6m	2 terms ELL
JW	9y 1m	10y	11m	1y	2 terms
JS	8y 1m	11y 8m	2y 7m	2y	2 terms
KK	9y 9m	12y 6m	2y 7m	2y	
KT	-	-		8m	2 terms
LM	8y 6m	10y 6m	2y	1y 6m	
MJ	6y 6m	7y 4m	11m	6m	2 terms
NF	7y 11m	10y 6m	2y 7m	2y	
OW	7y 2m	8y 6m	1y 4m	1y	
PK	8y 2m	9y 11m	1y 9m	1y 6m	other criteria
RP	9y 2m	11y 3m	2y 1m	2y	
SCS	6y 8m	7y 11m	1y 3m	1y	
TT	7y 5m	8y 4m	11m	1y 6m	
TM	7y	10y 6m	3y 6m	2y	other criteria
XK	9y 11m	11y 8m	1y 9m	1y 6m	other criteria
ZT	8y 5m	9m	7m	9m	1 term attendance issues

EKS					spelling only - not completed
NHB					spelling only - not completed 23

At risk senior group – literacy centre reading groups - Year 6

	BURT – Feb '19	BURT – Nov '19	BURT - Gain	Reading Age Gain	Notes
AR	8y 5m	9y 9m	1y 4m	2y	
CM	9y 11m	12y plus	2y 1m plus	1y 6m	2 terms
FA	8y 3m	11y 1m	2y 7m	2y 6m	ELL
IB	8y 11m	10y 8m	1y 8m	1y	other criteria
MAG	10y 2m	11y 4m	1y 2m	1y	2 terms
NB	8y 6m	11y 1m	2y 7m	1y	2 terms other criteria
PN	11y 6m	NA	NA	1y	2 terms
RT	10y	10y 8m	**8m**	1y	2 terms
SN	8y 4m	10y 5m	2y 1m	2y	2 terms
SR	9y 5m	11y 4m	1y 11m	2y	2 terms
TT	8y 7m	10y 3m	1y 8m	1y	2 terms
TAW	9y	10 6m	1y 6m	1y	2 terms
TT	7y 3m	8y 7m	1y 4m	1y 6m	2 terms ELL
W	7y .10m	10y	**2y 2m**	1y 5m	dyslexia
ZD	7y 8m	10y 2m	1y 2m	1y 6m	

6 other Senior School children transferred to other schools before completing their programme and therefore their data is not included.

Teachers made the following comments:

The Literacy Centre has worked with two of my children intensively this year. One of these children was reading at Level 5 and the other at Level 8 at the beginning of this year. Both children are now reading at Level 14. I have seen huge progress. Their ability to decode and understand the text has grown, as has their confidence and enjoyment. These children now know over 200 sight words.
The partnership between myself and the Literacy Centre has been particularly advantageous. Early in the year Clare and I worked closely together to form a classroom programme that provided a united way forward for these children. The programme really helped as we were talking a common language and doing similar activities and thus reinforcing each other's programme.
Thanks Clare and your team. Your input has been invaluable.

The support of the literacy centre has been hugely beneficial for my students. The time, extra support and learning that is able to be individualised and tailored to the needs of my students has seen them make excellent progress in their recognition of high frequency words, the ability to 'chunk' and blend sounds together to decode

unknown words and support them to acquire all of the key strategies that a good reader needs, that they previously didn't have.
Most importantly of all, the confidence in my students has grown tremendously, and has been observable during shared reading times where those students have happily chosen to read to a buddy or buddies, and even to the whole class!

Having graduated from the Senior Lit Centre earlier this year, it has been great seeing the confidence T has during guided reading in the classroom. She automatically provides evidence from the text to support her thoughts and is far better equipped to reorganise what she has read. By using these types of behaviours, she is providing a great example for her peers. Her responses also require her peers to think more deeply than they often would.

C has loved every minute of being in Senior Lit Centre, and seven terms in he still refers to it as the Lit Club. It has done wonders for his confidence and has been a key contributor in building his confidence as an author. He now writes for fun and will spend many hours further developing his stories. The small group focus he received at the Lit Centre has really done wonders for Cullum.

During the students time in the Senior Literacy centre we have seen fantastic growth in them as learners. Whilst their literacy levels have improved, this is not the only benefit. Their confidence in a small group, and therefore a larger group, also improved. They were able to better recall information and summarise the learning in other areas that we had been studying as well. It was fantastic to know that these children who need much more support were able to get this regardless of what else was happening in the classroom.

The Senior Literacy Centre offers our tamariki who struggle with decoding and comprehension specialised, small group support targeted at their level. This in itself is important but the most impressive aspect of the Literacy centre is the level of confidence and belief in self that the children leave the LC with. In my room, I've been fortunate enough to have a couple of children in the LC this year. One graduated earlier in the year and I was thrilled to see the high level of skill retention, that 6 months down the track, he was able to maintain. Strategies for decoding and comprehension are firmly etched in his mind and it was so great to see him utilising these skills and being able to articulate them during his reading record. The other child is still in the LC and he loves going. He is excited about earning strategy points (points acquired each time a specific comprehension strategy is used and able to be identified by the child), and loves that he feels smarter and reading is easier.
The senior school LC staff do a fantastic job with our tamariki!

Students said:

I was proud to show my class and teacher that I could read! Coming to Literacy Centre is the best part of my day!

It's fun and very cool when I am learning new words. I nailed it when I finished the 'Purple Words'!

Can I come earlier, I like this place!

Can I come back next year, it's good here! I feel good. I was on level 2 and now I'm on 14!

I like Literacy Centre. It helps me get better at reading. I started on Level 1 and I'm now on 11!

Senior Lit Centre has been great for me, when I first came, my english wasn't good and Lit Centre helped me with my knowledge of words as well as my reading and spelling. I am confident reading now and I really like reading.

Lit Centre helped me understand what to do when I'm reading. Helped me work out tricky words and spell better and understand what I am reading because you have to think when you are reading!

It improves my spelling. That helps me when I'm reading and writing. It's cool coming here. I can read chapter books. Can I come next year because I'm getting really good at reading?

I like coming to Senior Literacy because it's fun and it helps me with reading everywhere. I can finally read the questions in maths now.

I actually like reading now. It makes me happy and I can read more words now.

The thing I like about Literacy is that I learn how to fix my mistakes. I like doing reading cards and activities and using those strategy cards for my reading.

I love Literacy Club! Its my favourite thing ever. It's like my home.

2019 Progress of below and well below students in reading

2019 Year 6 students

At the end of 2018, 28 year 5 students were identified as being below or well below expectation.
Of these children 10 have English as a second language.
One is an ORS student.
One student has been accepted for HCN.

T4 Reading Curriculum Level 2018 - 2019
For: Year 6 reading below and well be

Student Progress 2018 - 2019

	Accelerated Progress (more than a step progress)				**Sufficient Progress** (a step progress)				**Insufficient Progress** (less than a step progress)				**Year Total** (Boys+Girls)
Year	**Boy**	**Girl**	**Maori** *% out of 11*	**Pasifika** *% out of 2*	**Boy**	**Girl**	**Maori** *% out of 11*	**Pasifika** *% out of 2*	**Boy**	**Girl**	**Maori** *% out of 11*	**Pasifika** *% out of 2*	
4													0
5													0
6	8 (29%)	8 (29%)	6 (55%)	1 (50%)	2 (7%)	5 (18%)	3 (27%)	1 (50%)	3 (11%)	2 (7%)	2 (18%)		28
	16 (57%)				7 (25%)				5 (18%)				28

In November 2019, 8 boys and 8 girls (57%) of the children have made accelerated progress.

We are very pleased with their progress.

Another 2 boys and 5 girls (25%) of children have made sufficient progress.

We have looked at the 3 boys and 2 girls (18%) of children who have not made sufficient progress.
Two of these students are ELL. One of these is a refugee student. They receive ongoing ELL support..
One of the students has ORS.
One of the children has significant need, has been accepted as HCN.
One of the students has dyslexia and is making some gains.

2019 Year 5 students

At the end of 2018, 27 year 4 students were identified as being below or well below expectation.
Of these children 14 have English as a second language.
One is an ORS student.
One student receives ICS.
Two have ASD.

T4 Reading Curriculum Level 2018 - 2019
For: Year 5 reading below and well be

Student Progress 2018 - 2019

	Accelerated Progress (more than a step progress)				Sufficient Progress (a step progress)				Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
Year	Boy	Girl	Maori *% out of 10*	Pasifika *% out of 3*	Boy	Girl	Maori *% out of 10*	Pasifika *% out of 3*	Boy	Girl	Maori *% out of 10*	Pasifika *% out of 3*	
4													0
5	10 (37%)	4 (15%)	6 (60%)	1 (33%)	6 (22%)	3 (11%)	2 (20%)	2 (67%)	4 (15%)		2 (20%)		27
	14 (52%)				9 (33%)				4 (15%)				27

In November 2019, 10 boys and 4 girls (52%) of the children have made accelerated progress.
Five of these students are ELL.

We are very pleased with their progress.

Another 6 boys and 3 girls (33%) of children have made sufficient progress.

We have looked at the 4 boys (15%) of children who have not made sufficient progress.
One of these students is an ELL student. He is receiving support through the RTLB service.
One of the students is ORS funded.
Two of the boys have ASD and are progressing at their own rate.

2019 Year 4 students

At the end of 2018, 37 year 3 students were identified as being below or well below expectation.
Of these children 23 have English as a second language.
One is an ORS student.
Two children have diagnosed ASD and another two demonstrate characteristics of ASD.
These two children are also ELL.

T4 Reading Curriculum Level 2018 - 2019
For: Year 4 below and well below

Student Progress 2018 - 2019

	Accelerated Progress (more than a step progress)				Sufficient Progress (a step progress)				Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
Year	Boy	Girl	Maori *% out of 9*	Pasifika *% out of 5*	Boy	Girl	Maori *% out of 9*	Pasifika *% out of 5*	Boy	Girl	Maori *% out of 9*	Pasifika *% out of 5*	
4	15 (41%)	11 (30%)	5 (56%)	2 (40%)	7 (19%)	2 (5%)	2 (22%)	3 (60%)	1 (3%)	1 (3%)	2 (22%)		37
5													0
	26 (70%)				9 (24%)				2 (5%)				37

In November 2019, 15 boys and 11 girls (70%) of the children have made accelerated progress. We are very pleased with their excellent progress.

Another 7 boys and 2 girls (24%) of children have made sufficient progress.

We have looked at the 1 boy and 1 girl (5%) of children who have not made sufficient progress.
Both of these children are receiving ongoing support in the literacy centre.

2020
We will continue to operate the literacy centre as it continues to prove its worth in accelerating the progress of our readers who are having difficulty.

We are going to have a detailed analysis of the children considered below expectation that they made accelerated progress and those that haven't.

School leaders have successfully applied for school staff to be a part of the TALL programme for 2020 (Team approach to language learning). TALL is tailored to our school context, and being involved will enrich our school discussions and actions for teaching culturally and linguistically diverse learners.

We will also be looking at the assessment practices we use to ensure they are culturally appropriate.

BOARD OF TRUSTEES ANNUAL REPORT

prepared jointly by the Principal and Chairperson

(FOR THE YEAR ENDED 31 DECEMBER 2019)

INTRODUCTION

It is our pleasure to present this Annual Report in respect of the operations of our school for the year ending 31st December 2019.

ROLL

The school year began with 636 students. Enrolments and withdrawals throughout the year brought the total roll at the end of the year to 730.

GOVERNANCE AND PARENT GROUPS

Board elections were held this year. Sadly, *Ngairo Eruera (three years), Robbie Atatoa (three years) and Karleen Broughton (nine years and three as BOT chairperson)* indicated that they would not stand in 2019.

It was very exciting to have 10 parent nominations this year which meant that the school went to an election. Final election results meant that the new board consisted of:

Emma Fox

Chad Adams

Camilla Carty- Melis

Andreea Calude

Tomairangi Melbourne

Allister Keast

Lorna Kennedy (staff representative)

The school community took the opportunity to thank Nicole Antoniadis, Dave Richardson and Andrew Tims for their service to Knighton Normal School.

After consultation with the community the decision was made to cease formal PTA meetings due to small numbers. Parent support is still organised via key members.

Knighton's Whanau Group has continued to provide support to the Te Hihiri whanau.

2019 HIGHLIGHTS

It is not possible to cover all the highlights in what has been a fantastic year. Our major focus has been in ensuring every action is focused on our wonderful children. We believe that every student should have the opportunity to find their passions, interests and talents making Knighton a 'Great Place to Be'!

NAG 1 – CURRICULUM

Our cultural, sporting, academic and service pathways are continuing to grow and offer our learners a range of great opportunities. Some highlights have been:

The Knighton Way

The revised visual of the Knighton Way was created after considerable staff and community consultation.

(Ngaa tikanga o Knighton)

We acknowledge the following people that contributed to the creation of the Knighton Way image:
- Wiikuki Kiingi Snr - (master carver)
- Te Rangi Martell (design and kowhaiwhai)
- Kataraina Berryman (tohu for pou)
- Scott Pearson (Visual Evolution) final image

Background information about the KNS Way Image

Mahau
- Koruru is blank. It does not identify just one tiipuna but all ancestors within our kura.
- Maihi represents the Waikato awa - eddies and flurries of/are our children. The colours depict our different nationalities. He piko he taniwha.
- The raparapa depicts Tainui taniwha rau.

Pakitara
- The walls are left open- they don't restrict any potential.
- Each column has a kowhaiwhai depicting each competency.

Aatea
- The ground in front of the whare depicted by a koru.
- The koru grows into the centre (koro piko) which represents the child.
- The six pitau represent each of our KNS values, feeding into the koro piko.

Cultural Day and Evening Festival

An significant school event, developed over many years, is our cultural parade. This event, following significant learning in the classroom provides an opportunity for our whole community to celebrate our diversity and identity. In 2019 the days event was followed by a festival of food and performances which were amazing, despite the weather!

New Entrant Play time

The new entrant / year one and year two teams continued to develop learning environments for their students. The creation of a play hub for year two children provided a space that was utilised both during class time and play and lunch.

Teacher Inquiries

Classroom teacher inquiries focussed on reading during 2019. This was supported from our Literacy Centre teachers Jocelyn and Clare and additional support from Ann Beckitt (RTLIT). Completed inquiries showed considerable reflection and knowledge of the reading process.

ERO visit and ESOL Verfication visit
The ESOL verification team visited in June. The Education Review Office visited the school mid term four. The visit involved meetings with leaders, class observations and opportunities to talk with staff, parents and students. Both reviews were exceptionally positive. Below is a small selection from the ERO review.

2 School conditions for equity and excellence – processes and practices
2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school has a highly inclusive culture for learning. A strong focus on culturally responsive practices and values promotes a positive schoolwide culture and sense of belonging for all. Students with additional learning needs benefit from well-resourced programmes and interventions that enable them to accelerate in their learning and achieve. A wide range of targeted learning interventions support English language learners. Provision of bilingual learning assistants enhances communication and engagement for students and their families. Strong pastoral care and effective liaison with a wide range of external agencies supports the holistic needs of students. Deliberate strategies facilitate effective transitions into the school. Trustees are well informed and make generous resourcing decisions that enable students to have equitable opportunities to learn and succeed.

The curriculum responds effectively to the cultural diversity within the school and community. Students have many opportunities to participate and learn in rich academic, sporting, cultural and artistic endeavours. Authentic contexts for learning enable high levels of student engagement.

Teachers use deliberate strategies to enhance learning. Students at risk are clearly identified and planning is in place to support their learning needs. Learning is successfully scaffolded through questioning, discussion and links to specific learning intentions. Teachers know their students and their families well and positive partnerships for learning are enhanced through regular and open communication. Respectful interactions and tuakana teina relationships contribute to settled environments for learning.

Leadership is effectively building collective capacity to improve outcomes for all students. Leadership supports innovation in teaching and learning, and professional development is prioritised to improve practice and enhance capability. The reliability of overall teacher judgements has been strengthened through clear school frameworks and regular moderation. Strong guidelines and expectations for teacher appraisal and inquiry are well aligned to students at risk of not achieving.

Te Ahu Maori Language and Tikanga
During 2019 twenty six of staff took up the opportunity to take part in the Te Ahu o Te Reo Māori professional development. This committment over two months included noho marae, targeted sessions and the completion of book work and tasks. All staff that participated in this found this to be highly informative and rewarding. Currently 15 staff are signed up for the next iteration in 2020.

Tamsin Hanly- Critical Histories
All teaching staff continued to develop learning foci based on Tamsin Hanly's critical histories of Aotearoa. Many teachers utilised other professional development, such as Viv Aitken's dramatic inquiry to create powerful learning opportunities.

Grass Roots Trust (Literacy Centre)
The school was exceptionally thankful to receive a grant from the Grassroots Trust. This money was put towards payment of learning assistants for our Literacy Centre. This support led to the continued acceleration of progress for identified children.

Lion Foundation (Sports Uniforms)
The Lion Foundation made a significant contribution to the purchase of sports and cultural uniforms for our children. They are looking forward to looking smart on the fields and courts in 2020!

Pasifika
Our Pasifika team did an exceptional job growing the profile, culture and identity of our learners this year. In conjunction with the Talents of the Pacific organisation many learning, cultural and leadership opportunities were offered to our children. Our first Pasifika whole school fono helped give us direction for the future!

Literacy Centre

Our Literacy Centre continued to work very successfully for identified learners. This year the Literacy Centre programme was the focus of our school-wide target in our analysis of variance. The analysed data showed the significant progress that all children who took part in the programme made. We are very fortunate to have such knowledgeable staff making such a positive difference for our learners.

Mathematics Coaching

This year Jo Lelieveld continued the development of a Mathematics Hub. This programme ran focussed on accelerating the progress and engaging identified children who would benefit from additional learning in Mathematics. Jo received mentoring and coaching from Shirley Collins and had real success with the identified learners. This programme will continue to 2020.

Literature Quiz

Our school was represented at the Waikato Literature Quiz for the second time in 2018. The two teams (with four participants) represented the school with pride and skill. This competition was entered by 47 teams from a range of primary schools and intermediates across the Waikato. KNS 1 was made up of four children that competed in the competition last year. They answered questions under a range of categories including accessories, buildings, mythical creatures and fire. They had an amazing night scoring 74.5 out of 100 (with the winners scoring 85). This placed them 11th out of the 47 teams! KNS 2 children had their first experience of the competition and scored 56 points. Well Done to both teams!

Sporting Performances

The school was very fortunate to have a range of committed staff and hardworking, committed students taking part in a range of sporting opportunities for 2019.

Led by David Hannah our learners took part in a range of inter school opportunities. Throughout the year there were excellent performances in swimming, athletics and cross country.

The range of sports offered at Knighton Normal School is quite stunning with Inline Hockey, Soccer, Rugby, Netball, Cricket, T Ball, Basketball, Volleyball, Round the Bridges Run, Tough Guy / Girl and Hockey. Throughout the year other sports such as Lacrosse, Squash and Tennis were offered as lunchtime activities. This saw some amazing individual and team performances throughout the year. Some highlights were:

-Our Year 5-6 rugby team, coached by Mr Penman winning the East Hamilton competition (sharing the trophy with Tamahere to complete a repeat of 2018's performance) .

-The performance of our touch rugby teams winning multiple Waikato competitions and several individuals becoming representative players.

-The performance of our Hip Hop team winning the regional competition.

-Our gymnasts receiving placing at regional competitions and being named the top school in the region.

-Mr Miller leading a year 3 and 4 group of students to the inaugural East Hamilton sports event.

-The strong performance of our basketball, football and inline hockey teams.

-Many stand out individual performances.

The Arts at Knighton

2019 has been a significant year for the Arts at Knighton. Led by Nicole Antoniadis a wide range of opportunities were created for our learners.

Some of the specific opportunities for our learners has included:

- Drama club
- Choir

- Kapa Haka
- Pasifika
- Music lessons- with a range of choice of instruments
- School band
- Hip Hop

Our middle and senior school productions were a highlight for many with creative class performances and opportunities for acting for many. Our creative, passionate, hardworking staff put in many hours to ensure these evenings were an absolute success.

Connections with our community

Throughout 2019 there were many opportunities for our community to be involved in the daily life of our school. An excellent example of this was the reading together programme which works with parents as 'first teachers' in the area of literacy'. This programme, led by Mrs Johnstone successfully connected with a diverse group of parents and children.

NAG 2 – DOCUMENTATION, REVIEW AND REPORTING

i. school strengths and identified areas for improvement;
ii. the basis for identifying areas for improvement; and
iii. planned actions for lifting achievement.

These points are covered in detail in the school's ***Analysis of Variance*** which is an appendix to this report.

Implementation of National Education Guidelines

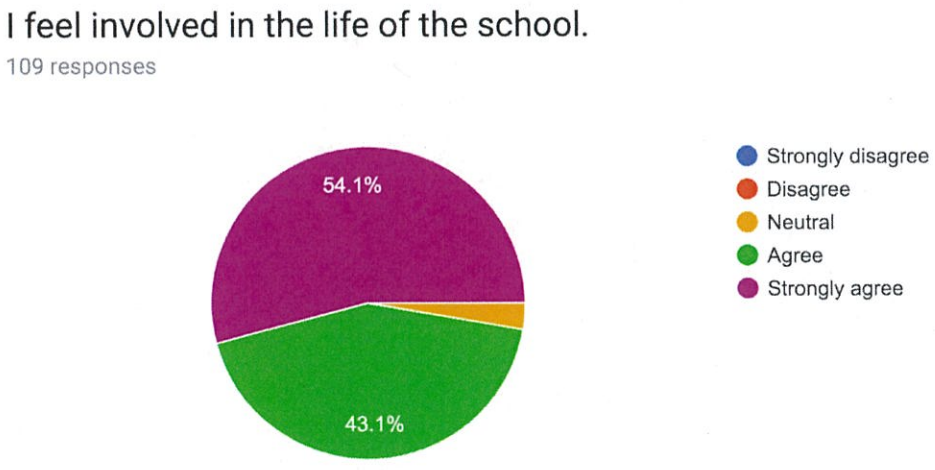
The Board took its responsibilities to implement the National Education Guidelines seriously, keeping itself aware of priority areas and legislative change. Consultation on the Charter and Strategic Plan with the school community was undertaken during Term 1 and 4. The final version was sent to the Ministry of Education by the Board's deadline and approved.

A major objective of this year's charter was to make it a 'living' document understood by all stakeholders. It was exciting to see such positive feedback from the community regarding the strategic goals and of the parent survey in November.

Self Review

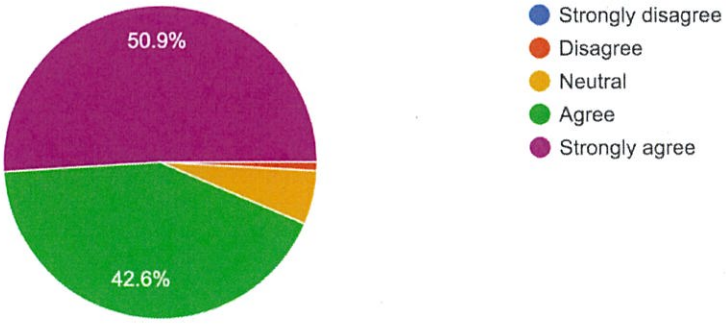
The school continued its strong process of self- review. Parent surveys and conversations indicated that parents and students were highly satisfied with Knighton Normal School. Feedback from these surveys and conversations have been fed into our strategic planning considering the future for our learners.

Parent survey results in 2019 show strong satisfaction from our community.



I am happy with the School's learning and teaching programmes.

108 responses



Reporting Achievement

Individual student achievement was reported formally to parents via Parent Conferences and written reports. Parent Conferences were held and two written reports were issued to our junior and senior students. The response to Parent conferences were very high with 83% of our whanau attending. Informal reporting, initiated by either the parent or the teacher, occurred whenever there was a need.

Our approach to reporting to parents changed, reflecting the opportunity provided by National Standards being abolished. This allowed us to create report formats based on what our community stated that success meant for their children.

Results of surveys and student achievement were reported to the school community through the regular weekly newsletter.

NAG 3 – PERSONNEL

Good Employer

The Board was committed to being a good employer and upholding Equal Employment Opportunity principles. The Board values all staff and remains supportive of and committed to their continuing development in order to secure the best possible educational outcomes for our children. Staff and Board have a positive approach to performance management with the professional development programme being closely linked to staff appraisal and school goals.

The dedication and valuable contributions of all staff was acknowledged by the Board of Trustees on regular occasions throughout the year. Release time, over and above Classroom Release Time entitlement as set out in the Primary Teachers Collective Agreement, was provided to all teachers to complete assessment, prepare written reports and carry out school-wide responsibilities. The significant contributions of our administration team, caretaker, cleaners, learning assistants and kaiawhina was acknowledged during Support Staff Day in June.

NAG 4 – FINANCE AND PROPERTY

2019's budget continued to focus strongly on providing resources and opportunities for our learners.

Property Innovations

A focus for property across the school was to create different spaces, for learners which were closely aligned to the vision of our Knighton Normal Learner.

ELL Hub

The board made the decision to lease (and subsequently purchase) a small, relocatable building to provide support for our ELL learners. This was very successful.

Senior Class development

A two classroom block was built using the schools five year property plan. This helped cater for roll growth. We are exceptionally happy with the quality of the new learning spaces.

Future Property Direction

2020 will see the development of two modular classes on the schools back field for roll growth. The main Te Hiriri classes with be refurbished to flexible learning spaces and B Block classes will be refurbished.

Thanks to significant support from the Bike on NZ charitable trust ($30,000) and Sport Waikato KiwiSport Kickstart Fund ($5,000), 2020 will see the construction of a storage areas and 50 bikes so that children can utilise the newly constructed pump track and velodrome.

Kiwi Sport

The school received a Kiwi Sport grant of $ 9,382. We utilized this money to:
-Run a Kiwi Swim after school programme for children identified as lacking confidence in the water. This catered for 120 children throughout the year.

-Run a Kiwi Netball programme for year 4-6 children unable to attend Saturday netball. This focused on fundamental skills.

-Provide the opportunity for children to attend the Morrinsville Rugby / Netball Fun Day. (Transport).

-Run the 'Move to Improve' gymnastics programme which concentrated on preparing students to perform gymnastics and hip hop at the regional competition.

NAG 5 – HEALTH AND SAFETY

Safety of Students and Employees

Students were reminded regularly about 'living the School's values'. Our senior school were excellent role models in living this vision, in particular the excellent work completed by our student councilors. This provides an excellent model for all of our Learning Community.

Regular messages regarding Sunsafe, personal and traffic safety were given during assemblies and through newsletters. Evacuation procedures were practised in line with school policy. Risk and Management Systems were completed for all Education Outside The Classroom activities.

Training of road patrollers and bus wardens was conducted by the Police Education Officer. The School made the commitment of sending all road patrollers to Te Rapa Pools to reward their service.

NAG 6 – LEGISLATION

Board members have assumed overarching responsibility for various portfolios including the Chair, Secretary, Finance, Property, Health & Safety, Community Consultation, Personnel and Equal Employment Opportunities.

FUTURE DIRECTIONS

2020 will see the school continue to strive to focus on providing a quality learning environment for our learners. Property is going to continue to be a significant challenge and focus.

We understand that our continued success relies on quality relationships with our community. We look forward to trying innovative ways to inform, engage and involve our parents and caregivers.

COMMUNITY ACKNOWLEDGEMENTS

A hard working and dedicated staff and Board supported by a strong nucleus of positive and active parents has continued to contribute to the successful team approach which operates at Knighton Normal School. The Board of Trustees has supported quality teaching and learning programmes and provided governance of the school in a manner which has ensured continued progress towards excellence.

The Board appreciates and extends its sincere thanks to the following:-

- The students for their caring and positive attitude, taking the opportunities offered and their willingness to support our School Vision and Values.

· The Principal and staff for their continued commitment to providing Knighton Normal School students with a quality education. They are dedicated and innovative in their teaching of the New Zealand and school Curriculum.

· Parents and community members volunteering valuable time to assist with the delivery of learning programmes, Education Outside The Classroom (EOTC) experiences, maintenance of resources and our environment, coaching of sport programmes, managing school teams and providing transport, and supervision. Without this commitment the opportunities we provide for our students would be considerably restricted.

Community organisations, clubs, charities, agencies and business for their ongoing support of our school through their services and funding.

Chad Adams

BoT Chairperson

Stuart Armistead

Principal

January 2020

Knighton Normal School

Report on Kiwisport Funding

Regular physical activity and health remain an important part of delivery of the NZ Curriculum at Knighton and as such all children are involved in sporting activities within class and also as whole school activities.

We continue to encourage children to participate in team sports however the cost of registrations is a barrier to many of our players. To assist all children to participate the Board subsidises registration costs exceeding $30 per term. Coaching sessions are also held after school at Knighton at no cost for some of our players to avoid the need for transport arrangements for our families with no transport.

This year's Kiwisport funding of $9,637 plus $ 1,805 of previous years' unspent funding was used on the above initiatives, the purchase of team equipment, in-school squash coaching sessions, and to enable sports teams to participate in a wide variety of inter-school sports activities. After school coaching sessions were also held in terms 1 and 4 to enable small groups of students to gain water confidence in our school pool at no cost to the families.

The remaining $488 Kiwisport funding unspent from previous years remains held as a liability at balance date.