

Bombay School

Annual Report for the year ended 31 December 2019

Ministry Number:	1234
Principal:	Paul Petersen
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Bombay School

Annual Report

For the year ended 31 December 2019

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Bombay 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.

Matthew Bagley
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

4/9/2020
Date:

Paul Petersen
PRINCIPAL

Paul Petersen
Full Name of Principal

[Signature]
Signature of Principal

4/9/2020
Date:

Bombay School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,397,473	2,105,531	2,306,081
Locally Raised Funds	3	196,684	93,680	186,850
Interest Income		4,454	4,000	8,305
		<u>2,598,611</u>	<u>2,203,211</u>	<u>2,501,236</u>
Expenses				
Locally Raised Funds	3	124,226	-	106,161
Learning Resources	4	1,703,864	1,535,648	1,717,389
Administration	5	135,333	149,845	136,843
Finance		3,164	3,300	3,701
Property	6	522,447	484,695	520,013
Depreciation	7	123,658	120,000	122,337
Loss on Disposal of Property, Plant and Equipment		92	-	1,869
		<u>2,612,784</u>	<u>2,293,488</u>	<u>2,608,313</u>
Net (Deficit) for the year		(14,173)	(90,277)	(107,077)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(14,173)</u>	<u>(90,277)</u>	<u>(107,077)</u>

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

Bombay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Balance at 1 January		689,016	689,016	787,645
Total comprehensive revenue and expense for the year		(14,173)	(90,277)	(107,077)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	8,448
Equity at 31 December	22	674,843	598,739	689,016
Retained Earnings		674,843	598,739	689,016
Equity at 31 December		674,843	598,739	689,016

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.

Bombay School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	624,833	370,268	448,997
Accounts Receivable	9	128,528	108,500	110,661
Prepayments		8,220	2,220	2,294
Inventories	10	2,848	2,300	2,327
		764,429	483,288	564,279
Current Liabilities				
GST Payable		32,317	13,000	17,385
Accounts Payable	12	148,974	163,600	173,323
Revenue Received in Advance	13	58,968	30,000	60,774
Provision for Cyclical Maintenance	14	83,646	83,646	71,697
Finance Lease Liability - Current Portion	15	4,070	5,156	22,662
Funds Held for Capital Works Projects	16	294,921	120,000	154,103
		622,896	415,402	499,944
Working Capital Surplus/(Deficit)		141,533	67,886	64,335
Non-current Assets				
Property, Plant and Equipment	11	606,869	578,125	671,525
		606,869	578,125	671,525
Non-current Liabilities				
Provision for Cyclical Maintenance	14	45,625	45,625	40,042
Finance Lease Liability	15	27,934	1,647	6,802
		73,559	47,272	46,844
Net Assets		674,843	598,739	689,016
Equity				
	22	674,843	598,739	689,016

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

Bombay School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		531,807	473,531	519,682
Locally Raised Funds		180,714	62,849	190,244
Goods and Services Tax (net)		14,932	(4,385)	23,193
Payments to Employees		(305,602)	(296,936)	(361,920)
Payments to Suppliers		(331,569)	(231,124)	(291,834)
Interest Paid		(3,164)	(3,300)	(3,701)
Interest Received		4,454	4,000	8,305
Net cash from Operating Activities		91,572	4,635	83,969
Cash flows from Investing Activities				
Proceeds from Sale of PPE		251	-	-
Purchase of PPE		(48,567)	(74,399)	(28,394)
Net cash from Investing Activities		(48,316)	(74,399)	(28,394)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	8,448
Finance Lease Payments		(8,238)	25,138	(21,981)
Painting Contract Payments		-	-	(4,291)
Funds Held for Capital Works Projects		140,818	(34,103)	145,322
Net cash from Financing Activities		132,580	(8,965)	127,498
Net increase/(decrease) in cash and cash equivalents		175,836	(78,729)	183,073
Cash and cash equivalents at the beginning of the year	8	448,997	448,997	265,924
Cash and cash equivalents at the end of the year	8	624,833	370,268	448,997

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.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

Reporting Entity

Bombay 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.

Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard Early Adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

Use of Land and Buildings Expense

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

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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.

Inventories

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

Investments

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

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.

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.

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

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 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.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements - Crown	10-25 years
Furniture and equipment	5-8 years
Information and communication technology	5-8 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

Accounts Payable

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

Employee Entitlements

Short-term employee entitlements

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

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Revenue Received in Advance

Revenue received in advance relates to fees received from student funds 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

Provision for Cyclical Maintenance

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

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

Financial 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

2 Government Grants

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	452,240	456,653	472,049
Teachers' Salaries Grants	1,509,115	1,320,000	1,443,559
Use of Land and Buildings Grants	356,551	312,000	342,840
Other MoE Grants	79,567	16,878	47,633
	<u>2,397,473</u>	<u>2,105,531</u>	<u>2,306,081</u>

3 Locally Raised Funds

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

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	35,058	39,500	35,065
Activities	115,891	700	100,368
Trading	5,620	-	5,146
Fundraising	7,042	32,000	21,595
Other Revenue	33,073	21,480	24,676
	<u>196,684</u>	<u>93,680</u>	<u>186,850</u>
Expenses			
Activities	116,751	-	100,361
Trading	7,475	-	5,800
	<u>124,226</u>	<u>-</u>	<u>106,161</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>72,458</u>	<u>93,680</u>	<u>80,689</u>

4 Learning Resources

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	30,878	42,508	37,414
Information and Communication Technology	5,729	13,670	8,650
Library Resources	693	970	933
Employee Benefits - Salaries	1,648,659	1,443,400	1,639,077
Staff Development	17,905	35,100	31,315
	<u>1,703,864</u>	<u>1,535,648</u>	<u>1,717,389</u>

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

5 Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,989	5,990	5,816
Board of Trustees Fees	3,639	4,000	3,790
Board of Trustees Expenses	6,848	11,448	4,840
Communication	3,557	3,650	3,436
Consumables	14,393	19,300	18,433
Operating Lease	(2,992)	1,305	484
Other	11,718	10,638	9,106
Employee Benefits - Salaries	77,397	78,326	75,886
Insurance	8,496	8,900	8,860
Service Providers, Contractors and Consultancy	6,288	6,288	6,192
	<u>135,333</u>	<u>149,845</u>	<u>136,843</u>

6 Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	16,744	18,495	16,771
Cyclical Maintenance Expense	17,532	5,000	27,052
Grounds	8,883	19,600	5,708
Heat, Light and Water	17,444	19,600	16,786
Repairs and Maintenance	14,143	16,000	17,745
Use of Land and Buildings	356,551	312,000	342,840
Security	1,277	1,500	1,751
Employee Benefits - Salaries	89,873	92,500	91,360
	<u>522,447</u>	<u>484,695</u>	<u>520,013</u>

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

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

7 Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	47,716	47,595	47,716
Furniture and Equipment	27,866	29,250	27,441
Information and Communication Technology	28,341	28,235	30,212
Leased Assets	16,152	11,315	13,257
Library Resources	3,583	3,605	3,711
	<u>123,658</u>	<u>120,000</u>	<u>122,337</u>

8 Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	624,833	370,268	448,997
Cash and cash equivalents for Cash Flow Statement	<u>624,833</u>	<u>370,268</u>	<u>448,997</u>

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

Of the \$624,833 Cash and Cash Equivalents, \$295,733 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9 Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	15,407	1,300	1,243
Teacher Salaries Grant Receivable	<u>113,121</u>	<u>107,200</u>	<u>109,418</u>
	<u>128,528</u>	<u>108,500</u>	<u>110,661</u>
Receivables from Exchange Transactions	15,407	1,300	1,243
Receivables from Non-Exchange Transactions	<u>113,121</u>	<u>107,200</u>	<u>109,418</u>
	<u>128,528</u>	<u>108,500</u>	<u>110,661</u>

10 Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	2,848	2,300	2,327
	<u>2,848</u>	<u>2,300</u>	<u>2,327</u>

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Land	35,000	-	-	-	-	35,000
Building Improvements	444,933	-	-	-	(47,716)	397,217
Furniture and Equipment	78,838	6,663	(209)	-	(27,866)	57,426
Information and Communication Technology	70,018	20,747	-	-	(28,341)	62,424
Leased Assets	16,759	29,114	-	-	(16,152)	29,721
Library Resources	25,977	2,821	(134)	-	(3,583)	25,081
Balance at 31 December 2019	671,525	59,345	(343)	-	(123,658)	606,869

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	35,000	-	35,000
Building Improvements	1,097,663	(700,446)	397,217
Furniture and Equipment	527,838	(470,412)	57,426
Information and Communication Technology	521,737	(459,313)	62,424
Leased Assets	58,577	(28,856)	29,721
Library Resources	85,609	(60,528)	25,081
Balance at 31 December 2019	2,326,424	(1,719,555)	606,869

The net carrying value of equipment held under a finance lease is \$29,721 (2018: \$16,759).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	35,000	-	-	-	-	35,000
Building Improvements	492,649	-	-	-	(47,716)	444,933
Furniture and Equipment	88,436	17,843	-	-	(27,441)	78,838
Information and Communication Technology	93,281	7,750	(801)	-	(30,212)	70,018
Leased Assets	20,084	9,932	-	-	(13,257)	16,759
Library Resources	27,955	2,801	(1,068)	-	(3,711)	25,977
Balance at 31 December 2018	757,405	38,326	(1,869)	-	(122,337)	671,525

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	35,000	-	35,000
Building Improvements	1,097,662	(652,729)	444,933
Furniture and Equipment	521,427	(442,589)	78,838
Information and Communication Technology	500,990	(430,972)	70,018
Leased Assets	47,799	(31,040)	16,759
Library Resources	83,217	(57,240)	25,977
Balance at 31 December 2018	2,286,095	(1,614,570)	671,525

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

12 Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	7,041	33,000	36,428
Accruals	4,490	3,000	4,367
Banking Staffing Overuse	5,019	-	-
Employee Entitlements - Salaries	115,412	107,200	112,395
Employee Entitlements - Leave Accrual	17,012	20,400	20,133
	<u>148,974</u>	<u>163,600</u>	<u>173,323</u>
Payables for Exchange Transactions	148,974	163,600	173,323
	<u>148,974</u>	<u>163,600</u>	<u>173,323</u>

The carrying value of payables approximates their fair value.

13 Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Home & School + Student Funds	58,968	30,000	60,774
	<u>58,968</u>	<u>30,000</u>	<u>60,774</u>

14 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	111,739	111,739	94,205
Increase/(decrease) to the Provision During the Year	17,532	5,000	27,052
Use of the Provision During the Year	-	12,532	(9,518)
Provision at the End of the Year	<u>129,271</u>	<u>129,271</u>	<u>111,739</u>
Cyclical Maintenance - Current	83,646	83,646	71,697
Cyclical Maintenance - Term	45,625	45,625	40,042
	<u>129,271</u>	<u>129,271</u>	<u>111,739</u>

15 Finance Lease Liability

The school has entered into a number of finance lease agreements for Photocopiers, Furniture and Teacher Laptops.

Minimum lease payments payable (includes interest portion):

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	15,232	5,156	24,443
Later than One Year and no Later than Five Years	21,212	1,647	7,384
	<u>36,444</u>	<u>6,803</u>	<u>31,827</u>

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

16 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:

					BOT Contribution/ (Write-off to R&M)	
	2019	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Reroofing Stage 2	<i>in progress</i>	75,387	330,575	115,200	-	290,762
Block 1 modernisation	<i>In progress</i>	(812)	-	-	-	(812)
Blocks 1,2,11 Lightning Upgrade	<i>completed</i>	22,950	-	22,950	-	-
Block 2 Acoustic Wall Coverings	<i>completed</i>	14,210	-	10,766	-	3,444
Sanitary Sewerage Remediation	<i>In progress</i>	42,368	528	41,369	-	1,527
Totals		154,103	331,103	190,285	-	294,921

Represented by:

Funds Held on Behalf of the Ministry of Education

295,733

Funds Due from the Ministry of Education

(812)

294,921

					BOT Contribution/ (Write-off to R&M)	
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Reroofing Stage 2	<i>in progress</i>	9,593	106,925	41,131	-	75,387
Block 1 modernisation	<i>In progress</i>	(812)	-	-	-	(812)
Block 5 Roof	<i>completed</i>	-	52,631	52,631	-	-
Blocks 1,2,11 Lightning Upgrade	<i>In progress</i>	-	22,950	-	-	22,950
Block 2 Acoustic Wall Coverings	<i>In progress</i>	-	22,500	8,290	-	14,210
Sanitary Sewerage Remediation	<i>In progress</i>	-	43,200	832	-	42,368
Totals		8,781	248,206	102,884	-	154,103

17 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.

Kelly Jones and Matthew Bagley are members of Bombay School Board of Trustees. During the year, Kelly Jones has donated legal advice which would usually amount to \$2,000 while Matthew Bagley has donated his IT support services which would normally cost \$12,000 to \$16,000 per annum. However, these services were provided for free during the year. Because this amount is less than \$25,000 for the year, the transactions do not require Ministry approval under section 103 of the Education Act 1989. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

18 Remuneration*Key management personnel compensation*

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,639	3,790
Full-time equivalent members	0.03	0.46
<i>Leadership Team</i>		
Remuneration	335,300	323,892
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	338,939	327,682
Total full-time equivalent personnel	3.03	3.46

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2018: Nil).

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

19 Compensation and Other Benefits Upon Leaving

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

20 Contingencies

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

(Contingent liabilities and assets as 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.

21 Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2018: nil)

22 Managing Capital

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

23 Financial Instruments

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Financial assets measured at amortised cost (2018: Loans and receivables)			
Cash and Cash Equivalents	624,833	370,268	448,997
Receivables	128,528	108,500	110,661
Total Financial assets measured at amortised cost	753,361	478,768	559,658
Financial liabilities measured at amortised cost			
Payables	148,974	163,600	173,323
Finance Leases	32,004	6,803	29,464
Total Financial Liabilities Measured at Amortised Cost	180,978	170,403	202,787

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

24 Events After Balance Date

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

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

25 Adoption of PBE IFRS 9 Financial Instruments

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

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

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

26 Failure to comply with section 87C of the Education Act 1989

The Board of Trustees has failed to comply with Section 87C of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the COVID-19 restrictions, including the closure of the School, meant that the audit could not progress as planned. This resulted in the School missing the statutory deadline.



STRATEGIC SECTION 2018-2020

***** = Students' Names Redacted

STRATEGIC GOAL ONE : ALL STUDENTS TO READ AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

2019 Reading Goal:

We aim to target the following groups of students for accelerated progress in 2019, as follows:
Please refer to the blue font for the EOY 2019 results.

1. By the end of 2019 we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12.
EOY 2019 results: At the end of 2019, we did not achieve our goal of having 100% of year one students reading @ PM Level 12. 65% of year one students achieved this goal. 35% of Year 1 students will require targeting.
2. We are targeting 10 Year 2 students, namely [*****] We would like them to be at PM level 17
EOY 2019 results: At the end of 2019, we achieved 90% of students reaching PM level 17 or above. 3/38 students were below. 7/10 targeted students achieved the target set.
3. We are targeting 15 Year 3 students, namely [*****] We would like them to be @ PM 21
EOY 2019 results: At the end of 2019, we achieved 90% of students reaching PM level 21. 4/40 students were below. 11/15 of the targeted students achieved the target set.
4. We are targeting 8 Year 4 students, namely [*****] We would like them to be operating RA 9-10 years (Probe)
EOY 2019 results: At the end of 2019, we achieved 84% of students reaching Probe RA 9-10. 6/45 students were below. 2/8 of the targeted students achieved the target set.
5. We are targeting 19 Year 5 Students, namely [*****] We would like them to be reading at RA 10 years (Probe)
EOY 2019 results: At the end of 2019, we achieved 73% of students reaching RA 10. 11/40 students were below. 9/19 of the targeted students achieved the target set.
6. We are targeting 16 Year 6 students, namely [*****] We would like them to be accelerated to RA 11 years (Probe)
EOY 2019 results: At the end of 2019, we achieved 73% of students reading RA 11 years. 13/49 students were below. 3/16 of the targeted students achieved the target set.
7. We are targeting 17 Year 7 students, namely [*****] We would like these students to be accelerated to 12 years (Probe)
EOY 2019 results: At the end of 2019, we achieved 83% of students reading RA 12 years. 7/40 students were below. 10/17 of the targeted students achieved the target set.
8. We are targeting 9 year 8 students, namely [*****] We would like these students to be accelerated (i.e. more than one year's progress in a year) to a reading age band of 13+
EOY 2019 results: At the end of 2019, we achieved 75% of students reading RA 12 years. 12/41 students were below. **/** of the targeted students achieved the target set.

Accelerant Reading

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be reading @ or above RA 11 (8 year olds)
EOY 2019 results: 25/45 = 55% of year 4 are reading @ or above RA 11 (8 year olds)
2. Year 5 - 20% of year 5 will be reading @ or above RA 12 (9 year olds)
25/38 = 65% of year 5 are reading @ or above RA 12 (9 year olds)
3. Year 6 - 20% of year 6 will be reading @ or above RA 12-13 (10 Year olds)
EOY 2019 results: 18/49 = Year 6 - 18 % of year 6 are reading @ or above RA 12-13 (10 Year olds)
4. Year 7 - 20% of year 7 will be reading @ or above RA13-14 (11 Year olds)
EOY 2019 results: 16/40 = 40% of year 7 are reading @ or above RA13-14 (11 Year olds)
5. Year 8 - 40% of year 8 will be reading @ or above RA 15+ (12 Year olds)
EOY 2019 results: 14/41 = 34% of year 8 are reading @ or above RA 15+ (12 Year olds)

EOY 2019 results:

We focused on engaging boys and accelerating their achievement in reading by reviewing our reading materials, seeking greater student input into the choice of reading materials and activities, attending professional development, focused on boys' reading.

Schoolwide Data: at the end of 2019 showed of the 327 included in the data (Year Zero exempt), 259 students reached the expected standard according to NZ Curriculum Standards. This equated to 79% schoolwide. This was below the Target that we set for ourselves of 90%. Judgements were made by Teacher Overall Judgements.

Data included Special Needs students and those with significant learning needs.

Girls showed that: 81% achieved the expected standard. Boys showed that: 74% achieved the expected standard

Maori: Of the 36 students identified as Maori 28 achieved the expected standard 78%

Pasifika students: Of the 17 students identified, 12 students achieved the expected standard 71%
Of the students identified as Pakeha 194 of the 242 achieved the expected standard 80%.
There was no significant disparity between the achievement of Maori and Pakeha: 2%, and that of Pasifika with Pakeha: 9%.

Of concern is the significant number of boys in Year Five and Six who have not achieved the expected standard, as well as a number in Year Eight. There will need to be further work to engage these boys in Reading.

Reading is a minor focus with the introduction of the new Sheena Cameron and Louise Dempsey Reading Book. Professional Development will be undertaken around this book on a Teacher Only Day and also at the beginning of the year as a focused Professional Development Day.

Next Steps for 2020

1. Add students to the list of the Reading Teacher's priority learners for 2020.
2. At fortnightly syndicate meetings : The team to discuss & minute progress in relation to reading learning.
3. Team members are asked to contribute teaching and learning ideas/ strategies for accelerating target readers.
4. Student's running records are to be monitored by the team with the express purpose of applying collective expertise to the analysis and follow-up strategies.
5. At fortnightly syndicate meetings - team members are to base their focus and discussions on data reading data.
6. Weekly monitoring of student's home reading in years 1-3 will take place and identified families were offered reading support.
7. Assessment of student's current learning progress is to be overseen by the team manager and a SLT Member.
8. The reading teacher will call/ email the student's family termly to touch base with regard to reading learning progress. We will look at more effective ways to use Seesaw to achieve this in 2020. The student will be supported to set SMART goals - which will be added to their kete. The reading teacher and team leader will regularly review the student's progress against these goals and document their review as part of their Teaching as Inquiry. This was not consistently achieved in 2019. Consistency of practice is an issue for us to address in 2020.
9. Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately. There were no significant attendance issues in 2019.
10. Home support will be offered - sending extra readers, offering to hold special meetings for parents who are keen to support with home reading, video support material will be sent home. MOE - how you can help at home docs will be sent to families. This was not consistently achieved in 2019 - workload stresses are a factor.
11. Teachers will build relational trust with these students. Take purposeful steps to build relational trust.
12. Teachers will focus on building growth mindsets for these students.
13. Identified students will be placed on the ALL programme. These 48 students require more TEACHER TIME. If a Teacher Aide is assigned to your room - use the teacher aide to assist other groups - while you work with your target groups.
14. Regular reading at school and home must be a central focus for all teachers. Teams must work to ensure a consistency of this message between classes and that it's communicated to parents.
15. Reinforcement of the message from home and school, that they must read daily. Teachers to remind parents via class newsletters and via homework. School admin to highlight the issue via the newsletter and the App.
16. Continue Reading Together programme - Junior School. Inducting new parents to the school - setting up the desired reading habits at the start point.
17. Send home App reminders about daily reading - over summer break to address summer-slide. First done Jan 2016.
18. Using texts that are at an appropriate level is also important. When left to their own devices, children tend to choose books that may be too difficult, simply because that's what their peers are reading. Each class is to have appropriately levelled resources readily available for readers. Team Managers to make this a focus - and ensure that the team is regularly refreshing the resources.
19. Catch these children earlier, we can make a positive difference to their reading ability (and their attitude towards reading) more easily. Parents are a tremendous ally here. Keep regular contact and keep them informed.
20. We should be sending home daily texts with every Yr 4 child. And with the Yr 5 children who are struggling readers. Team Managers to ensure that this is happening for these children.
21. Focus on spelling : Deliberate teaching of spelling (Joy Alcock resource).
22. Modelling of literacy teaching strategies. Team Managers and SLT to ensure that there is consistency between classes and teams.
23. Consider specific individual need - the teaching of phonic strategies for struggling readers
24. Monitor attendance where this is an issue. Alert your team manager sooner rather than later. The SLT will respond to this alert.
25. Using specific strategies for students with dyslexia tendencies. Resources provided
26. Initiate an auditory discrimination processing test for applicable students. .
27. Refer for eye/ hearing testing where needed.
28. Practise, practise for students who have memory retention issues. Use rote learning if needed.
29. Provide word rings - based on spell write levels. Send these home in your book bags - together with a list of strategies that parents can use to help their children. Make available a resource for parents, with details of word and sounds games to play with their children.
30. It is important to carry out the Joy Alcock tests (pseudo-words, blends, digraphs) on the target children at the start of each year. (As the Junior School have been implementing Joy's theories for the past few years, all children entering Yr 4 from now on, should have a thorough understanding of the sounds in the English language and the corresponding spelling patterns.) The tests give a very comprehensive picture of a child's ability to identify and record the sounds in words. We also need to have checks in place to assess such concepts as knowledge of consonants and vowels. Use appropriate digital resources to target the desired concept/ skill.

31. It may be worth considering a change to the content of homework spelling lists. The essential words of course must still be learned, but perhaps we should alternate each week between words containing a particular sound and words which are topic-related. Discuss this at team meetings.
32. If we can improve these children's spelling, the result will be that the content and fluency of their written work will also improve - their mental energy can be used more creatively.
33. Book chat : Reading is not just a solitary activity. In fact the social aspect of reading such as discussion with peers can be a powerful motivator. Encourage informal discussions about reading and books ensuring students can express opinions freely and safely.
34. Encourage book talk in the class. Encourage students to share verbally aspects of the book they have been reading, such as setting, time, characters, plot, ideas and themes. Aidan Chambers Tell me: children, reading, and talk offers practical suggestions for encouraging book talk. See National Library Website for more details : <http://schools.natlib.govt.nz>
35. Prompt a brainstorm and discussion with students with a list of questions. What stood out for you? What puzzled you? What reminded you of something else you'd read? What did you like or dislike about the book? How did you feel when you were reading this section or this book? Try getting them to share this with a partner, rather than report back to the whole group.
36. Set up a book club (or get the students, in particular older students to set one up)- these are great for encouraging students to talk informally to each other about books they've read. Produce video vlogs - for parents to interact with.
37. Help students understand what they read. Engaging students with what they read is one of the most effective ways of helping students think about and make sense of what they read. Effective Literacy Practice in Years 1 to 4 (2003) outlines a range of comprehension strategies and tools for use with students. While Effective Literacy Practice in Years 5 to 8 (2006) has a section devoted to Developing comprehension strategies, and supporting learners. (ELP Y5-8: 141)
38. Book and reading promotion. Develop a plan for integrating various reading promotion strategies into your literacy programme. Collaborate with our school librarian and other teachers, to develop effective book and reading promotion ideas for your class
39. Harness the power of the Web to promote reading. Reading is also a social activity. The web and social media can be powerful tools for promoting reading and books.
40. We can subscribe to New Zealand Book Council's [Writers in Schools scheme](#), which entitles us a visit from a New Zealand writer. The website also has a list of authors, author interviews and other information.
41. Keep track of reading mileage. Open a LibraryThing account for the class with recommended books. Set up a class blog for your students to post up book reviews. Share relevant websites and blogs with students such as Good Reads and our [Create Readers Blog](#). Reading logs can become onerous if they require too many details and may even hinder rather than foster the reading habit. A simple record of a title and rating works well. Reading mileage challenges are good incentives as students aim for milestones such as "the 50 page club" or "the 200 page club". Choose relevant and engaging titles for "school assigned reading". Consult with your school librarian, a Library Adviser (0800 LIB LINE, 0800 542 5463) and teaching colleagues for new suggestions. Encourage reading across the curriculum, and identify particular reading strategies needed for different subject areas.
42. Work with reluctant readers. Almost all New Zealand teachers will have some reluctant readers in their class, and will be making use of the various agencies and services to help diagnose any learning difficulties or specific literacy needs. According to Lyn Prichard, author of Understanding the reluctant male reader: implications for the teacher librarian and the school library (2000), there are two types of reluctant readers:
 43. "Non-voluntary readers", particularly boys who have a negative attitude towards reading.
 44. Students/children with learning difficulties who think of themselves as being unable to read. To encourage non-voluntary readers to read she promotes strategies such as providing choice, opportunity and access. Find out more about getting boys to read Boys take longer to learn to read and read less than girls. Girls tend to comprehend narrative texts and most expository texts significantly better than boys. Boys value reading as an activity less than girls. Significantly more boys than girls declare themselves non-readers. Reluctance to read and the associated poor literacy skills have far-reaching effects on boys, on the men they become, and on the society they influence in the following areas: their education; future employment - literacy skills are essential in the 21st century workplace, for communication and life-long learning; citizenship, to be able to participate as informed citizens; life skills, in all areas - relationships, conversation and in parenting - helping their children become the next generation of readers; pleasure, enlightenment, empathy, imagination, creativity and insight. We know that there is no one template to copy. The following strategies are suggestions.
 - Start with an expectation that every student will be a reader. Don't accept the idea that boys just aren't naturally good at language - people used to say the same thing about girls and science.
 - Focus on encouraging reading as a positive and enjoyable experience, rather than just developing skills.
 - Reading encouragement can come from all teachers, male and female, at any level, and any subject across the curriculum.
 - Encourage parental expectations, in particular by fathers that their sons will be readers (though not unrealistic expectations, which add pressure).

Provide reading role models

- Provide positive male role models. Invite guest readers; encourage fathers to read with sons, be a role model as a teacher within the school.
- Invite male authors and allow students time to interact with them through workshops on reading and writing.
- Fathers or other significant males in a boy's life, who read and are seen to be readers, are vital.

Have a variety of reading material available

- Research shows boys like to read over a wider number of genres and a broader range of topics than girls. Boy readers need jokes, anecdotes, comics, corny juvenile funnies, all-action thrills, more demanding novels and well developed characters alongside each other and intertwined to enrich their reading experiences.
- Have a range of resources in different formats and genres, which are age and ability appropriate and will entertain them. Ensure regular exposure to new books through library visits, book talking and other book promotion activities.

- Know your students' passions and interests
- Increase borrowing limits to encourage borrowing a larger number of titles / a wider range.
- Sometimes offering a limited choice can help with book selection eg having a "Good books box" with 10 great books.

Generalising, boys like:

- mystery, adventure, fantasy, crime, horror, fact-based books, history and humour, books with characters like themselves and stories with events they can relate to
- books related to favourite topics, activities or sports
- bright, user-friendly, well-illustrated non-fiction
- print in many forms - magazines, web sources, collectors cards, etc
- fiction linked with high profile TV series or movies
- comic-strip style and manga
- poetry with pace, rhythm, rhyme, and often humour
- series fiction.

Read more about engaging tweens and teens with reading.

Provide reading times, places

- Provide time to read with no tasks attached, formal or informal.
- Allow boys to design a welcoming and comfortable reading area in the library and choose and organise the books for it with as much face-out display as possible - the cover is a big selling point.

Provide 'Bookchat'

Often boys' reading is more social so provide opportunities for discussion, interaction and reading in a group. Encourage discussion about whether they empathise with the characters, how they can see themselves without fear of failure.

Some ideas for engaging boys with reading include:

- Harness the competitive aspect: Literature quizzes, online competitions, Wayne Mills' Kids' Lit Quiz, or in-house reading competitions, using a buzzer made by the science department.
- Using interactive sites such as:
 - the BBC's School Radio site where you can hear students' interview authors about the inspiration for their books and tips for writing
 - Wonderopolis, which explains a wonder of the day using text and a video, then tests your knowledge.
- Engage boys in more 'physical' activities around literature, such as drama activities. For example, a 'symbolic story representation' where students create cutouts of characters and backdrops and 'walk' their peers through the story, adding their responses as they tell the plot, enacting scenes from plays or other texts, role playing, writing and performing vignettes from missing parts of the story or for related conflicts.
- Allow boys to write about what interests them:
 - Connect writing to digital storytelling, using music or visuals
 - Hold writing workshops with visiting authors.
 - Display writing in the school library/ website/ class blogs and in common areas
 - Encourage students to take their writing outside the school. For example, students who wrote poems about Anzac day and read them at a memorial service.

Read more about book clubs.

Allow free reading choice

Boys may not be reluctant to read, but reluctant to read what we want them to. Let students choose what they read and what to buy. Literacy programmes should encourage and support self-selected reading in addition to teacher assigned reading.

Encourage book ownership: give gift vouchers as prizes. One school gave students 'virtual' money to 'spend' at a bookshop then ordered titles from their selections for the library.

Find the right book to ignite a successful reading experience

Help students find the right book – the "home run book". The impact of finding the right book at the right time can be the catalyst for a successful reading experience, one that triggers further reading. "Harry Potter was a "home run book" for many.

The potential for finding a home-run book is increased when:

- teachers and librarians have a good knowledge of literature and can recommend titles
- you offer a wide selection to appeal to all tastes, interests and abilities
- you understand that popular material rather than critically acclaimed titles might hit the mark. If it is a series the reader finds, all the better for reading mileage.

Read more about helping students choose books for reading pleasure.

Use ICT to encourage reading

- Use online/ICT resources to hook boys in. Encourage students to sign up for book sites such as [Good Reads](#) to compare and critique books and write reviews or make movie trailers for favourite books.
- Set up web-based reading fan clubs on the school website, with students choosing and creating their own clubs. Allow boys to make reading/language presentations using ICT.
- Set up a library blog for reviews and links to online information about authors, titles, series, discussion, or book trailers.

Read aloud regularly

- Read aloud as much as possible from novels as well as picture books. Hook them into a good story. Read from a wide variety of genres and vary it week by week.
- Don't make boys read aloud.
- James Moloney identifies two types of books: books for reading BY reluctant boys, including the Paul Jennings, Roald Dahl type of fiction, and those to read TO reluctant boys which may be more demanding but are rewarding when shared aloud.

For further information and ideas on reading aloud, see [Reading Aloud](#) section, and also [Read Alouds](#).

Further reading

Atwell, N. (2007). The reading zone: how to help kids become skilled, passionate, habitual, critical readers

William G. Brozo. (2010). To Be a Boy. To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy. (Second Edition). International Reading Association.

Sullivan, Michael. [Connecting Boys with Books and Connecting Boys with Books 2](#)

McFann, J. (2004). [Boys and Books](#). Reading Rockets article, reprinted from Reading Today, 22(1), 20-21.

"Young male readers lag behind their female counterparts in literacy skills. This article looks at the social, psychological, and developmental reasons why, and suggests solutions — including the need for more men to become role models for reading."

Moloney, J. (2000). Boys and books. ABC Books. [James Moloney](#) is an author and a former teacher librarian. A chapter is available online: [Ideas for getting boys into reading](#)

UK Literacy Trust - [Boys' Reading Commission](#) report.

Schwartz, Wendy. [Helping Underachieving Boys Read Well and Often](#). ERIC Digest.

Smith, M.W. & Wilhelm, J.D.(2002). Reading Don't Fix No Chevys: Literacy in the Lives of Young Men. Heinemann. [Chapter 1 \(PDF\)](#) and [Chapter 2 \(PDF\)](#) available online. Smith and Wilhelm discuss why boys embrace or reject certain ways of being literate, how boys read and engage with different kinds of texts, and what qualities of texts appeal to boys.

[Me read? And how! \(PDF\)](#) Ontario teachers report on how to improve boys' literacy skills, Ontario Ministry of Education, Canada

[Boys and Reading: Strategies for Success](#)

By Linda Jacobson. [Why boys don't read](#). Great Schools

Websites and booklists

[Boys blokes books and bytes](#): blog with reviews, competitions and more - a project of the Centre for Youth Literature, State Library of Victoria in partnership with the Department of Education and Early Childhood Development aimed at bringing boys, schools, public libraries and families together to read for pleasure.

[Boys Read](#) a site run by an organisation of parents, educators, librarians, mentors, authors, and booksellers that aims to transform boys into lifelong readers.

[Getting boys to read](#) Librarian, author and teacher Mike McQueen's blog includes interviews with experts and articles on ways you can connect boys through reading.

[Good Reads](#): Popular site with reviews and book recommendations.

[Guys Read](#): author Jon Scieszka's website.

[Tales Told Tall](#): Michael Sullivan's website includes booklists, articles, and his blog [Boy meets book](#).

[Readkiddoread.com](#): Author James Patterson's site with book reviews- many by kids.

Image: it's in a book. by Amanda Tipton on Flickr

Reading Data Beginning 2019: Levels of students taken from 2018 EOY

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
Year One	2	21 (100% at/above)	6		23
Year Two	27	13 (100% at/above)			40
Year Three	15	28 (100% at/above)			43
Year Four	23	21 (97% at/above)	1		45
Year Five	18	21 (97% at/above)		1	40
Year Six	10	33 (84% at/above)	8		51
Year Seven	18	29 (84% at/above)	9		56
Year Eight		30 (87% at/above)	9	3	45

Reading Data End 2019: Levels of students taken from 2019 EOY

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
Year One	13	9 (65% at/above)	12		34
Year Two	25	10 (100% at/above)	3	0	38
Year Three	14	22 (100% at/above)	4	0	40
Year Four	25	14 (87% at/above)	4	2	45
Year Five	18	11 (73% at/above)	11	0	40
Year Six	18	18 (73% at/above)	13	0	49
Year Seven	16	17 (83% at/above)	5	2	40
Year Eight	14	15 (73% at/above)	8	4	41

Year One: 2020 Year Two

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	13	9 (65% at/above)	12	0	34
GIRLS	6	6 (71% at/above)	5	0	17
BOYS	7	3 (59% at/above)	7	0	17
MAORI	1	2 (60% at/above)	2	0	5
PASIFIKA	0	0 (0% at/above)	2	0	2
OTHER ETHNICITIES	1	1 (100% at/above)	0	0	2
EUROPEAN	11	6 (41% at/above)	8	0	25

Level 12

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	25	10 (90% at/above)	3	0	38
GIRLS	16	1 (85% at/above)	3	0	20
BOYS	9	9 (100% at/above)	0	0	18
MAORI	4	1 (100% at/above)	0	0	5
PASIFIKA	1	0 (000% at/above)	0	0	1
OTHER ETHNICITIES	2	0 (000% at/above)	0		2
EUROPEAN	18	9 (90% at/above)	3		30

Year Two: 2020 Year Three

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	25	10 (90% at/above)	3	0	38
GIRLS	16	1 (85% at/above)	3	0	20
BOYS	9	9 (100% at/above)	0	0	18
MAORI	4	1 (100% at/above)	0	0	5
PASIFIKA	1	0 (000% at/above)	0	0	1
OTHER ETHNICITIES	2	0 (000% at/above)	0		2
EUROPEAN	18	9 (90% at/above)	3		30

Level 17

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	25	10 (90% at/above)	3	0	38
GIRLS	16	1 (85% at/above)	3	0	20
BOYS	9	9 (100% at/above)	0	0	18
MAORI	4	1 (100% at/above)	0	0	5
PASIFIKA	1	0 (000% at/above)	0	0	1
OTHER ETHNICITIES	2	0 (000% at/above)	0		2
EUROPEAN	18	9 (90% at/above)	3		30

Year Three: 2020 Year Four Level 21 2B/2P						Year Four: Reading Level 23/24 8-9 yrs 2P-2A					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL		ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	14	22 (90% at/above)	4	0	40		25	14 (87% at/above)	4	2	45
GIRLS	6	12 (90% at/above)	2	0	20		14	7 (88% at/above)	2	1	24
BOYS	8	10 (90% at/above)	2	0	20		11	7 (84% at/above)	2	1	21
MAORI	1	3 (67% at/above)	2	0	6		2	1 (50% at/above)	0	0	3
PASIFIKA	1	3 (100% at/above)	0	0	4		2	1 (50% at/above)			3
OTHER ETHNICITIES	0	4 (100% at/above)	0	0	4		2	3 (75% at/above)		2	7
EUROPEAN	12	12 (92% at/above)	2	0	26		19	9 (88% at/above)	4	0	32

Year Five: 2020 Year Six Level 25/26 9-10 yrs 3B/3P						Year Six: 2020 Year Seven 3P / 3A 10-11 yrs					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL		ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	18	11 (73% at/above)	11	0	40		18	18 (73% at/above)	13	0	49
GIRLS	10	5 (74% at/above)	1	0	16		15	8 (79% at/above)	6	0	29
BOYS	8	6 (58% at/above)	10	0	24		3	10 (65% at/above)	7	0	20
MAORI	2	2 (67% at/above)	2	0	6		2	2 (67% at/above)	2	0	6
PASIFIKA	1	0 (50% at/above)	1	0	2		1	1 (100% at/above)	0	0	2
OTHER ETHNICITIES	2	0 (67% at/above)	1	0	3		1	0 (33% at/above)	2	0	3
EUROPEAN	13	9 (76% at/above)	7	0	29		14	15 (76% at/above)	9	0	38

Year Seven: 2020 Year Eight 4B-4P						Year Eight: 2020 Year Nine 4P /4A					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL		ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	16	17 (83% at/above)	5	2	40	ALL STUDENTS	14	15 (75% at/above)	8	4	41
GIRLS	7	11 (83% at/above)	2	1	21	GIRLS	9	11 (80% at/above)	4	2	25
BOYS	9	6 (77% at/above)	3	1	19	BOYS	5	4 (64% at/above)	4	3	17
MAORI	1	2 (100% at/above)	0	0	3	MAORI	1	1 (100% at/above)	0	0	2
PASIFIKA	0	0 (0% at/above)	1	0	1	PASIFIKA	0	1 (50% at/above)	1	0	2
OTHER ETHNICITIES	2	4 (75% at/above)	1	1	8	OTHER ETHNICITIES	2	1 (100% at/above)	1	0	4
EUROPEAN	13	11 (84% at/above)	3	1	28	EUROPEAN	11	12 (68% at/above)	7	4	34

STRATEGIC GOAL TWO : ASSISTING ALL STUDENTS TO WRITE AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

2019 Writing Goal :

We aim to target the following groups of students (in Year Four, Five, Six, and Seven who were not at expected levels at the end of 2018), for accelerated progress in 2018, as follows:
Please refer to the blue font for the EOY 2019 results.

1. We are targeting 7 Year 2 students, namely [] We are targeting these students to be at 1P-1A.
EOY 2019 results: 100% of year 2 students are at or above 1P-1A. 7/7 targeted students achieved the target set.
2. We are targeting 28 Year 3 students, namely [] We would like these students to be at 2B-2P
EOY 2019 results: 28/40=53% of year 3 students are at or above 2B-2P. 17/28 targeted students achieved the target set.
3. We are targeting 13 Year 4 students, namely [] We would like these students to be 2P-2A;
EOY 2019 results: 41/45=84% of year 4 students are at or above 2P-2A. 9/13 targeted students achieved the target set.
4. We are targeting 20 Year 5 students, namely [] We would like these children to be at 3B-3P;
EOY 2019 results: 50% of year 5 students are at or above 3B-3P. 0/20 targeted students achieved the target set.
5. We are targeting 19 Year 6 students, namely [] We would like these students to be at 3P-3A;
EOY 2019 results: 51% of year 6 students are at or above 3P-3A. 0/19 targeted students achieved the target set.
6. We are targeting 14 Year 7 students, namely, [] We would like these students to be at 4B-4P and
EOY 2019 results: 15/40 = 38% of year 7 students are at or above 4B-4P. 0/14 targeted students achieved the target set.
7. We are targeting 11 Year 8 students, namely, [] We would like these students to be at 4P-4A, by the end of 2019.
EOY 2019 results: 19/41=46% of year 8 students are at or above 4P-4A. 0/7 targeted students achieved the target set.

It will also mean a focus on writing to engage and accelerate boys. We will focus on spelling.

Accelerant writing

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be writing @ or above 3B (8 year olds)
EOY 2019 results : 91% of students are @ or above.
2. Year 5 - 20% of year 5 will be writing @ or above 3A 12 (9 year olds)
EOY 2019 results : 50% of students are @ or above.
3. Year 6 - 20% of year 6 will be writing @ or above 4P (10 Year olds)
EOY 2019 results : 51% of students are @ or above.
4. Year 7 - 20% of year 7 will be writing @ or above RA 4A (11 Year olds)
EOY 2019 results : 37.5% of students are @ or above.
5. Year 8 - 20% of year 8 will be writing @ or above 5B (12 Year olds)

EOY 2019 results : 46% of students are @ or above.

Schoolwide Data: at the end of 2019 showed of the 327 included in the data (Year Zero exempt), 225 students reached the expected standard according to NZ Curriculum Standards. This equated to 69% schoolwide.

This was below the Target that we set for ourselves of 90%

Judgements were made by Teacher Overall Judgements.

Data included Special Needs students and those with significant learning needs.

Girls showed that: 77% achieved the expected standard

Boys showed that: 57% achieved the expected standard

There was significant disparity between the achievement of boys and girls predominantly in Years 5 - 8.

Maori: Of the 36 students identified as Maori 24 achieved the expected standard 67%

Pasifika students: Of the 17 students identified, 13 students achieved the expected standard 76%

Of the students identified as Pakeha 161 of the 242 achieved the expected standard 67%.

There was no disparity between the achievement of Maori and Pakeha, and Pasifika students achieved 9% better than Pakeha.

Of concern is the significant number of boys in Year Five-Eight who have not achieved the expected standard. This is a major focus with our PLD delivered by Vision Education - Motivating and Engaging Boys. Also this year we introduced a marking system more inline with the NZ Curriculum. This was on trial for a year. As teachers thought it had considerable emphasis on spelling it has been modified for 2020 and further PD will be around moderating marking with Vision Education.

Next Steps:

- We will focus on keeping those high achievers above expected levels and focus on students AT for year 0/1 the expected level moving up at a consistent rate.
- Continue to use Jolly Phonics and Yolanda Soryl programmes. Implement new ideas from Sheena Cameron PD, to enrich oral language and writing opportunities.
- We will offer more Language Experiences.

- Spelling programmes - ensure students learn high frequency words to apply in writing.
- Moderating the marking of writing samples in the syndicate and a couple to Tuho.

- Use teacher aides support teachers to work with target students.
- Identify students through 6 year nets for Reading recovery

- Continue focusing on writing topics for boys to keep engagement.
- Encourage teachers to provide more links between reading and writing- literacy based approach.

- Oral language games/activities into start of lessons as warm up
- Oral language in the main lesson to build on vocab

- Motivations - Modelling of examples
- Cater to students to wants and needs around writing - what do they enjoy doing

- Giving a clear purpose
- Implement into writing into reading tasks

- Spelling programme targeted
- Focused intervention groups

- ALL - Jeandri
- Each teacher focus on 2 key students. Extra attention. Other teachers to be aware to keep consistency.

- Writing everyday
- Helping circles at the end to target marking

- Developing Sheena Cameron writing skills and writing process - being very explicit about these. **Particularly developing a stronger link between planning and writing - teaching students how to use their plan, i.e. highlighting ideas once they've used them or ticking them off to ensure that the ideas are actually being used in their writing.

- Incorporating oral language into the writing cycle - more opportunities for sharing writing and ideas - hearing others writing is a means to extend learners as well.
- More opportunities for authentic and purposeful writing - writing to a specific audience - this is a way that we could extend our top writers as well, it is important for them to see that writing has a purpose and how to adjust their writing to suit this.

- Developing deeper use of language features
- Addressing a range of writing genre and topics within these
- Develop peer checking/assessing systems - opportunities for this is a valuable way to learn how to respond to feedback and to identify opportunities for improvement in others writing as well.

- A focus for 2019 was to accelerated progress of students who are 1 sublevel or more below where we would expect them to be.
- It will also mean a focus on writing to engage and accelerate boys.

- Over the last 4 years we have seen a shift in writing from 76.2% to 80%. Noting all the variables , (eg. Inconsistency of OTJ data, different cohorts of students, changes in staff, year 1 data etc), the growth has not been at the level we would want, yet. More work needs to be done in supporting students with special needs to reach standard. More work needs to be done to ensure planning and teaching consistency across all teachers. More professional development will need to be offered - specifically in helping reluctant male writers and writers with specific learning needs. We will be participating

in the ALL Programme - Accelerated Literacy Learning.

- The target students to be monitored.
- Target students will be discussed at Weekly Team meetings and notes made as to their progress and work in class.
- Professional Development continues with work continuing on Sheena Cameron's "The Writing Book", "The Oral Language Book" and Joy Allcock's spelling programme.
- Professional Development is to be taken by the AP and DP – understanding and unpacking the Assessment Rubric.
- School wide moderation of writing samples will continue to take place.
- Accelerated groups targeted with an extra session of writing each day for each teams target group. ALL INITIATIVE
- Choice given for student writing – this is linked to action plans, teachers planning and appraisal.
- A focus on male writers featuring in the writing programme – inviting outside role models in to speak and model writing.
- As part of the Pukekohe Kahui Ako writing is a focus for all schools. PD delivered by COL experts.
- Work with other schools in our COL on an agreed Inquiry
- Work with FLAG to raise teacher practice.
- Review and improve writing moderation processes
- Teaching as Inquiry - Target student needs to be focussed on during team meetings
- Recorded in Google docs for sharing and monitoring by Principal and Team Leaders, Senior Management.
- Targeted Professional Development : based on Dempsey and Cameron's work.
- "Next steps" are incorporated into teacher's appraisal.
- Research ways to motivate boys into writing.
- Student voice is fostered.
- Giving student more options to write about relating to topics of study.
- Professional development for teachers to improve their teaching of spelling. Joy Allcock workshop.
- Engage in MOE PLD - through Vision Education to focus on writing. In particular - explicit teaching and consistency between teams.

Writing Data Beginning 2019: Levels of students taken from 2018 EOY

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
Year One		23 100% AT / Above			23
Year Two	20	20 100% AT / Above			40
Year Three	1	31 74% AT / Above	11		43
Year Four	13	20 73% AT / Above	11	1	45
Year Five	10	13 58% AT / Above	15	2	40
Year Six	7	24 61% AT / Above	20		51
Year Seven	3	33 64% AT / Above	19	1	56
Year Eight		26 58% AT / Above	14	5	45

Writing Data End 2019: Levels of students taken from 2019 EOY OI's

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
Year One	17	17 100% at/above	0	0	34
Year Two	2	34 100% at/above	0	0	38
Year Three	1	28 53% at/above	11	0	40
Year Four	8	33 84% at/above	1	3	45
Year Five	3	17 50% at/above	17	3	40
Year Six	9	16 51% at/above	21	3	49
Year Seven	7	8 28% at/above	22	3	40
Year Eight	4	15 44% at/above	15	7	41

Year One: 2020 Year Two Level 1B

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	17	17 (100% at/above)	0	0	34
GIRLS	9	8 (100% at/above)	0	0	17
BOYS	8	9 (100% at/above)	0	0	17
MAORI	2	3 (100% at/above)	0	0	5
PASIFIKA	0	2 (100% at/above)	0	0	2
OTHER ETHNICITIES	0	2 (100% at/above)	0	0	2
EUROPEAN	15	10 (100% at/above)	0	0	25

Year Two: 2020 Year Three IP-1A

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	2	34 (100% at/above)	0	0	38
GIRLS	1	19 (100% at/above)	0	0	20
BOYS	1	17 (100% at/above)	0	0	18
MAORI	0	5 (100% at/above)	0	0	5
PASIFIKA	0	1 (100% at/above)	0	0	1
OTHER ETHNICITIES	0	2 (100% at/above)	0	0	2
EUROPEAN	2	28 (89% at/above)	0	0	30

Year Three: 2020 Year Four 2B / 2P

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	1	28 (53% at/above)	11	0	40
GIRLS	1	13 (70% at/above)	6	0	20
BOYS	0	15 (75% at/above)	5	0	20
MAORI	0	3 (50% at/above)	3	0	6
PASIFIKA	0	3 (75% at/above)	1	0	4
OTHER ETHNICITIES	0	3 (75% at/above)	1	0	4
EUROPEAN	1	19 (77% at/above)	6	0	26

Year Four: 2020 Year Five 2P / 2A

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	8	33 (84% at/above)	1	3	45
GIRLS	5	18 (94% at/above)	1	0	24
BOYS	3	15 (84% at/above)	0	3	21
MAORI	0	3 (100% at/above)	0	0	3
PASIFIKA	1	2 (100% at/above)	0	0	3
OTHER ETHNICITIES	2	4 (84% at/above)	0	1	7
EUROPEAN	5	24 (91% at/above)	1	2	32

Year Five: 2020 Year Six 3B / 3P

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	3	17 (50% at/above)	17	3	40
GIRLS	2	10 (75% at/above)	4	0	16
BOYS	1	7 (33% at/above)	13	3	24
MAORI	0	2 (33% at/above)	3	0	6
PASIFIKA	1	(50% at/above)	1	0	2
OTHER ETHNICITIES	1	(33% at/above)	2	0	3
EUROPEAN	1	15 (55% at/above)	10	3	29

Year Six: 2020 Year Seven 3P / 3A

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	9	16 (51% at/above)	21	3	49
GIRLS	8	12 (69% at/above)	9	0	29
BOYS	1	4 (25% at/above)	12	3	20
MAORI	2	0 (33% at/above)	3	1	6
PASIFIKA	0	2 (100% at/above)	0	0	2
OTHER ETHNICITIES	1	0 (33% at/above)	2	0	3
EUROPEAN	6	14 (53% at/above)	16	2	38

Year Six: 2020 Year Seven 3P / 3A

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	9	16 (51% at/above)	21	3	49
GIRLS	8	12 (69% at/above)	9	0	29
BOYS	1	4 (25% at/above)	12	3	20
MAORI	2	0 (33% at/above)	3	1	6
PASIFIKA	0	2 (100% at/above)	0	0	2
OTHER ETHNICITIES	1	0 (33% at/above)	2	0	3
EUROPEAN	6	14 (53% at/above)	16	2	38

Year Seven: 2020 Year Eight 4B / 4P

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	7	8 (38% at/above)	22	3	40
GIRLS	5	7 (57% at/above)	7	2	21
BOYS	2	1 (14% at/above)	15	1	19
MAORI	0	2 (67% at/above)	1	0	3
PASIFIKA		1 (100% at/above)			1
OTHER ETHNICITIES	2	2 (50% at/above)	3	1	8
EUROPEAN	2	5 (23% at/above)	15	8	30

Year Eight: 2020 Year Nine Level 4P / 4A

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	4	15 (46% at/above)	15	7	41
GIRLS	3	11 (56% at/above)	9	2	25
BOYS	1	4 (31% at/above)	6	5	16
MAORI	0	2 (000% at/above)	0	0	2
PASIFIKA	0	0 (0% at/above)	2	0	2
OTHER ETHNICITIES	1	2 (000% at/above)	0	0	3
EUROPEAN	3	11 (33% at/above)	13	7	34

STRATEGIC GOAL THREE : ASSISTING ALL STUDENTS TO WORK AT AGE APPROPRIATE LEVELS A IN MATHEMATICS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.
2019 Maths Goal:

We aim to target the following groups of students for accelerated progress in 2019, as follows:

1. We are targeting 7 Year 2 students, namely [] We would like these students to be at stage 4;
EOY 2019 results : 35/38 = 87% of Year 2 students are @ or above. 8/13 targeted students met the target.
2. We are targeting 13 Year 3 students, namely [] We would like these students to be at Beginning Stage 5;
EOY 2019 results : 39/40 = 98% of Year 3 students are @ or above. 12/13 targeted students met the target.
3. We are targeting 19 Year 4 students, namely [] We would like these students to be Stage 5;
EOY 2019 results : 43/49 = 88% of Year 4 students are @ or above. 9/19 targeted students met the target.
4. We are targeting 26 Year 5 students, namely [] We would like these students to be at Beginning Stage 6;
EOY 2019 results : 26/40 = 65% of Year 5 students are @ or above. 14/26 targeted students met the target.
5. We are targeting 12 Year 6 students, namely [] We would like these students to be at stage 6;
EOY 2019 results : 29/49 = 59% of Year 6 students are @ or above. 2/12 targeted students met the target.
6. We are targeting 19 Year 7 students, namely [] We would like these students to be at Beginning Stage 7;
EOY 2019 results : 24/40 = 60% of Year 7 students are @ or above. 3/19 targeted students met the target.
7. We are targeting 21 Year 8 students, namely [] We would like these students to be at End Stage 7;
EOY 2019 results : 25/41 = 61% of Year 8 students are @ or above. 3/21 targeted students met the target.

Accelerant Mathematics

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be working @ or Stage 5 (8 year olds)
EOY 2019 results: 95% of Year 4 are working at or above.
2. Year 5 - 20% of year 5 will be working @ or Stage 6 (9 year olds)
EOY 2019 results: 65% of Year 5 are working at or above.
3. Year 6 - 20% of year 6 will be working @ or above stage 7 Level 4 (10 Year olds)
EOY 2019 results: 59% of Year 6 are working at or above.

4. Year 7 - 20% of year 7 will be working @ or above Stage 8 Beginning Level 5 (11 Year olds)
EOY 2019 results: 60% of Year 7 are working at or above.

5. Year 8 - 20% of year 8 will be working @ or above Stage 8 Level 5 (12 Year olds)
EOY 2019 results: 56% of Year 8 are working at or above.

Schoolwide Data: at the end of 2019 showed of the 327 included in the data (Year Zero exempt), 262 students reached the expected standard according to NZ Curriculum Standards.

This was below the Target that we set for ourselves of 90%.

Judgements were made by Teacher Overall Judgements.

Data included Special Needs students and those with significant learning needs.

Girls showed that: 80% achieved the expected standard

Boys showed that: 78% achieved the expected standard

There was little disparity between the achievement of boys and girls.

Maori: Of the 36 students identified as Maori 29 achieved the expected standard 81%

Pasifika students: Of the 17 students identified, 15 students achieved the expected standard 88%

Of the students identified as Pakeha 193 of the 242 achieved the expected standard 80%.

There was little disparity between the achievement of Maori and Pakeha, with Maori achieving 1% more than Pakeha, Pasifika students achieved 8% better than Pakeha, and 7% better than Maori.

Of concern is the significant number of boys in Year Five and in Year Eight, also girls in Year Seven and Eight who have not achieved the expected standard. These students will need to become a focus in class and be candidates for specific ALIM groups.

A renewed focus on the teaching of basic facts needs to take place in 2020. We must redouble our efforts to use digital tools to improve student achievement in numeracy. Changes to maths groupings within ILS spaces will have a positive impact on meeting specific needs. ILS in year 7 & 8 have been in operation for 3.0 years. The success of the ILS in year 5/6 has been patchy as can be seen in the data. We made changes for 2020. We will closely monitor these changes and the impact on teaching and learning. We will also participate in the **Accelerated Learning in Mathematics Programme**.

- ❖ The teachers using the process of "Teaching as Inquiry" was refined and shared in teams and with the staff. This improved teaching practice.
- ❖ Every fortnight, syndicates will meet. The main agenda item will be student achievement, as it relates to these students.
- ❖ The maths teachers of these students will present current data/ observational judgements etc on each student.
- ❖ The team will collectively apply their professional mind to offer ideas/ strategies for advancing each student.
- ❖ The maths teacher will implement the ideas and the team will review progress at the next meeting.
- ❖ The progress made will be recorded in this action plan > Column> Record of actions and progress including July and December Benchmark Results
- ❖ Teachers improving and refining the use of modelling books during instructional group sessions.
- ❖ Students used their kete (personal learning profile) at each session to focus them on their goals. Goals were co constructed between the student and the teacher with next learning steps clearly mapped out.
- ❖ Students are able to articulate their goals and their next learning steps.
- ❖ One teacher was supported in undertaking the ALIM training and worked with Target students
- ❖ Ongoing professional development.
- ❖ Teacher Aides in the classroom supporting students.
- ❖ Students to be added to the list of the maths teacher's priority maths learners for 2020.
- ❖ Weekly monitoring of student's basic facts learning. The maths teacher will update the **Record of actions and progress** column of this action plan (RHS) at each fortnightly meeting.
- ❖ Assessment of student's current learning progress will be overseen by the team manager and SLT Member.
- ❖ The student will be supported to set SMART goals - which will be added to their kete. The maths teacher and team leader will regularly review the student's progress against these goals and document their review in **appraisal connector**. - Which forms the basis of Teaching as Inquiry
- ❖ Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately.
- ❖ Home support will be offered.
- ❖ Teachers will build relational trust with these students. Take purposeful steps to build relational trust.
- ❖ Teachers will focus on building growth mindsets for these students.
- ❖ AP and DP will attend ALIM3 and roll that out across the school - in essence teachers with Target students will be required to do extra - target maths sessions.

Teacher in charge of Mathematics

1. Liaise with Senior Leaders and organise a school-wide assessment programme for school numeracy.
2. Organise the testing programme e.g. basic facts (feb, June, Nov), making gloss testing packs etc.
3. Organise year 2 NUMPA assessment to be carried out.
4. Collect up PAT maths tests Y 4-8 and send away for marking/ analysing. Upon receipt of the analysis - write a summary report for the principal.

5. Look at ways digital technology can be used across the school to practise children in Basic Facts learning, to test and track progress throughout their school at Bombay. To provide diagnostic information for teachers/ the board to respond to.
6. Oversee the completion of expectation grids for each year level
7. Enter results into the school's national gloss datagrid
8. Pedagogy : Check Senior Teachers are monitoring target groups
9. Organise classroom visits for observations/ advice / mentoring etc.
10. Foster a home and school partnership centred on numeracy
11. Attend lead teacher days
12. Organise staff PD
13. Manage the budget.
14. Organise & Manage Mathletics - Are teachers using it effectively? What is the data showing? Provide teams with data on their priority learners - or show Team Managers how to access this.
15. Keep the development of strand boxes/ resources moving ahead.
16. Check that resources are correctly stored and managed
17. Prepare MATHEMATICS action plan before the start of term 1 and review each term.
18. Complete a school wide overview of the school's integrated teaching of MATHEMATICS across the curriculum..
19. Report each term on progress against the MATHEMATICS action plan. (The Principal will report to the Board using your report.)
20. Attend all management meetings. Contribute to the agenda. (There is an expectation that you will contribute to each meeting.)
21. Induct new staff, including teacher aides as they join the school. [Bring them up to speed on the MATHEMATICS programmes within the school.] - These include IPAD & Chromebooks - Include a report on this for the BOT each term. (In general the Principal reports to the board, but may request that you do it.)
22. Release is available by negotiation.
23. Organise one parent night - sharing learning/ do presentations/ and Q & A
24. Actively seek to keep the Bombay School MATHEMATICS curriculum up to date with current best practice and research. Actively make recommendations to the principal. (Please email these. It is expected that over the course of the year you will at a minimum have made 2 recommendations.)
25. Choose a cohort of students - that you will track the impact of the use of ICT on their MATHEMATICS learning. Present this report to the principal no later than November 2016. Your report must use the Google platform (e.g Doc, Present etc)
26. Keep the school's website up to date (mathematical aspects) - but do not make radical changes to design, content or site structure without obtaining consent of the principal. When in doubt about this provision, make a written proposal and receive signed authorisation before proceeding.
27. Draw up and 2year purchasing plan for MATHEMATICS software and hardware. Present the plan at the June 2016 board meeting, after having obtained sign off to present from the principal.
28. Promote MATHEMATICS professional learning groups, where these exist and offer support if practical. Provide PD for staff : Determine a skill set for all staff : Needs analysis technical skills and pedagogy (through short 1-2 question surveys) : Syndicate/Staff meetings to include a section of time allocated to specific new learning/sharing. Assist teachers with their personal learning regarding MATHEMATICS
29. Liaise with DP and AP and Team managers with regard to their Mathematics requirements.
30. Proactively troubleshoot potential Mathematics issues/ bottlenecks/ inefficiencies and incorporate it and the potential solutions for it, into your action plan.
31. Comply with all procedures, policies and directives. Where in doubt - seek answers.
32. In conjunction with the school management and leadership team, play an active role in providing pd to staff and in keeping parents and wider community in the knowledge loop. (Conduct one staff meeting per term - PD Focus)
33. At a minimum of twice per term contributed to the newsletter - " Mathematics corner" positively promoting the LwDT journey at Bombay School.
34. Promote a positive team culture - by leading as a professional. If teachers seek assistance - help them. If they become frustrated by technology blocks - help them to overcome these blocks.
35. Support the school leadership team to carry out their roles. Be a positive advocate of the leadership team.
36. Contribute to team member reflective journals on Appraisal Connector.
37. Conduct appraisals of teachers using appraisal connector and ensuring their compliance with their job descriptions. (You may be asked to assist with a focus on learning with digital technologies.)
38. Actively seek PD which will improve your ability to carry out this role.
39. Attend leadership PD when requested.
40. Attend senior leadership meetings when requested
41. Keep abreast of curriculum, pedagogical and didactic changes.
42. Model correct professional use of the appraisal connector system.
43. Help support staff in the use of Mathematics to enhance student learning.
44. Assist staff to problem solve issues relating to Mathematics teaching and learning.
45. Work alongside colleagues from other schools to share and learn about their Mathematics journey.
46. Share with staff new learning including websites, professional development, professional readings, online repositories.

47. In conjunction with the Leadership team prepare, record and distribute Action from Term Action plans including observable outcomes.

48. Review school policies/ compliance and health and safety in relation to Mathematics and make recommendations to the board in your term report.

49. Establish a formal self review cycle for the school around the Mathematics dimension. How well are we doing? How do we know? What are our strengths and weakness? How can we improve? etc

Maths Data Beginning 2019: Levels of students taken from 2018 EOY					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL
Year One	23	100% at/above			23
Year Two	20	100% at/above			40
Year Three	9	29	5		43
Year Four	15	29	1		45
Year Five	16	18	6		40
Year Six	9	30	12		51
Year Seven	2	34	17	1	54
Year Eight		24	18	5	47

Maths Data End 2019: Levels of students taken from 2019 EOY					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL
Year One	14	20	0	0	34
Year Two	15	19	5	0	39
Year Three	7	32	1	0	40
Year Four	18	25	1	1	45
Year Five	10	14	13	1	40
Year Six	14	25	8	2	49
Year Seven	10	14	13	3	40
Year Eight	9	14	15	3	41

Year One: 2020 Year Two Stage 2 / 3					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	14	20	0	0	34
GIRLS	6	11	0	0	17
BOYS	8	9	0	0	17
MAORI	2	3	0	0	5
PASIFIKA	0	2	0	0	2
OTHER ETHNICITIES	0	2	0	0	2
EUROPEAN	12	13	0	0	25

Year Two: 2020 Year Three Stage Four					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	15	19	5	0	39
GIRLS	7	12	1	0	20
BOYS	7	7	4	0	18
MAORI	1	4	0	0	5
PASIFIKA	0	1	0	0	1
OTHER ETHNICITIES	2	0	0	0	2
EUROPEAN	11	14	5	0	30

Year Three: 2020 Year Four Beg Stage 5 2B /2P

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	7	32 (98% at/above)	1		40
GIRLS	3	16 (95% at/above)	1		20
BOYS	4	16 (100% at/above)	0		20
MAORI	0	5 (83% at/above)	1		6
PASIFIKA	2	2 (100% at/above)			4
OTHER ETHNICITIES	0	4 (100% at/above)			4
EUROPEAN	5	21 (100% at/above)	0	0	26

Year Four: 2020 Year Five

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	18	25 (91% at/above)	1	1	45
GIRLS	7	17 (92% at/above)	2	0	26
BOYS	11	8 (90% at/above)	1	1	21
MAORI	1	1 (87% at/above)	1	0	3
PASIFIKA	0	3 (75% at/above)	0	0	3
OTHER ETHNICITIES	5	1 (88% at/above)	0	1	7
EUROPEAN	12	20 (97% at/above)	0	0	32

Stage Five 2P / 2A

Year Five: 2020 Year Six

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	10	16 (63% at/above)	13	1	40
GIRLS	4	6 (63% at/above)	6	0	16
BOYS	6	10 (67% at/above)	7	1	24
MAORI	0	5 (83% at/above)	1	0	6
PASIFIKA	1	0 (50% at/above)	1	0	2
OTHER ETHNICITIES	2	0 (67% at/above)	1	0	3
EUROPEAN	7	11 (62% at/above)	10	1	29

Year Five: 2020 Year Six

	ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	10	16 (63% at/above)	13	1	40
GIRLS	4	6 (63% at/above)	6	0	16
BOYS	6	10 (67% at/above)	7	1	24
MAORI	0	5 (83% at/above)	1	0	6
PASIFIKA	1	0 (50% at/above)	1	0	2
OTHER ETHNICITIES	2	0 (67% at/above)	1	0	3
EUROPEAN	7	11 (62% at/above)	10	1	29

3B / 3P Beg Stage Six

Year Seven: 2020 Year Eight 4B/4P						Year Eight: 2020 Year Nine 4P / 4A					
	ABOVE	AT	BELOW	WELL BELOW	TOTAL		ABOVE	AT	BELOW	WELL BELOW	TOTAL
ALL STUDENTS	10	14 (60% at/above)	13	3	40	ALL STUDENTS	9	14 (54% at/above)	15	3	41
GIRLS	6	6 (57% at/above)	7	2	21	GIRLS	4	11 (60% at/above)	8	2	25
BOYS	4	8 (63% at/above)	6	1	19	BOYS	5	3 (54.3% at/above)	7	1	16
MAORI	0	2 (67% at/above)	1	0	3	MAORI	1	0 (50% at/above)	1	0	2
PASIFIKA	1	0 (0% at/above)	1	0	2	PASIFIKA	0	1 (50% at/above)	1	0	2
OTHER ETHNICITIES	3	2 (43% at/above)	2	1	8	OTHER ETHNICITIES	2	1 (100% at/above)	0	0	3
EUROPEAN	7	10 (41% at/above)	9	2	28	EUROPEAN	3	16 (57.5% at/above)	10	4	33

STRATEGIC GOAL FOUR : PERSONALISED LEARNING

We aim to strengthen our personalised learning pedagogy in 2019 by,

- Honouring the Treaty of Waitangi. Understand what the implications of this are for our practice and our school culture.
- To ensure that Maori Students are engaged in their learning and are achieving educational success, with pride in their identity, language and culture by adhering to the tenants of the Taiaako Strategy. To continue build relations with local iwi in order to gain their support for improved Maori student achievement and engagement. To build staff cultural competence.
- To ensure that the cultural identities of all of our learners is recognised and celebrated at school so that students are engaged in their learning and are achieving educational success, with pride in their identity, language and culture.
- Consulting all our community, our learners and our staff every year.
- Providing professional development for staff on Tikanga Maori, Te Reo, The Treaty, Personalised Learning and Culturally Responsive Pedagogy.
- Educating and Communicating with our stakeholders about pedagogy and our journey to date.
- Partnering with other schools, organisations and stakeholders who can strengthen our practice. This includes but is not limited to Special Education Services, RTLB, RTLit, Speech Language Team etc.
- Building on our culture of collaboration.
- Using technology to support personalised learning.

EOY 2019 Results:

We made good strides in co-educating staff, students and parents around our pedagogy. Goal setting remains an area where we must focus on consistency in understanding and in the practice of meaningful goal setting.

We made good progress in building school culture. (Refer to our surveys). Culturally Responsive and Relational Pedagogy has been a focus in 2019, with us undertaking work through our Kahui Ako. We've held several community events over the course of the year - drawing our stakeholders closer together and using the chance to educate about our mission.

We must use Mathletics analytics - to improve personalised learning by providing real time responsive data for students to use to improve their learning. This will be a focus in 2020. We've used several digital platforms to communicate with our stakeholders. Engagement data shows that this is very successful with our community. In 2020 we plan to use continuous 'real-time' reporting using seesaw.

We made good strides in focusing on relational pedagogy and on highlighting our successes in this area. Our inquiry topics allowed more room for students to take the locus of control and own their learning. Staff are cognizant of this success and will ensure that future topics - increasingly involve student choice. The use of digital software to personalize maths learning and allowing capable students to work in maths groups well above their chronological age has also contributed to the success for accelerant students. Our aim must be to consolidate and extend these gains in 2020. Allowing this flexibility requires good team communication and collaboration to ensure that the logistics work well and that students and teachers know what their roles are. We extended the work done in our maker-space in 2019. This proved very popular amongst students. Our goal in 2020 is to upskill teachers to run the makerspace.

STRATEGIC GOAL FIVE : IMPLEMENTING THE DIGITAL CURRICULUM IN 2019

We will continue our journey towards fully implementing the digital curriculum by:

- Developing a schoolwide coding curriculum
- Expanding our maker-space programme to include all year levels.
- Providing professional development to key staff who will lead the implementation.
- Providing internal staff PD on using software to support learning - e.g. Reading Eggs, Mathletics etc
- Asking all teachers to complete the MindLab digital passport.
- Offering PD for Google Level 1 and Level 2 Certification. Providing in-house PD to support those who want to complete this certification.

EOY 2019 results

We successfully inducted new staff. All staff completed the MindLab Digital Passport. This now represents a good knowledge base from which we can build.

We continued to develop the Bombay Inquiry Model which allows for more opportunities for children to use digital technologies.

We continued unpacking of the 7 principles of personalised learning viz: Focusing on Locus of Control; Knowing Students as Learners; Student Engagement; Collaboration; Effective Use of ICT; Classroom Culture

A new digital curriculum is in place.

STRATEGIC GOAL FIVE: COMMITMENT TO MAORI

To ensure that Maori Students are engaged in their learning and are achieving educational success, with pride in their identity, language and culture by adhering to the tenants of the Kahikitia Strategy and Ta Taiako Strategy. To continue build relations with local iwi in order to gain their support for improved Maori student achievement and engagement. To build staff cultural competence.

To

2018	2019	2020	Where to next
1. Refer to the 2018 Action Plan (68 pages - too long to incorporate here.) 2. Review class environments. 3. Reviewed Kapa Haka Programme 4. Build relationship with Te Haurahi Schools 5. Review Achievement Data 6. Review Maori Student voice 7. Review Maori parent/ whanau voice 8. Promote school Waiata 9. Promote school Haka 10. Promote school waiata 11. Participate in cultural festival 12. Integrate Maori Reo in official school documents - start with daily notices and newsletter 13. Appointed Kapa Haka Tutor 14. Build a relationship with a new Kaumatua 15. Foster Kahui Ako approaches & PD on cultural responsiveness 16. All children to learn the waiata. 17. Staff confidence and capability in using Te Reo - will need to be built up. 18. Improved signage and artwork on buildings and in gardens that reflect tangata whenua	Refer to 2019 Action Plan Continue to work on 2018 actions - progress plans 19. Review class environments. 20. Reviewed Kapa Haka Programme 21. Build relationship with Te Haurahi Schools 22. Review Achievement Data 23. Review Maori Student voice 24. Review Maori parent/ whanau voice 25. Promote school Waiata 26. Promote school Haka 27. Promote school waiata 28. Participate in cultural festival 29. Integrate Maori Reo in official school documents - start with daily notices and newsletter 30. Appointed Kapa Haka Tutor 31. Build a relationship with a new Kaumatua 32. Foster Kahui Ako approaches & PD on cultural responsiveness 33. All children to learn the waiata. 34. Staff confidence and capability in using Te Reo - will need to be built up. 35. Improved signage and artwork on buildings and in gardens that reflect tangata whenua		
Summary - Maori Student Engagement is high - See Bombay and Me survey Data - The school remains a committed member of the Pukekohe Kahui Ako - BOT Self Review Tool for Maori cultural responsiveness. Access the tool : Click Here - We continue the work started during our membership of the Te Haurahi Cluster : A cluster of Franklin schools focussed on Maori student engagement and achievement. - Bombay Lions : The Lions have close ties to the school (many of their grandchildren attend the school. They are involved with a wide range of school events e.g. Fun Run, Calf Club & Christmas Party) - School Kapa Haka Group is open to all students to participate in. This aligns with our Te Haurahi goals. Kapa Haka is popular at our school. - School Inquiry Learning Foci e.g. Pasifika Unit Another example - Promoting student voice - through kete and student surveys - Surveys parents [e.g. Parent Tech Survey; Parents Verbatim Comments - LwDT Survey] - PD on Maori Responsiveness provided to staff in 2019 - Our charter goal aims to promote Maori enjoying and achieving education success as Maori - At Bombay School Maori whanau are engaged through surveys, hui and through invites to school events. Our students have twice performed for our local ECE - VISIT TO LITTLE PIONEERS - In 2019 Ramarama and Bombay schools' kapa haka teams had an exchange day - sharing skills and celebrating performances. - Survey data, and anecdotal data from Maori whanau are presented to the board - where it is responded to. Maori Parents - The board is aware of its duty to be representative and diverse. - We have the following evidence do we have that Maori are enjoying and achieving educational success as Maori.}			

• The expectation of Maori success as Maori is written into job descriptions : Expectations 3.22 4.3 4.8 4.10

- Maori achievement is focussed on in charter and annual plan
- School transitions for Maori students is part of a focus of this years BOT Self Review
- Funds are allocated for Productive partnerships with Maori
- Powhiri Video uploaded to the website and App. A new powhiri protocol has been developed. New students and staff welcomed to school with a powhiri - one each term.
- We will implement a sequential Te Reo programme. - ERO reviewed this in 2019. We received a 'STRONG' rating in our ERO review.

Developments to Dec 2019

- We surveyed Maori parents in 2019 data from that survey indicated that Maori parents were satisfied with the school's journey but that more could be done to reflect Maori culture in the day to day operation of the school.
- We employed another teacher who has Maori heritage - bringing our total to two teachers.
- We managed to secure the services of a parent who has skills in Kapa-Haka to support our programme
- The school was gifted two Korowhai and two Patu - which will now be used in school ceremonies.
- Te Haurahi has disbanded in favour of the Kahui Ako. We did extensive work with our Kahui Ako in CRRP = Cultural Relational Responsive Pedagogy. We surveyed and worked with the University of Auckland in this regard.
- We surveyed our students in 2019. Maori students showed very high levels of engagement at school. They felt a sense of belonging to Bombay School. They felt safe at the school
- Our sequential Te Reo Language programme is evident in planning and in student work but more work needs to be done to encourage teachers to give Te Reo Maori a go. We would like to see the language being used naturally in everyday classroom context and we would like to see its use extended beyond basic commands and days of the week etc. The SLT are cognizant of this and work to model the use of Te Reo in their everyday interactions. More work needs to be done to allow teachers to feel safe to give things a go.

Kiwisport Report 2019

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2019, the funding was spent on [Franklin school sports subs, balls, various sports equipment from several retailers, school swimming sports fees, bus travel, cricket balls, entry fees to Aims games and part cost of stadium hire.]

Expenditure included but is not limited to :

- Franklin Primary School Sport Subs
- North Group Athletics
- Sport reward and recognition trophies / certificates
- Franklin Zone subs
- Orienteering champs of champs
- Sport Teacher admin
- Gymnastic entry fees
- Cross country entry fees
- Affiliation fees
- Tackle rugby entry fees
- venue hire
- sports equipment
- Year 7 & 8 Sports Levy
- Buses to Swimming Sports
- Subsidy for bus travel to Rugby
- Entry Fees for Aims Games
- Payment for St Johns attendance at Tackle Day.
- Buses to netball games.
- Entry fee for Franklin Gym Competition
- Field hire for North Group

The number of students participating in organised sport increased in 2019.

Paul Petersen
Principal

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF BOMBAY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Bombay School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, 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 18, 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 15 September 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 24 of page 18 which outline the impact of the COVID-19 pandemic.

Other Matter - Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with section 87 of the Education Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May. The disruption caused by the COVID-19 restrictions, including the closure of the School, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

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 arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

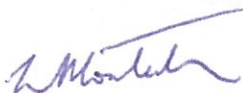
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Wayne Monteith
Partner
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand