



05 NOV 2018

Dear [REDACTED]

Thank you for your email of 27 September 2018 requesting the following information:

Further to my previous email requesting Normandale School Charters, Annual Reports and Statements of Variance as provided to the Ministry of Education, could I please have the same for the periods: 2008 - 2011?

Your request has been considered under the Official Information Act 1982 (the Act).

The Education Act (1989) requires that schools make their charters and annual reports publicly available. Despite the requirement for this information to be made publicly available we have attached copies of the documents you have requested for your reference.

We have identified seven documents in scope of this part of your request. These are outlined in the table below:

Number	Document Type	Decision on release
1	2008 School Charter	Release in part. Some information withheld under section 9(2)(a) to protect the privacy of natural persons.
2	2008 Annual Report and Financial Statements (including Analysis of Variance)	Release in part. Some information withheld under section 9(2)(a) to protect the privacy of natural persons.
3	2009 School Charter	Release in full.
4	2009 Annual Report and Financial Statements (including Analysis of Variance)	Release in part. Some information withheld under section 9(2)(a) to protect the privacy of natural persons.
5	2009-2011 School Charter	Release in part. Some information withheld under section 9(2)(a) to protect the privacy of natural persons.
6	2010 Annual Report and Financial Statements (including Analysis of Variance)	Release in part. Some information withheld under section 9(2)(a) of the Act, to protect the privacy of natural persons.
7	2011 Annual Report and Financial Statements (including Analysis of Variance)	Release in part. Some information withheld under section 9(2)(a) of the Act, to protect the privacy of natural persons.

		Act, to protect the privacy of natural persons.
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As required under section 9(1) of the Act, we have considered the public interest considerations favouring the release of the information withheld under section 9(2)(a). We have identified no public interest considerations sufficient to outweigh the need to protect the privacy interests of the individuals concerned.

Thank you again for your email. You have the right to ask an Ombudsman to review our decision on your information request. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey
Deputy Secretary
Sector Enablement and Support

cc Erika Ross, Director of Education, Wellington

Normandale School

Martin Grove, Normandale, Lower Hutt


Ph 566-2010

Fax 566-2011

Email - admin@normandale.school.nz

Anne-Marie Gordon

Principal

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Charter

2008

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Normandale School

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Principal

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MoE ID number → 2930

Charter period → 2008

Introduction

Brief school description ...

Normandale School is decile 10 school of now approximately 120 students on the western hills of Lower Hutt (just above the CBD). It is a predominantly European school with just 10% Maori (12 students). In line with local and Hutt Valley wide demographics, and particularly here on the western hills, the school currently has a falling roll, after peaking in 2002 at 264. It has a supportive community and parents are very involved in many aspects of school life.

The school is currently reviewing its Strategic Plan. The current strategic plan was reviewed and readopted by the new Board in late 2005.

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Normandale School

Martin Grove, Normandale, Lower Hutt

Summary of Consultation process

The Normandale School Board of Trustees completely reviewed its Charter / Strategic plan throughout the 2nd half of 2003 and early 2004. The newly elected Board reviewed the charter again late 2005.

During Term 2 2008 the Board decided to review the current Strategic Plan.

The initial stages of this process in 2008 are to:

- ◆ Review of the current Strategic Plan
- ◆ Engage STA consultant, Dean Burt, to guide us through the initial process.
- ◆ Prepare consultation plan / timetable
- ◆ Carry out community consultation by surveying the community / staff / children. The community survey will consist of 7 open ended questions and an opportunity for feedback on the current strategic goals.
- ◆ Summarise surveys
- ◆ Report back to the Board and staff
- ◆ Hold staff/community and maori parents consultation meetings

The final part of the consultation process is:

To collate all information and draw up the draft consultation document
Report back to the Board, staff and community and invite final feedback
Finalise Normandale Schools new strategic plan.

NORMANDALE SCHOOL

Enthusiasm for Learning

VISION

To Create Enthusiastic Learners

Enthusiasm for learning will be achieved through:

- Undertaking programmes, activities and management practices that foster a school that encourages enthusiasm for learning in staff and pupils.

AND

- A foundation of applying best practice in education and school management for 21st century learning

Indicators we are achieving our vision

We will consider we are moving towards our vision to become a school with enthusiastic learners when our children:

- are self motivated and routinely go beyond what is set
- regularly add their own creative ideas into their writing, classroom contributions and project work
- enthusiastically tackle new experiences and challenges
- demonstrate a thirst for knowledge and a passion for learning
- are critical thinkers and are using higher order thinking skills.

Other indicators include:

- no discernable difference between the educational performance of children from different cultural and family backgrounds
- parents enthusiastically working in partnership with staff to foster the children's learning, both in the classroom and in their homes
- staff at Normandale School know they are a members of a learning organisation that has a shared vision, supports staff development and fosters cooperative teaching & learning between staff and where different viewpoints can be openly discussed
- Visitors to our school comment on the enthusiasm of our staff and pupils.

CORE VALUES

No matter what changes the school goes through, the following core beliefs and practices will be adhered to.

Culture

We will

- foster enthusiasm for learning
- foster a positive, happy, welcoming tone to the school
- celebrate the uniqueness of each child
- foster respect for others
- promote equality of opportunity
- have high expectations of everyone

Teaching & learning

We will

- provide high quality, stimulating experiences
- promote self directed learning
- have a strong commitment to Literacy & Numeracy
- have social and emotional development as a high priority
- ensure children learn social responsibilities as well as their rights
- provide a broad curriculum and exposure to a wide variety of experiences and ideas
- recognise and value all types of children's abilities and intelligences
- promote learning beyond the classroom and school environment
- be committed to an integrated curriculum
- promote learning across age levels

Programmes of learning will include a Maori perspective.

The school will make specific plans to ensure te reo and tikanga be taught.

Achievement information will be shared with Maori parents and consultation will occur to ensure their views are included in school planning.

Staff

We will

- foster a happy, enthusiastic, valued and well trained staff
- be committed to ongoing staff development
- provide staff model enthusiasm for learning

Community, Communication & Relationships

We

- are a community based school (where the education of the children is a partnership between home & the school)
- welcome the community into school programmes
- foster willing support from the PTA and other community helpers
- provide regular, open & honest communication with the community
- ensure all interactions are respectful & focus on issues, not personalities

Environment

We will

- provide a safe and caring environment
- provide modern, bright, well equipped & presented classrooms that enhance learning
- have moderate roll numbers, especially in junior classes that facilitate greater learning

STRATEGIC GOALS

STRATEGIC GOAL 1:

For every student to reach their full potential in Literacy & Numeracy

STRATEGIC GOAL 2:

To have classroom programmes that reflects "best teaching practices"

STRATEGIC GOAL 3:

To broaden students' horizons

STRATEGIC GOAL 4:

Increase ICT Ilteracy levels

STRATEGIC GOAL 5:

Increase community involvement in the school

STRATEGIC GOAL 6:

Increase the level of self directed children's learning

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STRATEGIES TO ACHIEVE OUR STRATEGIC GOALS 2008 ...

The programme to achieve our strategic goals as a well-managed school with enthusiasm for learning is:

Strategic Goals	Targets (what improvements do we want to see?)	Strategies What are we going to do to get this improvement?	Tasks 2008 (Who is going to do this and how)
STRATEGIC GOAL 1. For every student to reach their full potential in Literacy & Numeracy	These reading targets were set following LPDP- 2006/2007 <u>Reading Targets</u> <i>That 75% of students at 6 years of age will achieve at or above stanine 5</i> <i>That 75% of all students will make a positive shift of one sub level or more in ASITLle reading. This would mean a shift in 50 or more points.</i>	Identify, devise and implement strategies to address barriers identified	All staff ongoing through reflection books, syndicate notes, medical forms, class descriptions, interviews, assessment data, special needs register, PLC's Gather and analyse student data Principal will Set annual achievement targets Allocate resources to meet identified targets/needs Track special needs/specials abilities children/groups Progress reported to Board of Trustees Gather and analyse student data
	The following targets were added after analysing STAR and ASITLle data in Term 1. <i>That the students who have identified as at risk or of concern move at least 1 stanine.</i> <u>Writing Targets</u> <i>To have 80% of our students writing no further than 1 sub level below expected level.</i>		Staff will Identify and track special needs/specials abilities children/groups Adjust programme to meet identified needs Junior team to compare and analyse SEA & 6 year net data All staff will -Continue with PLC's -Be part of observations for reading -Be an active participant for twice a year moderation of school-wide writing -Be clear on where students should be achieving in reading and writing
		Literacy strengthen links between reading/writing by <ul style="list-style-type: none"> Review and revise current assessment pool for writing Introduce 'Reading at Normandale' book. Become more familiar with reading and writing progressions through staff meetings 	Numeracy -Develop a school LTP incorporating all strands - Refine assessment process

	Outcomes	Strategies	Tasks 2008
STRATEGIC GOAL 2: To have classroom programmes that reflect "Best teaching practices"	To review and improve our current reporting system.	-Term 1 have 2 parent meetings 1 informal picnic tea/games. 1 Inform the teacher -Term 2: a modified version of 3way conferring trialled last year, also changing the portfolios Term 3 same as above Term 4: new written reports	Inform parents each term about the changes- Anne-Marie Hold a Parent Information evening: led by Suzanne supported by staff Review each step as a staff. Consult with parent community re interviews. Suzanne Decide on parent consultation re written reports as a staff.
	Sustain and embed reading PD from 2006. & 2007	Professional learning Circles held regularly at staff meetings Teacher observation on reading: linking back to last observations Opportunity to observe best practice at Normandale and at other schools. Introduce "Reading Book" Show in planning how each teacher uses current evidence to inform their practice.	All staff- led by Ann All staff- observed by Ann/Suzanne/Anne-Marie All staff Ann Each teacher
	To be keep up to date with current educational research	Become more familiar with the latest Best Evidence Synthesis	Through staff meetings/Anne-Marie
	To explore the best professional development opportunities	Develop closer relationships with Muritai School, Silverstream School and Boulcott School.	Explore ways of working collaboratively with a view to seeing if there is a basis for applying for EHSAS for 2010.
	Become more familiar with the new curriculum and how it could look at Normandale School.	To develop a readiness plan to implement the new curriculum	1-2 staff members to attend PD Develop plan Discussions at staff meeting/parents meetings

Outcomes	Strategies	Tasks
<p>STRATEGIC GOAL 3.</p> <p>Broaden students' horizons</p>	<p>A diverse range of opportunities will be provided for all students</p>	<ul style="list-style-type: none"> Expose children to a variety of views of life (build this into programme planning) <ul style="list-style-type: none"> Get visitors from a variety of cultural backgrounds to speak to children Ensure cultural variety in shows / events coming into the school Have exchanges with other schools (including those that have more diverse backgrounds) Activities that broaden the children's horizons will be supported & funded Offer a variety of extra curricula opportunities each year Parents and visitors share their experiences with classrooms, enabling the children to think about different cultures, occupations, or experiences
		<ul style="list-style-type: none"> Enhanced Tikanga & Te Reo Maori programme – using Gina from Pataka museum/ or a specialist teacher Camp Year 4-6 Suggestios Koranui/Rata St/Boulcott Schools <p>A range of sports- eg netball, touch Music lessons eg drums, keyboard Artsplash, choir, dance, art</p> <ul style="list-style-type: none"> Cultural groups coming in to perform Student Council lead programme to raise money for World Vision sponsorship

Strategic Goal 4.	Outcomes	Strategies	Tasks 2008
<p>Increase ICT literacy levels</p>	<p>Room 5/Computer suite being utilised more fully by all staff</p> <p>ICT becoming embedded in more areas of teacher practice</p> <p>ETap</p> <p>Staff becoming more familiar with E Tap.</p> <p>Developing a special needs register and individual cumulative records</p>	<ul style="list-style-type: none"> ▪ Teachers and students upskilled in the use of ICT ▪ Resources provided for use in the planning of ICT activities ▪ Value of ICT to be promoted in the community <ul style="list-style-type: none"> - Parents to be kept informed of children's work in ICT - Children's work to be made available to view on our web site ▪ Consistent use of ICTs <ul style="list-style-type: none"> - All students will use ICT as a tool within classrooms - Students will focus on learning the ICT skills & applications at each syndicate level - Students will choose ICT applications to present work or demonstrate understanding - Students will share and view their work on the Intranet / Server - Students will use ICT's when engaged in higher order thinking skills - Students will take part in projects where the ICT's require them to problem solve, make decisions & present their understandings - Students will work in co-operative situations using ICT 	<ul style="list-style-type: none"> • Use CRT release in the Computer suite (Steph) • Digital Portfolios in R8 • I.T. activities planned for planning meetings, I.T. ideas to provided at planning stage of major units • Staff PD in use of their laptops • Smart board introduction for interested staff. Conference in Rotorua and visit to Koranui School. • Web site further developed – survey community for feedback on future direction; teachers/students supported to provide the content • Explore options for a back-up / maintenance support programme • Student activities / development <ul style="list-style-type: none"> • Seniors developing 1st week videos for NE • Students developing content for Web site • IT extension groups & lunch time club • new ETap programme (Web based SMS ~ Student Management System). Staff trained in use to allow better access to data, student achievement information and planning models

	Outcomes	Strategies	Tasks 2008
<p><u>STRATEGIC GOAL 5.</u></p> <p>Increase community involvement</p>	<p>To continue to strengthen positive home/school relationships</p>	<ul style="list-style-type: none"> ▪ Increase parental engagement with the school ▪ Increase parental involvement in support groups <ul style="list-style-type: none"> - Encourage parents to become active members of the PTA / friends of the PTA ▪ Develop a data base of parents expertise / experience that they would be able to offer to the school ▪ Teachers to have access to the data base when planning units / areas of study ▪ Regular parent information evenings held (curriculum based and current issues) to keep parents familiar with current programmes in the school ▪ Review the current strategic goals 	<p>More opportunities for parents to assist in classroom programmes</p> <p>Staff to support all PTA activities.</p> <p>Regularly promote parents being welcome in the school / to assist in classrooms</p> <p>Advertise activities that are suitable for parents to attend (e.g. assemblies etc.)</p> <p>Parents kept informed of programmes and given opportunity to offer support / resources etc.</p> <p>Consult with Normandale School community, maori parents,</p>

	Outcomes	Strategies	Tasks
<p><u>STRATEGIC GOAL 6.</u></p> <p>Increase the level of self directed children's learning</p>	<ul style="list-style-type: none"> Children to monitor / self assess own progress 	<p>Staff to develop a common understanding of what self directed children's learning means</p> <p>Self directed learning promoted and encouraged</p> <p>Children to monitor own progress / self assess</p> <p>Children encouraged to verbalise what they have achieved and what they need to do next</p> <ul style="list-style-type: none"> Children to set personal goals Continue with a student's 'school council' 	<p>Staff regularly have conversations about "Self directed learning" and ways of promoting it and building it into programmes</p> <p>Self directed learning discussed as a concept with children / children encouraged to take responsibility for their own learning</p> <p>Parents informed of the emphasis on self directed learning and encouraged to promote their own child/ren taking responsibility for their learning</p> <p>Opportunities built into programmes for children to follow own lines of inquiry</p> <p>Objectives of lessons regularly promoted (at all class levels) and children encouraged to verbalise why they are doing what they are doing it</p> <p>Criteria for assessment consistently made available to children (in children's language) and children encouraged to monitor their own progress against these criteria</p> <p>Children to have personal objectives each year, negotiated with teachers and parents, and encouraged to monitor their own progress against their personal objective</p> <p>These goals forming part of the formal student reporting process</p> <p>Parents encouraged to discuss these goals at home regularly with their child/ren</p>

NORMANDALE SCHOOL

ANNUAL REPORT

AND

FINANCIAL STATEMENTS

2008

School address: Martin Grove
Normandale, Lower Hutt

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School phone: 04 566-2010

School fax 04 566-2011

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Statement of Responsibility


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


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

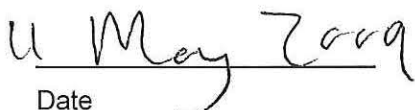
The Board's management accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

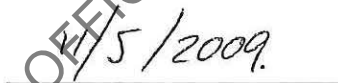
In the opinion of the Board's management, the annual financial statements for the financial year fairly reflect the financial position and operations of the School.

The School's 2008 financial statements are authorised for issue by the Board Chairperson and Principal.


Chairperson


Principal


Date


Date

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ORMANDALE SCHOOL

Income Statement For the Year Ended 31 December 2008

	Notes	2008 Actual \$	2008 Budget \$	2007 Actual \$
Income				
Government grants	2	826504	719126	764538
Local funds	3	75214	64293	62012
Interest		6572	2155	4623
		<u>908290</u>	<u>785574</u>	<u>831173</u>
Expenditure				
Local funds	3	31130	31500	28831
Learning resources	4	583649	618277	537074
Administration	5			
Property	6			
Depreciation	7	23343	25000	24615
		<u>890328</u>	<u>812505</u>	<u>845812</u>
Net Surplus (Deficit)		<u>17962</u>	<u>(26931)</u>	<u>(14639)</u>

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



ORMANDALE SCHOOL

Statement of Changes in Equity For the Year Ended 31 December 2008

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Equity at the start of the year	176834	176834	191473
Net surplus (deficit) for the year	17962	(26931)	(14639)
Total recognised income and expenses	17962	(26931)	(14639)
Equity at the end of the year	194796	149903	176834

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



ORMANDALE SCHOOL

Balance Sheet As At 31 December 2008

	Notes	2008 Actual \$	2008 Budget \$	2007 Actual \$
Equity		194796	149903	176834
Represented by:				
Current Assets				
Cash and cash equivalents	8	102792	38770	38770
Accounts receivable	9	30113	54483	54483
		132905	93253	93253
Current Liabilities				
Accounts payable	11	35817	38968	37037
		35817	38968	37037
Working Capital Surplus		97088	54285	56216
Non-Current Assets				
Property, plant and equipment	10	152399	144643	169643
Non-Current Liabilities				
Provision for cyclical maintenance	12	54691	49025	49025
		54691	49025	49025
Net Assets		194796	149903	176834

The above balance sheet should be read
in conjunction with the accompanying notes.



Normandale School

Notes to the Financial Statements

For the year ended 31 December 2008

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Financial reporting standards applied

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

Differential reporting

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

Measurement base

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

Presentation currency

These financial statements are presented in New Zealand dollars.

Specific accounting policies

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

c) Revenue Recognition

Government grants

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



Donations

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

Interest income

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Cash and Cash Equivalents

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

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

g) Debtors

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

h) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired after 1 October 1989 are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the income statement.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value).



Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	50 years
Furniture and equipment	5–15 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value

i) Creditors

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

j) Employee Entitlements - Salary Accruals

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

Sick leave is accumulated by teaching staff within a school's staffing entitlement but the majority of their leave taken is grant funded by the Ministry of Education, and therefore has not been accrued. There is a potential liability for sick leave of staff taken outside a school's staffing entitlement, but that has not been possible to quantify that for inclusion within salary accruals at balance date.

k) Provision for Cyclical Maintenance

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

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

l) Financial Assets and Liabilities

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

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



m) Goods and Services Tax (GST)

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

n) Budget Figures

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

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2 Government Grants

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Operational grants	146717	144000	142708
Teachers salaries grant	534991	575126	500963
Use of land and buildings grant	139119	0	120867
Other government grants	5677	0	0
	<u>826504</u>	<u>719126</u>	<u>764538</u>

3 Local Funds

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

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Income			
Activities	20286	23500	20400
Trading	8750	9000	8592
Donations	42228	27793	28700
Fundraising	3950	4000	4320
	<u>75214</u>	<u>64293</u>	<u>62012</u>
Expenditure			
Activities	19481	18500	15163
Trading	11649	13000	13668
	<u>31130</u>	<u>31500</u>	<u>28831</u>
Net surplus for the year	<u>44084</u>	<u>32793</u>	<u>33181</u>

4 Learning Resources

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Curricular	7515	7438	8069
Information and communication technology	17308	11619	4715
Library resources	101	200	761
Employee benefits - salaries	554263	594126	507436
Staff development	2795	3160	3630
Operating lease	1667	1734	12463
	<u>583649</u>	<u>618277</u>	<u>537074</u>

5 Administration

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Audit fees	3350	7000	3150
Board of Trustees fees	3695	4000	4195
Board of Trustees expenses	1650	678	2250
Communication	1924	3200	2650
Consumables	7762	8100	8857
Postage	494	800	366
Other	1139	450	466
Employee benefits - salaries			
Insurance	0	1000	89



6 Property

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Outtaking and cleaning consumables	2274	2500	2227
Cyclical maintenance provision	7000	17000	14000
Grounds	6375	6700	6793
Heat, light and water	8578	11800	11272
Rates	1614	1200	1467
Repairs and maintenance	583	600	554
Use of land and buildings	139119	0	120867
Employee benefits - salaries			

7 Depreciation

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Building improvements - Crown	3638	14000	3638
Furniture and fittings	4229	4000	4217
Information and communication technology	3718	4000	3875
Library resources	2959	2000	3112
Other equipment	8799	1000	9773
	23343	25000	24615

8 Cash and Cash Equivalents

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Cash on hand	371	0	400
Current account	6084	1000	11244
Call account	96337	37770	27126
	102792	38770	38770

9 Accounts Receivable

	2008 Actual \$	2008 Budget \$	2007 Actual \$
Debtors	107	1000	27183
Interest accrued	0	0	0
Teachers' salaries grant	29697	48483	27300
GST receivable	309	5000	0
	30113	54483	54483



10 Property, Plant and Equipment

	Cost	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2008			
Building improvements - Crown	203880	(119297)	84583
Furniture and fittings	62202	(34698)	27504
Information and communication technology	24633	(20700)	3933
Library resources	58373	(37656)	20717
Other equipment	59228	(43566)	15662
	<u>408316</u>	<u>(255917)</u>	<u>152399</u>

2007

Building improvements - Crown	203880	(115659)	88221
Furniture and fittings	62202	(30469)	31733
Information and communication technology	24633	(16983)	7650
Library resources	56484	(34697)	21787
Other equipment	55019	(34767)	20252
	<u>402218</u>	<u>(232575)</u>	<u>169643</u>

11 Accounts Payable

	2008 Actual	2008 Budget	2007 Actual
	\$	\$	\$
Creditors	5895	10000	6606
Teachers' salaries accrual	29922	28968	30431
	<u>35817</u>	<u>38968</u>	<u>37037</u>

12 Provision For Cyclical Maintenance

	2008 Actual	2008 Budget	2007 Actual
	\$	\$	\$
Provision at the start of the year	49025	49025	57055
Increase to the provision during the year	7000	0	14000
Use of the provision during the year	(1334)	0	(22030)
Provision at the end of the year	<u>54691</u>	<u>49025</u>	<u>49025</u>
Non Current Liability	54691	49025	49025
	<u>54691</u>	<u>49025</u>	<u>49025</u>

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



13 Remuneration

	2008 Actual \$	2007 Actual \$
Board of Trustee Members	3695	4195
Principal		

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

	2008 Actual \$000	2007 Actual \$000
Salaries and other short term benefits:		
Salary and other payments	90-100	80-90
Benefits and other emoluments	0	0
Termination benefits	0	0

Other Employees

No other employees received total remuneration over \$100,000 (2007:nil).

14 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2008 (Contingent liabilities and assets as at 31 December 2007: nil)

15 Commitments

(a) Capital Commitments

As at 31 December 2008 the Board had entered into no contract agreements for capital works.
(Capital commitments as at 31 December 2007: nil)

(b) Operating Commitments

As at 31 December 2008 the Board had entered into the following contracts:

- (A) Lease of laptop computers and
- (B) Lease of photocopier

No later than one year
Later than one year and no later than five years

	2008 Actual \$	2007 Actual \$
No later than one year	12727	9024
Later than one year and no later than five years	3365	8594
	<hr/> 16092	<hr/> 17618



Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expires
Ann-Marie Gordon	Principal	Appointed February 2008	Principal	
Martin Isberg	Board Member	Appointed May 2004	Deputy Principal	March 2010
Robyn Dick	Finance	Resigned November 2008	Teacher	March 2010
Tarn Comrie	Chairperson	Resigned November 2008	Consultant	
			Youth Development Officer	
Alex Handiside	Chairperson	Co-opted November 2008	Officer	March 2010
Rachel Leamy	Board Member	Appointed May 2006	Manager	March 2010
Helen Horn	Board Member	Elected November 2008	Psychologist	March 2010
Ann Silcock	Staff Trustee	Appointed May 2008	Teacher	March 2010
Karen Phillips	Board Member	Elected November 2008	Teacher	March 2010
Ben Blackler	Board Member	Elected November 2008	Accountant	March 2010
Penny Peterson-Hopgood	Board Member	Resigned November 2008		

Normandale School

Analysis of Variance

For the year ended 31 December 2008

Strategic Goal: For every student to reach their full potential in Literacy and Numeracy

Normandale School was involved in reading LPDP during 2006/2007. The analysis of data during term 4, 2007 identified the goals for 2008. During 2008 the staff continued their focus on reading and broadened the focus to strengthen the links between reading and writing. We focused on a) continuing with literacy observations b) Professional Learning Circles c) using assessment data to inform teaching d) embedding the assessment practices for reading e) finished and implemented a school wide reading manual that underpins all teaching.

We also focused on improving our tool for assessment/moderation for writing. This included forming a clear protocol for the writing sample and school wide moderation. During 2008 there was a period of change. There was a new principal, office manager and two senior school teachers. This meant that the teachers in the senior school that had undergone the literacy professional development with AsTTle had left the school. Upskilling new staff was a priority for terms 3 & 4.

Target	Outcome	Analysis	Evaluation
That 75% of students at 6 years of age will achieve at or above stanine 5 in the subtest of writing in 10 minutes.(Writing Vocab)	The 10 minute writing test during 2008 showed a marked improvement from previous years.	No students scored stanine 1-3 on the Writing Vocab test. 21 students 9% scored stanine 4 48% scored stanines 5&6 43% scored stanine 7-9	Teaching and learning strategies embedded in the teaching and learning programmes for years 1&2. Writing Vocab will not a target for 2009 but will continue to be closely monitored.
That 75% of all students will make a positive shift of one sublevel or more in AsTTle reading. This will mean a shift in 50 or more points	Expected levels 10% of students fall below expected levels 35% are at the expected levels 54% are achieving above expected levels	Movement of students within subgroups 28% of students moved down between 1-3 subgroups 22% stayed in the same sub group 50% moved up a subgroup.	AsTTle will continue to be used as a teaching and learning tool for the senior students and also to assess school wide trends for literacy.
That the students who were identified at risk or of concern in STAR will move at least one stanine	From term 1 to term 3 the 10 identified students stayed the same or moved 1or 2 stanines. However the subtest results improved,- some quite dramatically.	Stayed at the same stanine 40% Moved up 1 stanine 30% Moved up 2 stanines 30%	The subtests of STAR will be analysed and a group of target students who we identify as of concern will be identified 16

<p>To have 80% of our students writing no further than 1 sublevel below their expected level</p>	<p>The end of year data showed that the in years 1-3 students were mainly achieving within 1 subgroup. The year 4-6 group showed that there was a group of students that were achieving more than 1 subtest below.</p>	<p>Years 1-3, all students were within 1 subtest. Years 4-6 45% of students were writing more than 1 sublevel below.</p>	<p>The writing tool was reviewed and revised during the year. During 2009 the staff will continue to have internal professional development on the writing assessment tool and on teaching writing. Also we are looking to review and revise the moderation process.</p>
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**AUDIT REPORT TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2007**

The Auditor-General is the auditor of Normandale School (the School). The Auditor-General has appointed me, Terence Bartlett, using the staff and resources of Terence Bartlett Chartered Accountants, to carry out the audit of the financial statements of the School, on his behalf, for the year ended 31 December 2007.

Unqualified Opinion

In our opinion:

- The financial statements of the School on pages 02 to 16:
 - comply with generally accepted accounting practice in New Zealand; and
 - fairly reflect:
 - the School's financial position as at 31 December 2007; and
 - the results of its operations for the year ended on that date.

The audit was completed on 26 May 2008, and is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and the Auditor, and explain our independence.

Basis of Opinion

We carried out the audit in accordance with the Auditor-General's Auditing Standards, which incorporate the New Zealand Auditing Standards.

We planned and performed our audit to obtain all the information and explanations we considered necessary in order to obtain reasonable assurance that the financial statements did not have material misstatements whether caused by fraud or error.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in the opinion.

Our audit involved performing procedures to test the information presented in the financial statements. We assessed the results of those procedures in forming our opinion.

Audit procedures generally include:

- Determining whether significant financial and management controls are working and can be relied on to produce complete and accurate data;

- verifying samples of transactions and account balances;
- performing analyses to identify anomalies in the reported data;
- reviewing significant estimates and judgements made by the Board of Trustees;
- confirming year-end balances;
- determining whether accounting policies are appropriate and consistently applied; and
- determining whether all financial statement disclosures are adequate.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

We evaluated the overall adequacy of the presentation of information in the financial statements. We obtained all the information and explanations we required to support the opinion above.

Responsibilities of the Board of Trustees and the Auditor

The Board of Trustees is responsible for preparing financial statements in accordance with generally accepted accounting practice in New Zealand. Those financial statements must fairly reflect the financial position of the School as at 31 December 2007. They must also fairly reflect the results of its operations for the year ended on that date. This responsibility is specified in the Education Act 1989.

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you. This responsibility is specified in section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett
Terence Bartlett Chartered Accountant
On behalf of the Auditor-General
Lower Hutt, New Zealand



Normandale School

'enthusiasm for learning'

School Charter 2009

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Normandale School Charter

‘enthusiasm for learning’

Introduction

Normandale School is set in a quiet, bush-clad environment. Normandale is a U3, decile 10 school. We cater for students from years 1-6, 5-11 years old. The school has a grading roll of 135 students with an ethnic mix of NZ European 77%, NZ Maori 12 % and a small percentage of other nationalities. We have 8 teaching staff and 4 support staff.

We are fortunate to have a beautiful library, our own swimming pool, hall, an upgraded administration block and can offer a separate ICT suite and after school care facilities.

Our students come from playcentre, kindergarten, and child-care centres. Our school community has a strong spirit where we value the positive collaborative relationship between home and school. The ‘Friends of Normandale School’ group promote community spirit as well as fundraising.

We promote leadership skills in our senior students. Public speaking even from the new entrants is encouraged and all children are involved in leading the school assembly. New entrant students form strong links with the senior students through a first week movie programme.

The school offers a range of music lessons, afterschool drama and embraces the idea of wider community involvement in school life.

Vision

We are a learning community who are respectful, happy confident and have an enthusiasm for life long learning.

Mission

Normandale School aims to develop a sound educational foundation for all students in an environment of fun, challenge, support and excellence.

This will be supported by;

- High quality teachers who model life long learning by engaging in focused professional development and continuous improvement.
- A committed Board and Management who provide inspired leadership.
- An enthusiastic community who work in partnership with the school in all endeavours.
- An emphasis on students reflecting on their personal success and setting goals for their personal improvement.
- A curriculum that provides student with opportunities in all learning areas.
- A strong sense of community within the school and also strong links with the wider community.
- Endeavors to reflect New Zealand cultural diversity and the unique position of the Maori culture.
- Students being self motivated and enthusiastic learners who have the confidence and skills to succeed.
- Reading Recovery/Reading Support programmes
- Opportunities for students in sport and the arts.
- Quality shows/performers visiting the school.

Values

We uphold the values of the New Zealand Curriculum.

In particular we value;

- R** *respect* - showing respect for others and for our environment
- E** *excellence* - striving for personal excellence
- S** *social skills* - working with others and achieving well
- P** *perseverance* - staying focused on a task until completion
- E** *empathy* - being aware of others feelings and emotional well being
- C** *creativity* - being innovative and enterprising in all learning areas
- T** *thinking* - developing tools for analysis, questioning and critique

Strategic Section

The school intends to pursue the following strategic goals over the next 3-5 years

Strategic Goals

Goal 1: Excellent achievement in Literacy and Numeracy

Goal 2: Teachers who deliver best practice education

Goal 3: To provide opportunities for personal challenge for students

Goal 4: An effective governance organisation is in place

Goal 5: School community is successfully engaged and supporting learning

These goals are consistent with the national focus in improving literacy and numeracy outcomes and with the Boards expectation of improving student achievement and teacher effectiveness

Achievement towards these goals will be reflected by more of our students meeting the following achievement goals;

Literacy

Reading:

Achieving at or above national norm in all aspects of reading

Reading a variety of texts with understanding and enjoyment

Demonstrating a positive attitude towards reading

Writing

Developing the skills necessary to write confidently and effectively in a variety of text types

Developing mastery of the writing process over time

Applying the skills of the writing process to all aspects of their written work

Linking the knowledge between reading and writing

Numeracy

Developing mastery of basic mathematical facts to a level appropriate to their age and potential
 Developing mathematical knowledge in a range of strategies to solve mathematical problems and
 applying these to everyday life.

The schools reading, writing and mathematical benchmarks reflect national norms.

These strategic goals fit in with the school long term curriculum development priorities which are
 2009

Major Focus – Numeracy, Literacy

Minor Focus – ICT, Education for Sustainability, Maori student achievement, Arts

2010

Major Focus – Assessment for Learning, Numeracy, Literacy

Minor Focus – Education for Sustainability, ICT, Maori Student achievement

2011

Major Focus – Literacy, Numeracy

Minor Focus – Arts/ Health & PE/ICT/ Education for Sustainability,

Our full strategic plan provides the detail.

The Board will budget prudently so that meaningful work in these areas that improves student achievement can be carried out. The school budget will cater for work to be planned and implemented in these areas. Expenditure will be monitored and controlled to ensure our budget allows us to pursue the strategic goals. Financial performance in this area will be consistent with school policy and procedure statements and will be regularly reported to the board.

A core element of the process of curriculum development and improving students achievement is the ongoing provision of a safe and healthy learning environment; a priority that the Board takes seriously in its planning and budgeting. This priority is detailed in our full strategic plan and in our 10 year property and maintenance plan.

3. ANNUAL SECTION

The school Annual Plan is a detailed planning document developed to implement strategic planning for 2009.

Literacy

Reading

Our student data from 2008 shows us the following;

2008 New Entrant literacy data shows that between 50-80% of new entrants are achieving below stanine 5 in the New Entrant tests. That NZ Maori students are achieving similarly to their cohorts. The 6 year observational Survey data shows a considerable improvement in stanines compared to the 2007 New Entrant data. The Concepts about Print stanines have the widest distribution spread. That the NZ Maori students are achieving at the same level as their cohorts.

STAR data shows that 4% of our students are achieving stanine 1-3, 46% are achieving stanines 4-6 and 50% are achieving stanine 7-9

All Maori students are achieving above stanine 5

Using November running records 80-90% of our yr 2-6 students are achieving at or above their expected level.

The school continues to build teacher understanding and knowledge of literacy.

Our targets will aim to lift the achievement of all students with the emphasis on Concepts About Print in the year 1&2 students and identified at risk students in STAR sub tests.

Numeracy

Student data gathered in October/November 2008 tells us that;

In years 1, 3, 5 and 6, 90% of our students are at or above expected levels for addition and subtraction. In years 2 & 4 there is a tail and between 20-30% of students are in the cause for concern group in Addition and Subtraction. No student is identified in the at risk group.

In basic facts between 21 and 65 % of our students are achieving at expected levels

In place value and grouping between 42 and 88 % of students are achieving at expected levels.

Numeracy is the main focus for professional development this year

Our targets will aim to raise student achievement in numeracy of all children from year 1-6 with specific focus on identified low achieving cohorts and also increasing basic fact and place value knowledge.

Targets for 2009

Reading

- To focus on the year 1 & 2 students using the 6 year diagnostic tool
- To lift the achievement of students who are identified as being able to achieve at a higher level.

Numeracy

- To lift achievement of basic mathematical facts knowledge throughout the school.
- To lift achievement of place value knowledge throughout the school.
- Through a continuing focus in Numeracy to raise numeracy achievement levels in all students.

Other Areas of Focus

Capital and Maintenance

- Tender process for painting of the school – this will include looking at paint colours for the school
- 5 year property plan implementation
- Upgrade adventure playground
- Upgrade students toilets
- Design a school shade and seating area
- Roof maintenance
- Investigate communication systems

Professional Development

- Numeracy - all staff
- New Zealand Curriculum – whole staff development
- Literacy – consolidate the reading programme, and forge links to written language. AsTTLe – use the assessment data to enhance future learning
- Performance Management systems – develop robust system linked to performance standards
- Children With Special Abilities -CWSA – develop extension programmes around identified strengths/interests of children.

Performance Management

- For 2009, classroom observations will be carried out in effective teaching practice and will form part of whole school and individual teacher professional development.
- All support staff will be involved in a performance appraisal process.

EEO Obligations

The school's EEO objectives for 2009 are:

- Board and staff appointments to reflect the cultural and ethnic make-up of our school community –where possible.
- All appointments will enable people to pursue their careers without their chances being reduced by factors that are irrelevant to the requirements under consideration.

Finance and Assets

The school's 2009 budget details how resources will be allocated to achieve improved student outcomes.

Health and Safety

- Our Hazards Register lists the hazards we have identified for minimization and isolation in 2009
- Staff with medical room responsibility will continue to have first aid update training every two years

Additional Resources for Special Support

Any additional resources we receive from RTLB or GSE will be spent on Teacher Aides and specific resources to support learning for identified children.

Procedural

The Charter and targets were developed by Board members, parents, teachers and the principal. They were made available to the School community for comment and then ratified by the Board and the Staff.

Normandale Schools planning year is from 29 January to 19 December. This year a copy of our updated charter will be lodged with the Ministry of Education by 31 May. A copy of the annual return, including the Analysis of Variance will be lodged with the Ministry of Education by 31 May of the following year.

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21 MAY 2010

NORMANDALE SCHOOL

ANNUAL REPORT

AND

FINANCIAL STATEMENTS

2009

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Normandale, Lower Hutt

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Statement of Responsibility


The Board of Trustees (the Board) have pleasure in presenting the annual report of Normandale School (the School), incorporating the financial statements and the auditor's report, for the year ended 31 December 2009.


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

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

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

The School's 2009 financial statements are authorised for issue by the Board Chairperson and Principal.


Chairperson


Principal

13/5/10
Date

13/5/10
Date

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NORMANDALE SCHOOL

Income Statement

For the Year Ended 31 December 2009

	Notes	2009 Actual \$	2009 Budget \$	2008 Actual \$
Income				
Government grants	2	882919	860245	826504
Local fundraising	3	57902	21000	46178
Other income	4	30657	24500	29036
Interest		6754	2000	6572
		<u>978232</u>	<u>907745</u>	<u>908290</u>
Expenditure				
Other income expenditure	4	23332	24500	31130
Learning resources	5	627180	627655	583649
Administration	6			
Property	8			
Depreciation	9	18775	25000	23343
		<u>930925</u>	<u>937771</u>	<u>890328</u>
Net Surplus (Deficit)		<u>47307</u>	<u>(30026)</u>	<u>17962</u>

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



NORMANDALE SCHOOL

Statement of Changes in Equity For the Year Ended 31 December 2009

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Equity at the start of the year	194796	194796	176834
Net surplus (deficit) for the year	47307	(30026)	17962
Furniture Grant	4681	0	0
Total recognised income and expenses	51988	(30026)	17962
Equity at the end of the year	246784	164770	194796

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



NORMANDALE SCHOOL

Balance Sheet As At 31 December 2009

	Notes	2009 Actual \$	2009 Budget \$	2008 Actual \$
Equity		246784	164770	194796
Represented by:				
Current Assets				
Cash and cash equivalents	9	54892	58187	102792
Accounts receivable	10	57571	44236	30113
Prepayments		2380	2000	0
Inventories		769	0	0
Investments		71391	0	0
		187003	104423	132905
Current Liabilities				
Accounts payable	12	43859	33637	35817
Provision for Cyclical Maintenance	13	64692	59000	0
Funds held on behalf of the Ministry of Education	14	0	0	0
		108551	92637	35817
Working Capital Surplus		78452	11786	97088
Non-Current Assets				
Property, plant and equipment	11	168332	152984	152399
		168332	152984	152399
Non-Current Liabilities				
Provision for cyclical maintenance	13	0	0	54691
		0	0	54691
Net Assets		246784	164770	194796

The above balance sheet should be read in conjunction with the accompanying notes



Normandale School

Notes to the Financial Statements

For the year ended 31 December 2009

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Financial reporting standards applied

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

Differential reporting

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

Measurement base

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

Presentation currency

These financial statements are presented in New Zealand dollars.

Specific accounting policies

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



c) Income Recognition

Government grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

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

Donations

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

Interest income

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

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

h) Inventories

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

i) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

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

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

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired after 1 October 1989 are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the income statement.

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



Depreciation

Property, plant and equipment, except for library resources, are depreciated over their useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis.

The estimated useful lives of the assets are:

Building improvements – Crown	50 years
Furniture and equipment	5–15 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Salary Accruals

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

Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

For non-teaching staff, both sick and annual leave can accumulate. The Ministry is working to establish whether schools should recognise a liability for sick and annual leave accrued by non-teaching staff. From 2011 (for 2010 annual accounts) an accrual for leave is likely to be required due to the improved information available from the new payroll system. Schools do not therefore have to accrue for leave accumulated by non-teaching staff at 31st December 2009.

m) Provision for Cyclical Maintenance

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

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



n) Financial Assets and Liabilities

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

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

o) Goods and Services Tax (GST)

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

p) Budget Figures

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

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2 Government Grants

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Operational grants	158282	146000	146717
Teachers salaries grant	571288	575126	534991
Use of land and buildings grant	136786	139119	139119
Other government grants	16563	0	5677
	<u>882919</u>	<u>860245</u>	<u>826504</u>

3 Local Fundraising

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

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Income			
Donations	55311	19000	42228
Fundraising	2591	2000	3950
	<u>57902</u>	<u>21000</u>	<u>46178</u>

4 Local Funds

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

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Income			
Activities	21534	17200	20286
Trading	9123	7300	8750
	<u>30657</u>	<u>24500</u>	<u>29036</u>
Expenditure			
Activities	11176	12200	19481
Trading	12156	12300	11649
	<u>23332</u>	<u>24500</u>	<u>31130</u>
Net surplus for the year	<u>7325</u>	<u>0</u>	<u>(2094)</u>

5 Learning Resources

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Curricular	7630	11150	7515
Information and communication technology	15962	17315	17308
Library resources	2205	1700	101
Employee benefits - salaries	596027	591090	554263
Staff development	3373	3700	2795
Operating lease	1983	2700	1667
	<u>627180</u>	<u>627655</u>	<u>583649</u>



6 Administration

	2009 Actual	2009 Budget	2008 Actual
	\$	\$	\$
Audit fees	3700	3600	3350
Board of Trustees fees	4353	4635	3695
Board of Trustees expenses	1380	1516	1650
Communication	1592	3200	1924
Consumables	7977	8000	7762
Postage	504	800	494
Other	631	762	1139
Employee benefits - salaries			
Insurance	276	1080	0

7 Property

	2009 Actual	2009 Budget	2008 Actual
	\$	\$	\$
Caretaking and cleaning consumables	2915	2900	2274
Cyclical maintenance provision	10000	15000	7000
Grounds	10512	7700	6375
Heat, light and water	8507	10800	8578
Rates	1376	1200	1614
Repairs and maintenance	8128	2600	583
Use of land and buildings	136786	139119	139119
Employee benefits - salaries			

8 Depreciation

	2009 Actual	2009 Budget	2008 Actual
	\$	\$	\$
Building improvements - Crown	3638	4000	3638
Furniture and fittings	4278	4000	4229
Information and communication technology	2212	4000	3718
Library resources	2757	3000	2959
Other equipment	5890	10000	8799
	18775	25000	23343

9 Cash and Cash Equivalents

	2009 Actual	2009 Budget	2008 Actual
	\$	\$	\$
Cash on hand	200	0	371
Current account	22650	1000	6084
Call account	32042	57187	96337
	54892	58187	102792



10 Accounts Receivable

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Debtors	17897	41346	107
Interest accrued	132	0	0
Teachers' salaries grant	33965	0	29697
GST receivable	5577	2890	309
	<u>57571</u>	<u>44236</u>	<u>30113</u>

11 Property, Plant and Equipment

	Cost \$	Accumulated Depreciation \$	Net Book Value \$
2009			
Building improvements - Crown	210813	(122935)	87878
Furniture and fittings	68582	(38976)	29606
Information and communication technology	30471	(22912)	7559
Library resources	59408	(40111)	19297
Other equipment	73448	(49456)	23992
	<u>442722</u>	<u>(274390)</u>	<u>168332</u>
2008			
Building improvements - Crown	203880	(119297)	84583
Furniture and fittings	62202	(34698)	27504
Information and communication technology	24633	(20700)	3933
Library resources	58373	(37656)	20717
Other equipment	59228	(43566)	15662
	<u>408316</u>	<u>(255917)</u>	<u>152399</u>

12 Accounts Payable

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Creditors	9894	10000	5895
Teachers' salaries accrual	33965	23637	29922
	<u>43859</u>	<u>33637</u>	<u>35817</u>

13 Provision For Cyclical Maintenance

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Provision at the start of the year	54691	54691	49025
Increase to the provision during the year	10001	4309	7000
Use of the provision during the year		0	(1334)
Provision at the end of the year	<u>64692</u>	<u>59000</u>	<u>54691</u>

The School has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years.



14 Funds held on behalf of the Ministry of Education

At 31 December 2009, the School held no funds on behalf of the Ministry of Education.

	2009 Actual \$	2008 Actual \$
Funds received from the Ministry of Education	51755	0
Funds spent on capital works	(51755)	0
Funds held at year end	0	0

15 Remuneration

	2009 Actual \$	2008 Actual \$
<i>Board of Trustee Members</i>	4353	3695

Principal

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

	2009 Actual \$000	2008 Actual \$000
Salaries and other short term benefits:		
Salary and other payments	100-110	90-100
Benefits and other emoluments	0	0
Termination benefits	0	0

Other Employees

No other employees received total remuneration over \$100,000 (2008:nil).

16 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2009

(Contingent liabilities and assets as at 31 December 2008: nil)

17 Commitments

(a) Capital Commitments

As at 31 December 2009 the Board had entered into no contract agreements for capital works

(Capital commitments as at 31 December 2008: nil)

(b) Operating Commitments

As at 31 December 2009 the Board had entered into the following contracts:

- (A) Lease of laptop computers and
- (B) Lease of photocopier

	2009 Actual \$	2008 Actual \$
No later than one year	4601	12727
Later than one year and no later than five years	2889	3365
	7490	16092



Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expires
Anne-Marie Gordon	Principal	Appointed February 2008	Principal	
Martin Isberg	Board Member	Elected May 2004	Principal	May 2010
Alex Handiside	Chairperson	Co-opted November 2008	Youth Development Officer	May 2010
Rachel Leamy	Board Member	Elected May 2006	Manager	Resigned Dec 2009
Helen Horn	Board Member	Elected November 2008	Psychologist	May 2010
Ann Silcock	Staff Trustee	Elected May 2008	Teacher	May 2010
Karen Phillips	Board Member	Elected November 2008	Teacher	May 2010
Ben Blackler	Board Member	Elected November 2008	Accountant	May 2010

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Normandale School

Analysis of Variance

For the year ended 31 December 2009

Strategic Goal: For every student to reach their full potential in Literacy and Numeracy

Normandale School. During 2009 the staff continued their focus on reading and broadened the focus to strengthen the links between reading and writing. We focused on a) continuing with literacy observations b) Professional Learning Circles c) using assessment data to inform teaching d) embedding the assessment practices for reading/writing e) finished and implemented a school wide reading and writing manual that underpins all teaching.

We continued to focus on teaching/assessment/moderation for writing. This included forming a clear protocol for the writing sample and school wide moderation.

Target	Outcome	Analysis	Evaluation
To lift the literacy achievement of all year 1&2 students with the emphasis on Concepts about Print	The six year net data showed a marked improvement from the school entry data. 2 students scored below stanine 4.	13 students were tested. 15% - stanine 1-3 47% - stanine 4-6 38% - stanine 7-9	Students received successful Reading Recovery intervention. We will continue with RR in 2010. Teachers continually tracked and analyzed the attained skills in CAPs. They used this analysis to inform their teaching.
To lift the STAR subtest achievement level of a group of focus students in Years 3-6.	The subgroups we targeted were Sentence and Paragraph Comprehension. All students made gains in these subtests. Some improved by 1 or 2 points, others by 14 points. The greatest gain was in Paragraph Comprehension. It is interesting to note that the overall achievement of all students in years 3-6 were lifted in these areas.	At the end of the year all target students were at expected levels in Paragraph Comprehension. While progress has been made 3 students were still critical in Sentence Comprehension and the other were at expected levels.	We will continue to monitor and provide assistance to the at risk students. We will continue to analyse not only the stanine scores but the sub scores of STAR to identify trends and teaching and learning needs for 2010.

Normandale School was involved in the first of its two year Numeracy Contract with Accent Learning. We focused on effective classroom teaching through numeracy observations, staff meetings and analysis of data. As part of lifting overall achievement, at the end of 2008 we identified that place value and basic facts were knowledge areas that we felt we needed to focus on for both teaching and learning during 2009.

Target	Outcome	Analysis	Evaluation
To lift the overall numeracy achievement of all students	<p>This was a very broad target as we were entering our first year of Numeracy.</p> <p>At the end of 2009, more students were achieving at and above, against Numeracy expectations, in most cohorts</p>	<p>End of Year NUMPA results (Add/Sub)</p> <p>Year 1 100% at or above Year 2- 100% at or above Year 3- 92% at or above Year 4 82% at or above Year 5 100% at or above Year 6 75% at or above</p> <p>Apart from 1 exception, Maori students are achieving at or above the Numeracy expectation</p>	<p>At the time of writing this report, the Numeracy Professional Development has been cancelled by Accent Learning as the Ministry has a different focus for 2010.</p> <p>We will continue to sustain and build on effective Numeracy practice within the school.</p>
To lift the Basic Facts and Place Value knowledge across the school	<p>Again this was a broad target.</p> <p>Basic Facts achievement levels were lifted by over 30% on all year group levels from the previous year.</p> <p>Place Value The overall place value achievement was lifted from the previous year, except for 1 year group.</p>	<p>Basic Facts Achievement</p> <p>Year 2-88% at or above Year 3-87% at or above Year 4-69% at or above Year 5-90% at or above Year 6-100% at or above</p> <p>Place Value</p> <p>Year 2-100% at or above Year 3-92% at or above Year 4-94% at or above Year 5-85% at or above Year 6-23% at or above</p>	<p>These important knowledge areas were a focus of numeracy staff meetings and numeracy observations. We will continue to build on effective numeracy practices during 2010.</p>

**AUDIT REPORT TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009**

The Auditor-General is the auditor of Normandale School (the School). The Auditor-General has appointed me, Terence Bartlett, using the staff and resources of Terence Bartlett Chartered Accountants, to carry out the audit of the financial statements of the School, on his behalf, for the year ended 31st December 2009.

Unqualified Opinion

In our opinion:

- The financial statements of the School on pages 04 to 15:
- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect:
- the School's financial position as at 31 December 2009; and
- the results of its operations for the year ended on that date.

The audit was completed on 17th May 2010, and is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and the Auditor, and explain our independence.

Basis of Opinion

We carried out the audit in accordance with the Auditor-General's Auditing Standards, which incorporate the New Zealand Auditing Standards.

We planned and performed our audit to obtain all the information and explanations we considered necessary in order to obtain reasonable assurance that the financial statements did not have material misstatements whether caused by fraud or error.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in the opinion.

Our audit involved performing procedures to test the information presented in the financial statements. We assessed the results of those procedures in forming our opinion.

Audit procedures generally include:

- determining whether significant financial and management controls are working and can be relied on to produce complete and accurate data;

- verifying samples of transactions and account balances;
- performing analyses to identify anomalies in the reported data;
- reviewing significant estimates and judgements made by the Board of Trustees;
- confirming year-end balances;
- determining whether accounting policies are appropriate and consistently applied; and
- determining whether all financial statement disclosures are adequate.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

We evaluated the overall adequacy of the presentation of information in the financial statements. We obtained all the information and explanations we required to support the opinion above.

Responsibilities of the Board of Trustees and the Auditor

The Board of Trustees is responsible for preparing financial statements in accordance with generally accepted accounting practice in New Zealand. Those financial statements must fairly reflect the financial position of the School as at 31st December 2009. They must also fairly reflect the results of its operations for the year ended on that date. This responsibility is specified in the Education Act 1989.

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you. This responsibility is specified in section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett

Terence Bartlett Chartered Accountant

On behalf of the Auditor-General

Lower Hutt, New Zealand

Due: 11/07

Normandale School

'Enthusiasm for Learning'

Ministry of Education
- 3 JUN 2011
ECRE Lower Hutt

Charter 2009-2011

www.normandale.school.nz

'We are a learning community who are respectful, happy, confident, and have an enthusiasm for life-long learning.'

ACT 1982



www.normandale.school.nz

Normandale School Charter

'Enthusiasm for Learning'

Normandale School is set in a quiet, bush-clad environment. Normandale is a U3, decile 10 school. We cater for students 5-11 years old, years 1-6. The school has a grading roll of 125 students with an ethnic mix of NZ European 79%, NZ Maori 9 % and a small percentage of other nationalities. We have 8 teaching staff and 5 support staff.

We are fortunate to have a beautiful library, our own swimming pool, hall, an upgraded administration block and can offer a separate ICT suite and after school care facilities.

Our students come from playcentre, kindergarten, and child-care centres. Our school community has a strong spirit where we value the positive collaborative relationship between home and school. The 'Friends of Normandale School' group promote community spirit as well as fundraising.

Leadership skills are actively promoted in our senior students. Public speaking, even from the new entrants is encouraged, and all children have the opportunity in leading the school assembly. New Entrant students form strong links with the senior students through a first week movie programme. Normandale School has a strong family-like culture, is welcoming and our core value of respect is evident in the relationships between staff, parents and students.

The school offers a range of community activities that may include music lessons, afterschool drama and embraces the idea of wider community involvement in school life.

Normandale School aims to develop a sound educational foundation for all students in an environment of fun, challenge, support and excellence

Vision

We are a learning community who are respectful, happy, confident and have an enthusiasm for life long learning.

Values

We uphold the values of the New Zealand Curriculum.

In particular we value;

R *respect* - showing respect for others and for our environment
E *excellence* - striving for personal excellence
S *social skills* - working with others and achieving well
P *perseverance* - staying focused on a task until completion
E *empathy* - being aware of others feelings and emotional well being
C *creativity* - being innovative and enterprising in all learning areas
T *thinking* - developing tools for analysis, questioning and critique

Strategic Section

Strategic Goals To be achieved over 3-5 years time span	Actions Broad Actions that will lead to the goals being achieved over time
Goal 1 Excellent Achievement in Literacy and Numeracy	<ul style="list-style-type: none"> • Implementing a school curriculum that provides students with opportunities in all learning areas • Providing Reading Recovery and Reading Support programmes • Goal setting interviews involving child/parent/teacher • Regular assessment of student achievement • Budget appropriately for purchasing curriculum resources • Valid and reliable processes for collecting student achievement information consistently used • Refer ERO Action Plan • Student learners to be part of a learning community beyond their classroom walls • All students are successfully able to access the NZC, as evidenced by progress and achievement in relation to National Standards
Goal 2 Teachers who deliver best practice education	<ul style="list-style-type: none"> • High quality teachers who model life-long learning • Staff engaged in focused professional learning • Teachers to use digital pedagogy to improve teaching and learning • An effective performance management programme followed
Goal 3 Opportunities for personal challenge and wider horizons for students	<ul style="list-style-type: none"> • Students encouraged to be self-motivated and enthusiastic learners who have the confidence and skills to achieve • An emphasis on students reflecting on their personal success and setting goals for their personal improvement • Opportunities for students in sports and the arts • Quality shows/performers visiting the school • Students are given the opportunity to develop the skills necessary to be safe responsible digital citizens
Goal 4 An effective governance organization is in place	<ul style="list-style-type: none"> • A committed Board of Trustees and Management providing inspired leadership • A regular programme of school review taking place • Supporting our vision by having a strong financial base • Refer ERO Action Plan
Goal 5 School Community successfully engaged in and supporting learning	<ul style="list-style-type: none"> • The school's cultural make-up is reflected in programmes and events. • An enthusiastic community working in partnership with the school in all endeavours. • A strong sense of community within the school and also strong links with the wider community. • Regular reporting to parents; including written reports of a students progress in relation to the National Standards, portfolios, 3 way conferences, goal setting • Regular community consultation

These strategic goals are consistent with the national focus on improving literacy and numeracy outcomes and with the Boards expectation of improving student achievement and teacher effectiveness.

These strategic goals fit in with the school long term curriculum development priorities which are;

2009

Major Focus – Numeracy, Literacy

Minor Focus – ICT, Education for Sustainability, Maori student achievement, Arts

2010

Major Focus – Numeracy, Literacy, ICT

Minor Focus – Education for Sustainability, Maori Student achievement

2011

Major Focus – Literacy-with an emphasis on writing across the school, Numeracy, ICT

Minor Focus – Arts/ Health & PE/Education for Sustainability,

Cultural Diversity

- The school's cultural make-up will be reflected in school-wide programmes and events.
- Te Reo and Tikanga Maori will be integrated into curriculum area in an appropriate manner.
- A part of reporting to the Board of Trustees on student achievement, the principal will report separately on Maori achievement. (not identifying any particular child)
- Consultation with Maori community will occur in the early part of the year (2011).

The Board will budget prudently so that meaningful work in the areas that improve student achievement can be carried out. The school budget will cater for work to be planned and implemented in these areas. Expenditure will be monitored and controlled to ensure our budget allows us to pursue the strategic goals. Financial performance in this area will be consistent with school policy and procedure statements and will be regularly reported to the board.

Whilst the Board will include National Standards in its Charter and Annual Plans, it is concerned about how the standard based information can be consistent across all schools, alignment with commonly used nationally normed tools and the subsequent detrimental effect on student learning.

Strategic Goal 1 Excellent Achievement in Literacy and Numeracy			Outcomes
Annual Goals	Required Actions		
Teaching and learning programmes across the school reflect the NZ Curriculum and our students needs	<ul style="list-style-type: none"> Finalise Normandale School Curriculum Document inline with the NZ Curriculum, Review and align the current writing matrix against the Literacy Learning progressions and National Standards Embed Literacy Writing Implementation Plan Review and implement Numeracy LTP and Implementation Plan (continued from 2010) Targeted teacher observations Regular PLCs 		
Learning needs of students with special needs are met	<ul style="list-style-type: none"> Continue to cement a working relationship with RTLB and SES- especially Speech language Therapist Apply for ESOL funding if necessary Support an Oral language programme to be run in the NE/year 2 class. Target Teacher Aide time to students/teachers to meet identified need Reading Recovery and Reading Support programmes are offered to identified students 		
Consistent school-wide analysis of data informs teaching and learning	<ul style="list-style-type: none"> Discuss data analysis with Di Drake/management team/staff and BoT Review how teachers are using data to improve students learning Review Assessment Tools and assessment schedule to ensure alignment across the school 		
Implement National Standards	<ul style="list-style-type: none"> Staff to continue to work with the National Standards, at staff meeting and also moderation meetings at a syndicate level Design and implement a tracking system for OTJs for 2011- investigate using ETap for this purpose Review the reporting sheet and reporting schedule for the year that meets National Standard requirements and our school/community needs Hold a National Standards information session for parents, families and whanau. 		
ERO Action Plan	<ul style="list-style-type: none"> Continue to focus on areas identified by ERO. Refer Action Plan 		

Promote E-Learning (learning that is supported with or facilitated by effective use of ICT.)	<ul style="list-style-type: none"> ▪ Innovative use of the new interactive whiteboards to enhance engagement especially with writing ▪ Teachers to use digital pedagogy to improve teaching and learning ▪ For students to share digital opportunities and reflect on their own work.
--	--

Target for Raising Student Achievement			
Identified Target Group:	Annual Target: Reading		
Targets Years 1 & 2;	for all our Year 1 and 2 students to be 'at' or 'above' in reading by the end of 1 and 2 years at school.		
Year 5/6;	to reduce the number of Year 5 and Year 6 students that are achieving 'below' National Standards in reading. to shift the ■ students achieving at stanine 4, and the ■ students achieving at stanine 5 in PAT comprehension (T3, 2010) by at least 1 stanine.		
Maori Students	Maori students That students that are identified as Maori, achieve at similar levels as their cohorts		
Baseline Data:			
Year 1 & 2 students- we recognize that importance of early quality literacy teaching, and the programmes we put in place to support students in their first few years at school.			
Year 5/6-we trailed PAT comprehension T3 2010, and we have used this assessment across years 4,5,6 in 2011. The ■ students achieving at stanine 4 and ■ students achieving at stanine 5 are at risk of not achieving in reading in 2011.			
Planned Actions:	Timing	Responsibility	Resourcing
Years 1 & 2; Parent engagement- sending home sight words for reading and writing PD- Lighting the Literacy Fire- Jill Eggleton course End of term data gathering and monitoring of student progress SEA/6year nets- and ongoing analysis Instructional reading lessons on a regular basis/ Reading recovery/Reading Support	ongoing T1 end of term when appropriate ongoing daily	Ann, Sue Ann, Sue Ann/Sue Ann/Sue Ann/Sue Georgina/Sue	- \$25 per staff member release 2 teacher
Year 5/6 Triangulation of data- PAT, Probe, class work PD- Lighting the Literacy Fire- Jill Eggleton course Encouraging meaningful learning discussions Quality teaching and learning reading lessons Teach comprehension strategies about a reader does Maori students	Ongoing T1 Ongoing Ongoing Ongoing	Steph/Andrea Steph/Andrea Steph/Andrea Steph/Andrea Steph/Andrea Steph/Andrea	- \$25 per staff member

Ensure material is relevant, that parents are well informed, inclusive approach		
End of year Result:		
Analysis of Results;	Recommendations:	

Target for Raising Student Achievement		
Identified Target Group: Years 1 & 2	Annual Target Writing To continue to focus on writing words in 10 minutes, ensuring that students have a base vocabulary of words they can write to fluency <i>We expect students to achieve stanine 5, 37-49 words</i>	
Year 3	To move 13 of our Year 3 students (15) 2 sublevels so they are achieving at the expected level. There are ■ Maori students in this cohort. This is an ambitious goal for 2011.	
Year 5/6 students	To move 14 of our Year 5 students (16) 2 to 3 sublevels so they are achieving at their expected level, 10 of these students are boys. There are ■ Maori students in this cohort. This also is a very aspirational and ambitious goal for 2011 To reduce the number of Year 5 and Year 6 students that are achieving 'below' National Standards in writing. To advance more students achieving in the 'at' category to 'above' in year 6 in writing. (National Standards)	
Maori students	That students that are identified as Maori, achieve at similar levels as their cohorts- see above	
Baseline Data: Year 1 students. Many of our students are writing less than 5 words on entry to school. Year 3 2010 best fit levels for writing showed that there was a large group of students in this year level a sub group below in writing. Year 5 2010 best fit levels for writing showed that there was a large group of students in this year level a sub group or more below in writing.		
Planned Actions: Year 1 students • Weekly 10 minutes write sessions (power writing)- and tracking to show student progress	Timing Weekly	Responsibility Ann, Sue
		Resourcing

<ul style="list-style-type: none"> • Specific teaching of basic high frequency words, blends, word endings, onset and rhyme • Involving parents to help practice writing words at home • Reading Support and Reading recovery programmes for identified students • targeted TA support • SPELD course <p>Year 3&5 students</p> <ul style="list-style-type: none"> • PD sessions to deepen teacher understanding of the literacy progressions • Improve teacher moderation skills by moderating samples in staff meetings/release time- also a school wide moderation • Teachers to use data from their moderation to inform their teaching (new reflection sheet) • Students to be aware of their next learning steps • Observations to be focused on teacher practice in writing • End of term monitoring to discuss progress of the target students • Goal setting- students learning about learning <p>End of year Result:</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing March 2011</p> <p>Staff meetings</p> <p>Staff meetings- regular basis</p> <p>Term 2/Term 4</p> <p>Ongoing T2/T3</p> <p>End of term meetings</p>	<p>Ann, Sue</p> <p>Ann, Sue</p> <p>Ann, Sue</p> <p>Ann, Sue</p> <p>Sue</p> <p>Ann/Andrea</p> <p>led by Ann-all staff all staff</p> <p>all staff</p> <p>all staff</p> <p>in syndicates</p> <p>release</p>	<p>\$90</p>
<p>Analysis of Results;</p>			
<p>Recommendations:</p>			

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Target for Raising Student Achievement

Identified Target Group: Year 4;	Annual Target: Mathematics To advance the year 4 students achieving at Stage 4 in Mult/Div and Prop/Ratio so that there are more students achieving at Stage 5 across the 3 domains.
Year 6 students 50% (8/16,) 2011 year 6 students are achieving at stage 5 for PV and grouping.	To move these students 2 sub levels to at stage 6 at by the end of year 6 in PV. To significantly reduce the number of students in year 6 mathematics out of the below category in mathematics. (National Standards)
Maori	Maori students That students that are identified as Maori, achieve at similar levels as their cohorts
Baseline Data: Year 4; Analysis of end of year data shows that 90% of the 2011 year 4 students are achieving 'at' in Add/Sub (Stage 5.) This trend doesn't carry through to the other domains or to Place Value. 10 students (56%) are achieving at stage 5	
Year 6 students 50% (8/16,) 2011 year 6 students are achieving at stage 5 for PV and grouping.	
Planned Actions:	
Planned Actions:	Timing End of every term End of every term Weekly T2/T3 End of T1 End of Term 1
<ul style="list-style-type: none"> Monitoring progress of target students in syn meetings Analysis of I Kan Basic Facts/Place Value ladders Spring into math programme Understand new assessment tools in Numeracy Investigate online math programmes eg Mathematics Develop a shared understanding of 'early' and 'at' 	Responsibility Steph/Sue Anne-Marie/teachers Sue, David, Steph, Andrea Andrea David/Andrea Steph
End of year Result:	Resourcing PD course 2x release days PD-math cluster \$ if needed
Analysis of Results;	
	Recommendations:

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Strategic Goal 2 Teachers who Deliver Best Practice Education		
Annual Goals	Required Actions	
E Learning is used regularly for teaching and learning across the curriculum	<ul style="list-style-type: none"> - Develop an ICT Strategic/Action plan against the new national goals by the end of Term 2 - Staff to participate in all ICT meetings, workshops, conferences - New IWB in all classes and training 	\$700 release
A robust and effective performance management system is in place	<ul style="list-style-type: none"> - Continue to refine performance management system against the new registered teacher criteria T1 Steph and AM to Teachers Council meeting - Teacher E-portfolios to be part of this process 	
Our Professional Learning Communities are maintained and developed	<ul style="list-style-type: none"> - Writing moderation - PLC's for Reading/writing - Observations for Literacy and Numeracy 	
Staff Meetings have a PD focus as well as Admin focus	<ul style="list-style-type: none"> - Review Assessment Tools and assessment schedule to ensure alignment across the school - ICT staff meetings - Numeracy staff meetings and observations - 	
Teaching as Inquiry	<ul style="list-style-type: none"> - Staff meeting on Teaching as Inquiry - Teaching Staff to undertake their own teaching as Inquiry cycle in writing during 2011 	

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Strategic Goal 3 Opportunities for personal challenge and wider horizons for students	
Annual Goals	Required Actions
For all students to have the opportunity to participate in; -goal setting within their classes, with their parents, -school wide and interschool sporting events -EOTC programmes	Young Leaders Day T2 Year 6 trip T4 Western Zone Sport T1-4 Grasshopper Tennis T1 Football T2 Syndicate trips/Shows T1-4 Swimming Ts 1&3 Netball/Touch Rugby teams Syndicate Trips ICAS Art Exhibition moveMprove programme

Strategic Goal 4 An Effective governance organization is in place	
Annual Goals	Required Actions
To ensure BoT members have the opportunity for relevant PD	- Elaine Hines to run an Self Review session - Webinar information distributed, National Stds meetings available
Ensure effective processes and plans are in place	- BoT manuals are in place - Develop Triennial review cycle - Develop New Strategic Plan for 2011(T3) - Procedures continue to be developed - ERO Action Plan to be reviewed - Health and PE community consultation in 2011

Strategic Goal 5 School Community successfully engaged in and supporting learning	
Annual Goals	Required Actions
Reporting	- Review current reporting cycle- set for 2011 - consult with Maori parents - art exhibition T1 2011
FoNS	- ensure strong links with 'Friends of Normandale School. - Support community fun and fundraising events
Parent Information evenings	Beginning T2-assessment and reporting in relation to Nat Stds, ICT other possible topics include basic facts/writing
Parent morning teas	- Every term when possible

Focus – Finance and Property Management

	2011	
Painting	Set for March 2011	
SNUP	Starting date of April 2011. This will include the upgrade of the hall distribution board	
Either replace the laserlight or provide shade areas	As per the 5 year property plan- the change is due to the SNUP project	
Maintenance	-pool painting, guttering by library and by staffroom to room 4, ongoing interior and exterior painting/maintenance	
ICT	6xIWBs, pod of cameras, continue to build the apple laptop pod, investigate future servers, wireless, and use of portable technologies and netbooks	

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19 MAY 2011

NORMANDALE SCHOOL

ANNUAL REPORT

AND

FINANCIAL STATEMENTS

2010

School address: Martin Grove
Normandale, Lower Hutt

Postal address: Martin Grove
Normandale, Lower Hutt

School phone: 04 566-2010

School fax 04 566-2011

E-mail address admin@normandale.school.nz

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Statement of Responsibility

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

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

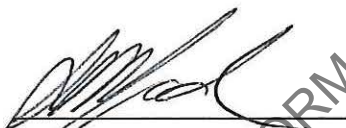
The management (including the Principal and others directed by the Board) accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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

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



Chairperson



Principal

5/5/11

Date

5/5/11

Date

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NORMANDALE SCHOOL

Statement of Comprehensive Income For the Year Ended 31 December 2010

	Notes	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income				
Government grants	2	869952	866751	882919
Local fundraising	3	53784	23560	57902
Other income	4	34656	32000	30657
Interest		8911	2000	6754
		967303	924311	978232
Expenditure				
Fundraising (costs of raising funds)	3	5388	2000	0
Other income expenditure	4	25153	25500	23332
Learning resources	5	618901	641998	627180
Administration	6			
Property	7			
Depreciation	8	22444	24000	18775
		929378	952834	930925
Net Surplus (Deficit)		37925	(28523)	47307
Other comprehensive income		0	0	0
Total comprehensive income		37925	(28523)	47307

References to comprehensive income are to meet the requirements of accounting standard NZIAS 1.

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



NORMANDALE SCHOOL

Statement of Changes in Equity For the Year Ended 31 December 2010

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity at the start of the year	246784	246784	194796
Total comprehensive income	37925	(28523)	47307
Net movement in reserves (including trusts and bequests)	0	0	0
Ministry capital contribution for equipment	5022	0	4681
Equity at the end of the year	289731	218261	246784

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



NORMANDALE SCHOOL

Statement of Financial Position As At 31 December 2010

	Notes	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity		289731	218261	246784
Represented by:				
Current Assets				
Cash and cash equivalents	9	81120	40000	54892
Accounts receivable	10	33094	10000	57571
Prepayments		1486	2000	2380
Inventories		1646	0	769
Investments	11	116151	60000	71391
		233497	112000	187003
Current Liabilities				
Accounts payable	13	38120	10000	43859
Provision for Cyclical Maintenance	14	77692	35000	64692
Funds held for capital works projects	15	198	0	0
		116010	45000	108551
Working Capital Surplus		117487	67000	78452
Non-Current Assets				
Property, plant and equipment	12	172244	151261	168332
		172244	151261	168332
Non-Current Liabilities				
Provision for cyclical maintenance	14	0	0	0
		0	0	0
Net Assets		289731	218261	246784

The above Statement of Financial Position should be read in conjunction with the accompanying notes



Normandale School

Notes to the Financial Statements

For the year ended 31 December 2010

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Financial reporting standards applied

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

Differential reporting

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

Measurement base

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

Presentation currency

These financial statements are presented in New Zealand dollars.

Specific accounting policies

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



c) Income Recognition

Government grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

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

Donations

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

Interest income

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

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

h) Inventories

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

i) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the Statement of Comprehensive Income.

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

j) Property, Plant and Equipment

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

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

Property, plant and equipment 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Income.

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



Depreciation

Property, plant and equipment, except for library resources, are depreciated over their useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis.

The estimated useful lives of the assets are:

Building improvements – Crown	50 years
Furniture and equipment	5–15 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Salary Accruals

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

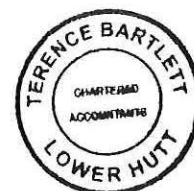
Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

m) Provision for Cyclical Maintenance

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

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



n) Financial Assets and Liabilities

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

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

o) Goods and Services Tax (GST)

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

p) Budget Figures

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

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2 Government Grants

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Operational grants	164436	156919	158282
Teachers salaries grant	550511	568898	571288
Use of land and buildings grant	132626	132626	136786
Other government grants	22379	8308	16563
	<u>869952</u>	<u>866751</u>	<u>882919</u>

3 Local Fundraising

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

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income			
Donations	48554	21560	55311
Fundraising	5230	2000	2591
	<u>53784</u>	<u>23560</u>	<u>57902</u>
Expenditure			
Fundraising (costs of raising funds)	5388	2000	0
	<u>48396</u>	<u>21560</u>	<u>57902</u>

Other Income

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income			
Activities	25380	24700	21534
Trading	9276	7300	9123
	<u>34656</u>	<u>32000</u>	<u>30657</u>
Expenditure			
Activities	19553	18200	11176
Trading	5600	7300	12156
	<u>25153</u>	<u>25500</u>	<u>23332</u>
Net surplus for the year	<u>9503</u>	<u>6500</u>	<u>7325</u>

5 Learning Resources

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Curricular	11505	12911	7630
Information and communication technology	17822	20066	15962
Library resources	1409	1100	2205
Employee benefits - salaries	582326	601771	596027
Staff development	4064	4150	3373
Operating lease	1775	2000	1983
	<u>618901</u>	<u>641998</u>	<u>627180</u>



6 Administration

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Audit fees	3750	3750	3700
Board of Trustees fees	3350	4500	4353
Board of Trustees expenses	2923	2716	1380
Communication	2435	2700	1592
Consumables	8801	8000	7977
Postage	309	500	504
Other	1029	862	631
Employee benefits - salaries			
Insurance	1264	1300	276

7 Property

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Caretaking and cleaning consumables	2865	3000	2915
Cyclical maintenance provision	13000	13000	10000
Grounds	6758	7600	10512
Heat, light and water	7911	9800	8507
Rates	1315	1400	1376
Repairs and maintenance	5729	5500	8128
Use of land and buildings	132626	132626	136786
Employee benefits - salaries			

8 Depreciation

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Building improvements - Crown	3777	4000	3638
Furniture and fittings	4586	5000	4278
Information and communication technology	3546	4000	2212
Library resources	2697	3000	2757
Other equipment	7838	8000	5890
	22444	24000	18775

9 Cash and Cash Equivalents

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Cash on hand	200	0	200
Current account	17067	10000	22650
Call account	63853	30000	32042
	81120	40000	54892

10 Accounts Receivable

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Debtors	1595	0	17897
Interest accrued	312	0	132
Teachers' salaries grant	26609	10000	33965
GST receivable	4578	0	5577
	33094	10000	57571

11 Investments

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Short-term deposits with maturities between three months and one year	116151	60000	71591

12 Property, Plant and Equipment

2010

Building improvements - Crown
Furniture and fittings
Information and communication technology
Library resources
Other equipment

Cost	Accumulated Depreciation	Net Book Value
\$	\$	\$
210813	(126712)	84101
72039	(39385)	32654
35566	(20345)	15221
60513	(41636)	18877
67616	(46225)	21391
446547	(274303)	172244

2009

Building improvements - Crown
Furniture and fittings
Information and communication technology
Library resources
Other equipment

210813	(122935)	87878
68582	(38976)	29606
30471	(22912)	7559
59408	(40111)	19297
73448	(49456)	23992
442722	(274390)	168332

Net book value reconciliation

Net book value at start of year
Less: Disposals at book value
Less: Depreciation charge for the year
Add: Asset acquisition at cost
Net book value at year end

2010	2009
\$	\$
168332	152399
(617)	(168)
(22444)	(18774)
26973	34875
172244	168332

13 Accounts Payable

Creditors
Banking staffing overuse (to be repaid from July grant)
Teachers' salaries accrual

2010 Actual	2010 Budget	2009 Actual
\$	\$	\$
9185	0	9894
5646	0	0
23289	10000	33965
38120	10000	43859

The carrying value of payables approximates their fair value

14 Provision For Cyclical Maintenance

Provision at the start of the year
Increase to the provision during the year
Use of the provision during the year
Provision at the end of the year

2010 Actual	2010 Budget	2009 Actual
\$	\$	\$
64692	64692	54691
13000	13000	10001
0	0	0
77692	77692	64692
77692	77692	54691
0	0	10001
77692	77692	64692

Current Liability
Non Current Liability

The School has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The painting of the school was originally scheduled for late 2009. It is now taking place in April/May 2011, at a cost of \$64,200.



15 Funds held for Capital Works Projects

At 31 December 2010, the School held no funds on behalf of the Ministry of Education.
2010

	Security Upgrade	Toilet Upgrade	SNUP Project	Totals
	\$	\$	\$	\$
Opening Balance	0	0	0	0
Receipts from MOE	5575	147377	308	153260
Payments	(5575)	(147377)	(110)	(153062)
Closing Balance	0	0	198	198

2009

	Fencing Upgrade	Playground	Totals
	\$	\$	\$
Opening Balance	0	0	0
Receipts from MOE	11122	40633	11122
Payments	11122	40633	11122
Closing Balance	0	0	0

16 Related Party Transactions

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

17 Remuneration

	2010 Actual	2009 Actual
	\$	\$
Board of Trustee Members	3350	4353

Principal

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

	2010 Actual	2009 Actual
	\$000	\$000
Salaries and other short term benefits:		
Salary and other payments	100-110	100-110
Benefits and other emoluments	0	0
Termination benefits	0	0

Other Employees

No other employees received total remuneration over \$100,000 (2008:nil).

18 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2010

(Contingent liabilities and assets as at 31 December 2009: nil)



19 Commitments

(a) Capital Commitments

As at 31 December 2010 the Board had entered into a contract agreement for the upgrade of the school computer network (SNUP) as agent for the Ministry of Education. This project is fully funded by the Ministry - the Ministry will directly pay for 80% of the costs, and 5YP funding will be used for the remaining 20%. The amount of 5YP funding expected is \$17,367.92. No funds have been received to date.

(Capital commitments as at 31 December 2009: nil)

(b) Operating Commitments

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

- (A) Lease of laptop computers and
- (B) Lease of photocopier

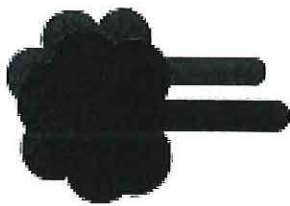
No later than one year
Later than one year and no later than five years

	2010 Actual \$	2009 Actual \$
No later than one year	6812	3833
Later than one year and no later than five years	6095	585
	12907	4418



Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expires
Anne-Marie Gordon	Principal	Appointed February 2008	Principal	
Ann Silcock	Staff Representative	Elected May 2010	Teacher	May 2013
Alex Handiside	Chairperson	Co-opted May 2010	Senior Policy Analyst	May 2013
Ben Blackler	Treasurer	Elected May 2010	Accountant	May 2013
Graham Rye	Board Member	Elected May 2010	Research Scientist	May 2013
Fiona Majendie-Williams	Board Member	Elected May 2010	Contractor	May 2013
Stephanie Vincent	Board Member	Elected May 2010	Internal Communications Manager	May 2013
Helen Horn	Board Member	Elected November 2008	Psychologist	May 2010
Karen Phillips	Board Member	Elected November 2008	Teacher	May 2010
Martin Isberg	Board Member	Elected May 2004	Principal	May 2010



Normandale School

'enthusiasm for learning'

Analysis of Variance 2010

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Target for Raising Student Achievement		
Identified Target Group:	Annual Target: Reading- That more of our year 3 students achieve in the typical range for the STAR subtest of vocabulary That more of our year 4 students achieve in the typical range for the STAR subtest of paragraph comprehension Maori students That students that are identified as Maori, achieve at similar levels as their cohorts	
Baseline Data: Year 3 students STAR subtest analysis showed that the students were performing very well in 3 sub tests, word recognition, sentence comprehension and paragraph comprehension. However 7 of the 21 students were in the critical range for the subtest of vocab. Year 4 students STAR subtest analysis showed that both sentence and paragraph comprehension were a concern in this year group with almost half of the students scoring below the typical age range in these subtests.		
Planned Actions:	Timing Term 1-3	Responsibility Suzanne McMillan/Junior syn Nicola Prichard/Andrea Piters and Anne-Marie Gordon
Year 3 students <ul style="list-style-type: none">Extending and widening students vocabulary will be a focus during literacy time. This will happen during oral language time, sharing of a big book, and writing modeling.Follow up activities will focus on enriching students vocab		
Year 4 students <ul style="list-style-type: none">The teacher will seek guidance from the reading Support TeacherThe teacher will observe other teachers and be observed ensuring that reading comprehension skills are a focus.Students will be aware of the reading strategy they are being taughtCloze strategies and exercises will be included as part of the reading programmeFocus students will be closely monitored and supported		
End of year Result: Year 3 - see attached sheets The vocab section was marked out of 10. There was substantial movement of all 7 target students from 2 & 3 in STAR vocab to 1 student answering 4 questions and the rest answering from 5-9 questions. There was a shift of between 2 and 6 questions. All students were in the normal range for this subtest in Term 3. By term 3 all Maori students were achieving in the normal range for this subtest. This had a huge impact on the overall STAR results for year 3. They show a substantial positive shift. The national norm for stanine 7-9 is 23% Normandale students were achieving 57% stanine 7-9. And in the stanine range		

4-6 the national norm is 54%, 43% of our students were in this range, with no students below stanine 4.

Year 4 –see attached sheets

The paragraph comprehension is marked out of 20.

Initially 8 students were considered in the critical band, and 5 students below the typical range for this subtest. The class mean was 6.9 against the national norm of 10.1. There was a focus on comprehension and the skills needed, to lift student achievement in this area. RTLB support was sought for [REDACTED].

At the end of term 3 there had been a substantial shift for all students. There were still [REDACTED] in the critical range ([REDACTED] of these students had just arrived at our school) however the analysis showed that students improved their scores between 2-12 questions.

By term 3, [REDACTED] maori students were achieving above the critical band and had showed an improvement between 3 and 6 questions. At the beginning of term 1 we had a group of 4 students that were achieving in the stanine 1-3 band. These students were considered critical and were target group. By the end of term 3, [REDACTED] students were in the stanine 1-3 range (8%, the National norm is 23 %) Naturally there were more students in the stanine 4-6 range 54% (which is the national norm) however the 7-9 range had lifted to 38% (The National Norm being 23%).

Recommendations:

Year 3 (2011 Year 4s)

All 2011 year 4,5,6 students will be assessed with the PAT Vocab and Comprehension test. Vocab to continue to be part of a balanced reading and writing programme. There are still [REDACTED] students at stanine 4 that will be closely monitored in 2011.

Year 4 (2011 Year 5s)

We have been tracking this cohort for a few years and are very pleased to see the improvement in reading, which has also shown in other assessments. The [REDACTED] students still achieving below stanine 3, [REDACTED]

[REDACTED]. There is a group of [REDACTED] students achieving at stanine 4 that will be closely monitored during 2011.

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Target for Raising Student Achievement

Identified Target Group:	Annual Target: <u>Writing</u>
Year 1 students Year 3-4 students Maori Students	<p>The focus for our Year 1 students will be for them to score at or above stanine 5 in the 10 minute writing test in the 6 year net. (37-49 words in 10 minutes)</p> <p>That more of our year 3 and year 4 students achieve at their writing expected level (best fit).</p> <p>Maori students</p> <p>That students that are identified as Maori, achieve at similar levels as their cohorts</p>
Baseline Data:	
Year 1 students. Many of our students are writing less than 5 words on entry to school. This showed us that over 65% of our New Entrants were achieving at or below stanine 4 on entry.	
Year 3-4	
2009 best fit levels for writing showed that there was a group of students in both these year levels a sub group or below in writing.	
Planned Actions:	
Year 1 students	<ul style="list-style-type: none"> • Weekly 10 minutes write sessions (power writing)- and tracking to show student progress • Specific teaching of basic high frequency words, blends, word endings, onset and rhyme • Involving parents to help practice writing words at home
Year 3-4 students	<ul style="list-style-type: none"> • Improve teacher moderation skills by moderating samples in staff meetings/release time • Teachers to use data from their moderation to inform their teaching • Students to be aware of their next learning steps • Observations could be focused on teacher practice in writing
End of year Result:	
Year 1 students	<p>The 2009 results show on average that our students were able to write 5 words on Entry. The analysis of the 6 year net survey data, shows that the average result was 56 words in 10 minutes. This was a huge increase. We feel that having a good bank of words that children can write with fluency is essential for their independent writing. 10 minute writing was a feature of the year 1 & 2 classes, and there were weekly lessons in onset</p>

and rhyme when appropriate. Many parents were keen to help and were happy that they knew ways to help their child.

Year 3-4

Year 3 writing shows a big improvement. Initially there were 14 students (74%) 1 or 2 sublevels below in writing, by the end of Term 3, 7 students (35%) were 1 or 2 sublevels below. The year 4 data shows that initially 15 students (65%) were 1 or 2 sublevels below the desired level and 6 students (26%) were more than 2 sublevels below. By the end of Term 3 there had been some movement and in total 19 students (79%) were still below. This is the same cohort that we were focusing on for reading.

Of the ■ Maori students in these two cohorts, ■ were below the expected level for writing. ■ was at the expected level.

Recommendations:

Writing is still a concern, not only for these year groups therefore writing will be our major focus for 2011. We will identify the areas of teacher development needed and target our professional development accordingly. E-learning will be part of our professional development. This data is from one writing sample, we will be looking at the data we are also collecting from the OTJs and triangulating the data. We will be developing a more shared understanding of the writing tool we are using for moderation.

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Target for Raising Student Achievement	
Identified Target Group:	<p>Annual Target: <u>Mathematics</u> That more year 5 students achieve at or above expected levels in Proportion and Ratios.</p> <p>Maori students That students that are identified as Maori, achieve at similar levels as their cohorts</p>
Year 5 students Maori	
Baseline Data: End of 2009 NUMPA data showed that 67% of last years Year 4 students were achieving in stages 2-4 for Proportion and Ratio. Their expected level should have been Stage 5.	
Planned Actions:	<ul style="list-style-type: none"> • Staff Meetings with Gillian Kissling from Accent • Ensure classrooms have essential equipment • Targeted Learning Groups are trialed (targeting essential numeracy knowledge, math's equivalent of RR) • Maths grouping across syn • Use of IKan termly, and snapshots to inform classroom practice • Staff meetings on Number Framework
End of year Result: There is an interesting anomaly with this result. All of our year 5 students were achieving at stage 5 or above in Proportions and Ratios by the end of 2010. However the expected stage for students had changed under Nationals Standards and Year 5 students are now expected to be at stage 6. 6 students (38%) were achieving at stage 5 which is now considered below. We were pleased with our result as we have had a focus on basic facts and place value for several years, focusing on strengthening the underpinning knowledge, which helped raise the achievement in this strand although this still needs to be an area of focus.	
Recommendations: There is a need to continue to focus on developing and tracking the underpinning knowledge for all strands across the school. We believe that this knowledge is essential to build good strategies. National Standards have changed the assessment schedule and we will be looking closely at end of year data for 2011 targets.	

**AUDIT REPORT TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2010**

The Auditor-General is the auditor of Normandale School (the School). The Auditor-General has appointed me, Terence Bartlett, using the staff and resources of Terence Bartlett Chartered Accountants, to carry out the audit of the financial statements of the School, on his behalf, for the year ended 31st December 2010.

Unqualified Opinion

In our opinion:

- The financial statements of the School on pages 04 to 16:
- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect:
- the School's financial position as at 31 December 2010; and
- the results of its operations for the year ended on that date.

The audit was completed on 06th May 2011, and is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and the Auditor, and explain our independence.

Basis of Opinion

We carried out the audit in accordance with the Auditor-General's Auditing Standards, which incorporate the New Zealand Auditing Standards.

We planned and performed our audit to obtain all the information and explanations we considered necessary in order to obtain reasonable assurance that the financial statements did not have material misstatements whether caused by fraud or error.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in the opinion.

Our audit involved performing procedures to test the information presented in the financial statements. We assessed the results of those procedures in forming our opinion.

Audit procedures generally include:

- determining whether significant financial and management controls are working and can be relied on to produce complete and accurate data;

- verifying samples of transactions and account balances;
- performing analyses to identify anomalies in the reported data;
- reviewing significant estimates and judgements made by the Board of Trustees;
- confirming year-end balances;
- determining whether accounting policies are appropriate and consistently applied; and
- determining whether all financial statement disclosures are adequate.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

We evaluated the overall adequacy of the presentation of information in the financial statements. We obtained all the information and explanations we required to support the opinion above.

Responsibilities of the Board of Trustees and the Auditor

The Board of Trustees is responsible for preparing financial statements in accordance with generally accepted accounting practice in New Zealand. Those financial statements must fairly reflect the financial position of the School as at 31st December 2010. They must also fairly reflect the results of its operations for the year ended on that date. This responsibility is specified in the Education Act 1989.

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you. This responsibility is specified in section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett

Terence Bartlett Chartered Accountant

On behalf of the Auditor-General

Lower Hutt, New Zealand

**INDEPENDENT AUDIT REPORT
TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2010**

The Auditor-General is the auditor of Normandale School (the School). The Auditor-General has appointed Terence Bartlett, using the staff and resources of Terence Bartlett Chartered Accountants, to carry out the audit of the financial statements of the School, on her behalf.

We have audited the financial statements of the School on pages 4 to 16, that comprise the statement of financial position as at 31 December 2010, the statement of comprehensive income, and statement of changes in equity for the year ended on the that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School on pages 04 to 16:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's:
 - financial position as at 31 December 2010; and
 - financial performance for the year ended on that date.

Our audit was completed on 06th May 2011. This is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, and the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

The audit involved carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the School's preparation of financial statements that fairly reflect the matters to which they relate. We consider internal control 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of all disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for preparing financial statements that

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's financial position, financial performance and cash flows.

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett

Terence Bartlett Chartered Accountant

On behalf of the Auditor-General

Lower Hutt, New Zealand

**INDEPENDENT AUDIT REPORT
TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2010**

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Opinion

In our opinion the financial statements of the School on pages 04 to 16:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's:
 - financial position as at 31 December 2010; and
 - financial performance for the year ended on that date.

Our audit was completed on 06th May 2011. This is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, and the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of all disclosures in the financial statements; and
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We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's financial position, financial performance and cash flows.

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett

Terence Bartlett Chartered Accountant

On behalf of the Auditor-General

Lower Hutt, New Zealand

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30 MAY 2012

NORMANDALE SCHOOL

ANNUAL REPORT

AND

FINANCIAL STATEMENTS

2011

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Normandale, Lower Hutt

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Statement of Responsibility

The Board of Trustees (the Board) have pleasure in presenting the annual report of Normandale School (the School), incorporating the financial statements and the auditor's report, for the year ended 31 December 2011.

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

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

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

The School's 2011 financial statements are authorised for issue by the Board Chairperson and Principal.



Chairperson



Principal



Date



Date

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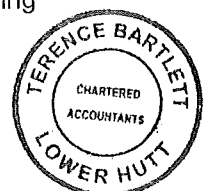
NORMANDALE SCHOOL

Statement of Comprehensive Income For the Year Ended 31 December 2011

	Notes	2011 Actual \$	2011 Budget \$	2010 Actual \$
Income				
Government grants	2	902742	859128	869952
Local fundraising	3	49313	25230	53784
Other income	4	29245	24700	34656
Interest		7119	2000	8911
		<u>988419</u>	<u>911058</u>	<u>967303</u>
Expenditure				
Fundraising (costs of raising funds)	3	4876	2000	5388
Other income expenditure	4	20337	18200	25153
Learning resources	5	639083	623144	618901
Administration	6			
Property	7			
Depreciation	8	28590	24000	22444
		<u>963649</u>	<u>927664</u>	<u>929378</u>
Net Surplus (Deficit)		<u>24770</u>	<u>(16606)</u>	<u>37925</u>
Other comprehensive income		0	0	0
Total comprehensive income		<u>24770</u>	<u>(16606)</u>	<u>37925</u>

References to comprehensive income are to meet the requirements of accounting standard NZIAS 1.

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

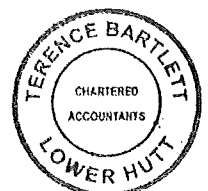


NORMANDALE SCHOOL

Statement of Changes in Equity For the Year Ended 31 December 2011

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Equity at the start of the year	289731	289731	246784
Total comprehensive income	24770	(16606)	37925
Net movement in reserves (including trusts and bequests)	0	0	0
Ministry capital contribution for equipment	2340	0	5022
Equity at the end of the year	316841	273125	289731

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



NORMANDALE SCHOOL

Statement of Financial Position As At 31 December 2011

	Note	2011 Actual \$	2011 Budget \$	2010 Actual \$
Equity		316841	273125	289731
Represented by:				
Current Assets				
Cash and cash equivalents	9	60475	40000	81120
Accounts receivable	10	56022	50000	33094
Prepayments		2793	2000	1486
Inventories		1816	0	1646
Investments	11	83609	80000	116151
		<u>204715</u>	<u>172000</u>	<u>233497</u>
Current Liabilities				
Accounts payable	13	58780	50136	38120
Provision for cyclical maintenance	14	0	30000	77692
Funds held for capital works projects	15	0	0	198
		<u>58780</u>	<u>80136</u>	<u>116010</u>
Working Capital Surplus		145935	91864	117487
Non-Current Assets				
Property, plant and equipment	12	195133	181261	172244
		<u>195133</u>	<u>181261</u>	<u>172244</u>
Non-Current Liabilities				
Provision for cyclical maintenance	14	24227	0	0
		<u>24227</u>	<u>0</u>	<u>0</u>
Net Assets		316841	273125	289731

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Normandale School

Notes to the Financial Statements

For the year ended 31 December 2011

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Financial reporting standards applied

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

Differential reporting

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

Measurement base

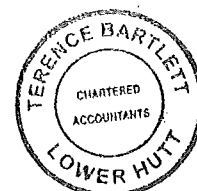
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation currency

These financial statements are presented in New Zealand dollars.

Specific accounting policies

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



c) Income Recognition

Government grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

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

Donations

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

Interest income

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

d) Use of Land and Buildings Expense

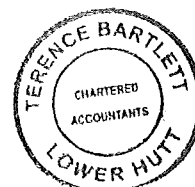
The property from which the School operates is owned by the Crown and managed by the Ministry on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on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

e) Operating Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

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

h) Inventories

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

i) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the Statement of Comprehensive Income.

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

j) Property, Plant and Equipment

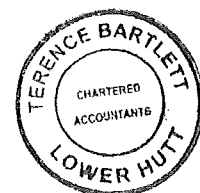
Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

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

Property, plant and equipment 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Income.

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



Depreciation

Property, plant and equipment, except for library resources, are depreciated over their 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 Income.

The estimated useful lives of the assets are:

Building improvements – Crown	50 years
Furniture and equipment	5–15 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Salary Accruals

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

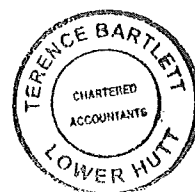
Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

m) Provision for Cyclical Maintenance

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

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



n) Financial Assets and Liabilities

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

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

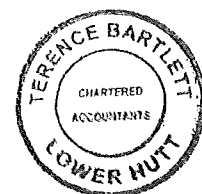
o) Goods and Services Tax (GST)

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

p) Budget Figures

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

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2 Government Grants

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Operational grants	171437	168958	164436
Teachers salaries grant	568304	548208	550511
Use of land and buildings grant	142606	132626	132626
Other government grants	20395	9336	22379
	<u>902742</u>	<u>859128</u>	<u>869952</u>

3 Local Fundraising

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

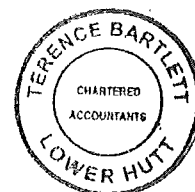
	2011 Actual \$	2011 Budget \$	2010 Actual \$
Income			
Donations	45765	23230	48554
Fundraising	3548	2000	5230
	<u>49313</u>	<u>25230</u>	<u>53784</u>
Expenditure			
Fundraising (costs of raising funds)	4876	2000	5388
	<u>44437</u>	<u>23230</u>	<u>48396</u>

4 Other Income

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Income			
Activities	19698	18700	25380
Trading	9547	6000	9276
	<u>29245</u>	<u>24700</u>	<u>34656</u>
Expenditure			
Activities	14288	12200	19553
Trading	6049	6000	5600
	<u>20337</u>	<u>18200</u>	<u>25153</u>
Net surplus for the year	<u>8908</u>	<u>6500</u>	<u>9503</u>

5 Learning Resources

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Curricular	14613	12447	11505
Information and communication technology	15127	20379	17822
Library resources	1883	900	1409
Employee benefits - salaries	601104	580583	582326
Staff development	3949	6505	4064
Operating lease	2407	2330	1775
	<u>639083</u>	<u>623144</u>	<u>618901</u>



6 Administration

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Audit fees	3900	3900	3750
Board of Trustees fees	3110	4500	3350
Board of Trustees expenses	921	2016	2923
Communication	2530	2500	2435
Consumables	8352	8000	8801
Postage	344	400	309
Other	987	950	1029
Employee benefits - salaries			
Insurance	932	932	1264

7 Property

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Caretaking and cleaning consumables	3190	8200	2865
Cyclical maintenance provision	13000	13000	13000
Grounds	6564	7600	6758
Heat, light and water	7857	9800	7911
Rates	1102	1400	1315
Repairs and maintenance	7448	5000	5729
Use of land and buildings	142606	132626	132626
Employee benefits - salaries			

8 Depreciation

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Building improvements - Crown	3777	4000	3777
Furniture and fittings	4660	5000	4586
Information and communication technology	5521	4000	3546
Library resources	2528	3000	2697
Other equipment	12104	8000	7838
	28590	24000	22444

9 Cash and Cash Equivalents

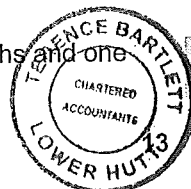
	2011 Actual \$	2011 Budget \$	2010 Actual \$
Cash on hand	200	0	200
Current account	9897	5000	17067
Call account	50378	35000	63853
	60475	40000	81120

10 Accounts Receivable

	2011 Actual \$	2011 Budget \$	2010 Actual \$
Debtors	4777	5000	1595
Interest accrued	720	1000	312
Teachers' salaries grant	43503	40000	26609
Banking Staffing Underuse to be reimbursed	3987	0	0
GST receivable	3035	4000	4578
	56022	50000	33094

11 Investments

	2011 Actual	2011 Budget	2010 Actual
Short-term deposits with maturities between three months and one year	83609	80000	116151



12 Property, Plant and Equipment

2011

Building improvements - Crown
Furniture and fittings
Information and communication technology
Library resources
Other equipment

Cost \$	Accumulated Depreciation \$	Net Book Value \$
210813	(130489)	80324
74259	(44044)	30215
53691	(25866)	27825
59272	(41577)	17695
97404	(58330)	39074
495439	(300306)	195133

2010

Building improvements - Crown
Furniture and fittings
Information and communication technology
Library resources
Other equipment

210813	(126712)	84101
72039	(39385)	32654
35566	(20345)	15221
60513	(41636)	18877
67616	(46225)	21391
446547	(274303)	172244

Net book value reconciliation

Net book value at start of year
Less: Disposals at book value
Less: Depreciation charge for the year
Add: Asset acquisition at cost
Net book value at year end

2011 \$	2010 \$
172244	168332
(1175)	(617)
(28590)	(22444)
52654	26973
195133	172244

13 Accounts Payable

Creditors
Banking staffing overuse (to be repaid from July grant)
Teachers' salaries accrual

2011 Actual \$	2011 Budget \$	2010 Actual \$
15277	10136	9185
0	5000	2326
43503	35000	26609
58780	50136	38120

The carrying value of payables approximates their fair value.

14 Provision For Cyclical Maintenance

Provision at the start of the year
Increase to the provision during the year
Use of the provision during the year
Provision at the end of the year

2011 Actual \$	2011 Budget \$	2010 Actual \$
77692	77692	64692
13000	13000	13000
(66465)	(60692)	0
24227	30000	77692
0	0	77692
24227	30000	0
24227	30000	77692

The School has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The painting of the school was originally scheduled for late 2009. However, it took place in April/May 2011, at a cost of \$64,465.



15 Funds held for Capital Works Projects

At 31 December 2011, the School held no funds on behalf of the Ministry of Education.
2011

Opening Balance
Receipts from MOE
Payments
Closing Balance

SNUP Project	Totals
\$	\$
198	198
2780	2780
(2978)	(2978)
0	0

2010

Opening Balance
Receipts from MOE
Payments
Closing Balance

Security Upgrade	Toilet Upgrade	SNUP Project	Totals
\$	\$	\$	\$
0	0	0	0
5575	147377	308	153260
(5575)	(147377)	(110)	(153062)
0	0	198	198

16 Related Party Transactions

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

17 Remuneration

	2011 Actual	2010 Actual
	\$	\$
Board of Trustee Members	3110	3350

Principal

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

	2011 Actual	2010 Actual
	\$000	\$000
Salaries and other short term benefits:		
Salary and other payments	100-110	100-110
Benefits and other emoluments	0	0
Termination benefits	0	0

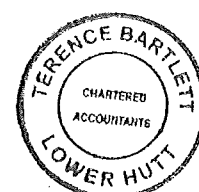
Other Employees

No other employees received total remuneration over \$100,000 (2010:nil).

18 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2011.

(Contingent liabilities and assets as at 31 December 2010: nil).



19 Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2011

(Capital commitments as at 31 December 2010: nil)

(b) Operating Commitments

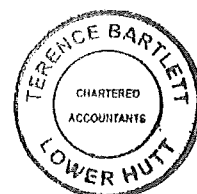
As at 31 December 2011 the Board had entered into the following contracts:

- (A) Lease of laptop computers and
- (B) Lease of photocopier

No later than one year
Later than one year and no later than five years

2011 Actual	2010 Actual
\$	\$
6269	6812
4551	6095
10820	12907

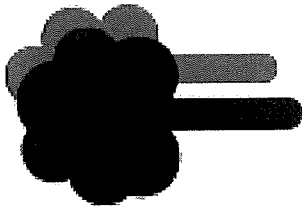
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Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expires
Anne-Marie Gordon	Principal	Appointed February 2008	Principal	
Ann Silcock	Staff Representative	Elected May 2010	Teacher	May 2013
Alex Handiside	Chairperson	Co-opted May 2010	Senior Policy Analyst	May 2013
Ben Blackler	Treasurer	Elected May 2010	Accountant	May 2013
Graham Rye	Board Member	Elected May 2010	Research Scientist	May 2013
Fiona Majendie-Williams	Board Member	Elected May 2010	Contractor	Resigned
Stephanie Vincent	Board Member	Elected May 2010	Internal Communications Manager	May 2013

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Normandale School

Enthusiasm for Learning'

Analysis of Variance 2011

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Normandale School Analysis of Variance 2011

'Enthusiasm for Learning'

Reading

Target for Raising Student Achievement				
Identified Target Group:	Annual Target: Reading			
Targets Years 1 & 2;	for all our Year 1 and 2 students to be 'at' or 'above' in reading by the end of 1 and 2 years at school.			
Year 5/6;	to reduce the number of Year 5 and Year 6 students that are achieving 'below' National Standards in reading. to shift the students achieving at stanine 4, and the students achieving at stanine 5 in PAT comprehension (T3, 2010) by at least 1 stanine.			
Maori Students	Maori students That students that are identified as Maori, achieve at similar levels as their cohorts			
Baseline Data:				
Year 1 & 2 students- we recognize that importance of early quality literacy teaching, and the programmes we put in place to support students in their first few years at school.				
Year 5/6-we trailed PAT comprehension T3 2010, and we have used this assessment across years 4,5,6 in 2011. The students achieving at stanine 4 and students achieving at stanine 5 are at risk of not achieving in reading in 2011.				
Planned Actions:	Timing	Responsibility	Resourcing	
Years 1 & 2; Parent engagement- sending home sight words for reading and writing PD- Lighting the Literacy Fire- Jill Eggleton course End of term data gathering and monitoring of student progress SEA/6year nets- and ongoing analysis Instructional reading lessons on a regular basis/ Reading recovery/Reading Support	ongoing T1 end of term when appropriate ongoing daily	Ann, Sue Ann, Sue Ann/Sue Ann/Sue Ann/Sue Georgina/Sue	- \$25 per staff member release .2 teacher	
Year 5/6 Triangulation of data- PAT, Probe, class work PD- Lighting the Literacy Fire- Jill Eggleton course Encouraging meaningful learning discussions Quality teaching and learning reading lessons Teach comprehension strategies about a reader does Maori students Ensure material is relevant, that parents are well informed, inclusive approach	Ongoing T1 Ongoing Ongoing Ongoing	Steph/Andrea Steph/Andrea Steph/Andrea Steph/Andrea Steph/Andrea Steph/Andrea	- \$25 per staff member	

<p>End of year Result:</p> <p>Year 1&2 students. There were 5 students who were identified as below or well below after 1 year and 2 years at school. All these students received intervention through reading recovery/reading support and RTLb.</p> <p>Year 5&6</p> <p>students remained on the same stanine, with a similar scaled score. These students made the expected progress throughout the year. students made accelerated progress, increased stanine by 1, the other students increased by 2 stanine.</p> <p>Maori students: There were no Maori students in the above target groups. All Maori students were achieving at or above</p>			
<p>Recommendations:</p> <p>Continued monitoring and support for the students as they finish reading recovery/support.</p> <p>2012, use OTJs as a basis for the reading target in Years 5&6. Reading is a strength at Normandale School</p>			

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Writing

Target for Raising Student Achievement			
Identified Target Group: Years 1 & 2	Annual Target: Writing To continue to focus on writing words in 10 minutes, ensuring that students have a base vocabulary of words they can write to fluency. <i>We expect students to achieve stanine 5, 37-49 words</i>		
Year 3	To move 13 of our Year 3 students (15) 2 sublevels so they are achieving at the expected level. There are ■ Maori students in this cohort. This is an ambitious goal for 2011.		
Year 5/6 students	To move 14 of our Year 5 students (16) 2 to 3 sublevels so they are achieving at their expected level, 10 of these students are boys. There are ■ Maori students in this cohort. This also is a very aspirational and ambitious goal for 2011 To reduce the number of Year 5 and Year 6 students that are achieving 'below' National Standards in writing. To advance more students achieving in the 'at' category to 'above' in year 6 in writing. (National Standards)		
Maori students	That students that are identified as Maori, achieve at similar levels as their cohorts- see above		
Baseline Data: Year 1 students. Many of our students are writing less than 5 words on entry to school. Year 3 2010 best fit levels for writing showed that there was a large group of students in this year level a sub group below in writing. Year 5 2010 best fit levels for writing showed that there was a large group of students in this year level a sub group or more below in writing.			
Planned Actions:	Timing	Responsibility	Resourcing
Year 1 students			
<ul style="list-style-type: none">Weekly 10 minutes write sessions (power writing)- and tracking to show student progressSpecific teaching of basic high frequency words, blends, word endings, onset and rhymeInvolving parents to help practice writing words at homeReading Support and Reading recovery programmes for identified students	Weekly Ongoing Ongoing Ongoing	Ann, Sue Ann, Sue Ann, Sue Ann, Sue	

<ul style="list-style-type: none"> targeted TA support SPELD course 	Ongoing March 2011	Ann, Sue Sue	\$90
<p>Year 3&5 students</p> <ul style="list-style-type: none"> PD sessions to deepen teacher understanding of the literacy progressions Improve teacher moderation skills by moderating samples in staff meetings/release time- also a school wide moderation Teachers to use data from their moderation to inform their teaching (new reflection sheet) Students to be aware of their next learning steps Observations to be focused on teacher practice in writing End of term monitoring to discuss progress of the target students Goal setting- students learning about learning 	<p>Staff meetings</p> <p>Staff meetings- regular basis Term 2/Term 4</p> <p>Ongoing T2/T3 End of term meetings</p>	<p>Ann/Andrea</p> <p>led by Ann-all staff all staff</p> <p>all staff all staff in syndicates</p> <p>release</p>	
<p>End of year Result:</p> <p>Year 1&2s- 6 year net results for 10 minutes writing</p> <p>Out of the 12 students that were tested last year, 10 students achieved stanine 5-9. This means that they were writing over 37 words independently. Of the 13 students achieved below 4 and interventions were put into place.</p> <p>Year 3 students</p> <p>7 of the 13 students made accelerated progress and are at or above, 6 students made the normal progress, however in the moderated sample they were a level below</p> <p>Year 5 students</p> <p>6 students made accelerated progress and were at or above expected levels. The other 6 students also made accelerated progress however they are 1 sublevel below where they should be. [REDACTED] left though the year.</p> <p>Recommendations:</p> <p>The initial targets were set based on a snapshot, 1 moderated sample of work 2012 targets will be set in relation to OTJs. We changed and strengthened our assessment tool, we also reviewed and strengthened our moderation process. As part of our review we identified spelling as an area we needed to focus on for 2012, and that the students personal voice and deeper features were a particular strength that we needed to continue to encourage and foster. Writing will continue to be a focus for 2012.</p>			

2017/1982

Mathematics

Target for Raising Student Achievement			
Identified Target Group: Year 4;	Annual Target: Mathematics To advance the year 4 students achieving at Stage 4 in Mult/Div and Prop/Ratio so that there are more students achieving at Stage 5 across the 3 domains.		
Year 6 students 50% (8/16,) 2011 year 6 students are achieving at stage 5 for PV and grouping.	To move these students 2 sub levels to at stage 6 at by the end of year 6 in PV. To significantly reduce the number of students in year 6 mathematics out of the below category in mathematics. (National Standards)		
Maori	Maori students that students that are identified as Maori, achieve at similar levels as their cohorts		
Baseline Data: Year 4; Analysis of end of year data shows that 90% of the 2011 year 4 students are achieving 'at' in Add/Sub (Stage 5.) This trend doesn't carry through to the other domains or to Place Value. 10 students (56%) are achieving at stage 5			
Planned Actions: Year 6 students 50% (8/16,) 2011 year 6 students are achieving at stage 5 for PV and grouping.			
	Timing	Responsibility	Resourcing
<ul style="list-style-type: none"> Monitoring progress of target students in syn meetings Analysis of Ikan Basic Facts/Place Value ladders Spring into math programme Understand new assessment tools in Numeracy Investigate online math programmes eg Mathletics Develop a shared understanding of 'early' and 'at' 	End of every term End of every term Weekly T2/T3 End of T1 End of Term 1	Steph/Sue Anne-Marie/teachers Sue, David, Steph, Andrea Andrea David/Andrea Steph	PD course 2x release days PD-math cluster \$ if needed
End of year Result: 2011 Year 4 students, these students all made accelerated progress and by the end of the year were achieving at or above their expected level in all 3 domains, Add/Sub, Mult/Div, Props/Ratios. 2011 year 6 students 14/16 students achieved stage 6 for place value by the end of 2011. ■ students made progress with their mathematics however their place value was at stage 5. There were less students below the National Std and no students well below			
Recommendations:			

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Mathematical knowledge will continue to be the focus, especially Place Value and Basic Facts. Place Value in years 3 and 5 will be closely monitored. Overall we consider the progress and achievement of the students in Mathematics a strength

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Principals Report 2011

There were many highlights during 2011, one was the Art Exhibition held at the Farsight Community Gallery in Petone. This was combined with the students being involved with the Arts Festival in Wellington. The Rugby World Cup engaged the students as they learned about other countries around the world. Food, customs, songs were shared and celebrated. The year 2 class visited a French café and tried hot chocolate, croissants and escargots. The visit of the William Webb Ellis Cup to an assembly was a fitting end to the term. During Term 3 we were visited by ERO. This was a very positive visit and their report was very complimentary on the teaching and learning programmes, the engagement of the students and most important, the positive and respectful relationships between students, the teachers and the community.

During 2011 the Normandale School Board of Trustees undertook several property projects, painting the entire school, and the School Network Upgrade. (SNUP).

We are currently in the last year of our ICT PD contract. The addition of the iPads during 2011 along with the Interactive White boards and Macbooks ensure that eLearning is becoming embedded into the teaching and learning at Normandale School. We are beginning to attract visitors from the educational sector keen to see what we are doing. Mathematics – an online Maths course, was introduced during 2011. This programme can be accessed from both at school and from home. Class blogs are now up and running, this is a wonderful way of engaging with our school community and them to engage with us.

This year our focus continues to be on excellent achievement in Literacy and Mathematics. We are continuing to get consistently good results in reading and mathematics. 2012 continues our focus on improving the quality of student writing.

Normandale School continues to enjoy a strong community spirit, where we have solid home/school partnerships. Our senior students enjoy their leadership role, and are very nurturing of our junior students.

Reports on special and contestable funding

Kiwisport

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

In 2011, the school received total Kiwisport funding of \$1,659.76 (excluding GST).

The funding was spent on extra sports equipment, tennis equipment, Teacher PD, moveMprove, turbo touch, jump jam DVDs, and transportation of children to sports events.

The number of students participating in organised sport has continued to increase. Students had the opportunity to try new codes and some enrolled in the local tennis club, soccer club and cricket clubs.

Anne-Marie Gordon

March 2012



Enthusiasm for Learning

Normandale School

Numbers have been reported in a way that individual students cannot be identified

Reading	#	Well Below	Below	At	Above
All Students	2011 (97)	0 (0%)	10 (10.3%)	57 (58.8%)	30 (30.9%)
	2010 (111)	2 (1.8%)	14 (12.6%)	50 (45.0%)	45 (40.5%)
Male Students	2011 (48)	0 (0%)	6 (12.5%)	28 (58.3%)	14 (29.2%)
	2010 (56)	0 (0%)	10 (17.9%)	23 (41.1%)	23 (41.1%)
Female Students	2011 (49)	0 (0%)	4 (8.2%)	29 (59.2%)	16 (32.7%)
	2010 (55)	2 (3.6%)	4 (7.3%)	27 (49.1%)	22 (40.0%)
Maori Students	2011 (9)	0 (0%)	0 (0%)	9 (100.0%)	0 (0%)
	2010 (12)	0 (0%)	0 (0%)	10 (83.3%)	2 (16.7%)
Pacifika Students					

Writing	#	Well Below	Below	At	Above
All Students	2011 (96)	0 (0%)	27 (28.1%)	60 (62.5%)	9 (9.4%)
	2010 (112)	3 (2.7%)	41 (36.6%)	49 (43.8%)	19 (17.0%)
Male Students	2011 (47)	0 (0%)	17 (36.2%)	28 (59.6%)	2 (4.3%)
	2010 (57)	0 (0%)	27 (47.4%)	23 (40.4%)	7 (12.3%)
Female Students	2011 (49)	0 (0%)	10 (20.4%)	32 (65.3%)	7 (14.3%)
	2010 (55)	3 (5.5%)	14 (25.5%)	26 (47.3%)	12 (21.8%)
Maori Students	2011 (9)	0 (0%)	6 (66.7%)	3 (33.3%)	0 (0%)
	2010 (13)	0 (0%)	6 (46.2%)	7 (53.8%)	0 (0%)
Pacifika Students					

Maths	#	Well Below	Below	At	Above
All Students	2011 (96)	0 (0%)	11 (11.5%)	57 (59.4%)	28 (29.2%)
	2010 (112)	2 (1.8%)	25 (22.3%)	61 (54.5%)	24 (21.4%)
Male Students	2011 (48)	0 (0%)	6 (12.5%)	24 (50.0%)	18 (37.5%)
	2010 (57)	0 (0%)	11 (19.3%)	30 (52.6%)	16 (28.1%)
Female Students	2011 (48)	0 (0%)	5 (10.4%)	33 (68.8%)	10 (20.8%)
	2010 (55)	2 (3.6%)	14 (25.5%)	31 (56.4%)	8 (14.5%)
Maori Students	2011 (8)	0 (0%)	0 (0%)	5 (62.5%)	3 (37.5%)
	2010 (13)	0 (0%)	0 (0%)	10 (76.9%)	3 (23.1%)
Pacifika Students	2011 (0)	0 (NA)	0 (NA)	0 (NA)	0 (NA)
	2010 (0)	0 (NA)	0 (NA)	0 (NA)	0 (NA)

Normandale School: Identified Areas of Strength

Reading is an identified area of strength for Normandale School. 88% of students achieved at or above. Students in the juniors that were identified as below or at risk were closely monitored and many received intervention. Across the school interventions were through RTLB, Assistive Technology and TA support.

Normandale School: Identified Areas for Improvement

Writing is the area identified as our focus for 2012. We have made a difference and accelerated children's writing from 2010 to 2011, and we now have 70% of students writing at or above the standard. Boys and Maori students are not showing the same trend, with 36% and 54% below, however this result could be a reflection of the small numbers of Maori students shown.

Planned Actions for Lifting Achievement

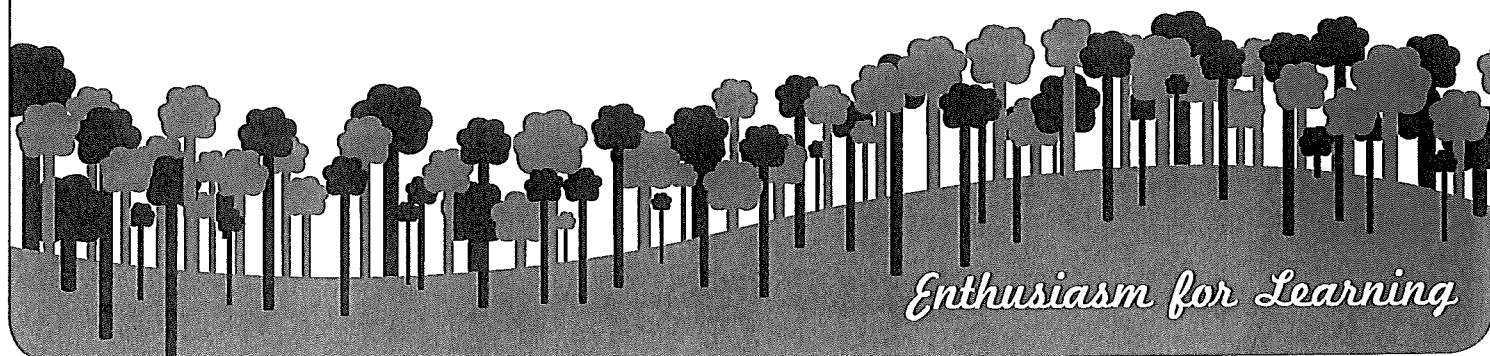
Professional development in spelling with Joy Alcott across the school.

Staff meetings on the teaching of writing and also how to increase the engagement of boys in the writing task..

Staff meeting on using eLearning to engage students and as a way of students reflecting on their work.

Discussions around the complexity of teaching writing, moderating writing and how we can improve teaching and learning.

Staff PLC's on writing



Enthusiasm for Learning

**INDEPENDENT AUDIT REPORT
TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2011**

The Auditor-General is the auditor of Normandale School (the School). The Auditor-General has appointed Terence Bartlett, using the staff and resources of Terence Bartlett Chartered Accountants, to carry out the audit of the financial statements of the School, on her behalf.

We have audited the financial statements of the School on pages 4 to 16, that comprise the statement of financial position as at 31 December 2011, the statement of comprehensive income, and statement of changes in equity for the year ended on the that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School on pages 04 to 16:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's:
 - financial position as at 31 December 2011; and
 - financial performance for the year ended on that date.

Our audit was completed on 24th May 2011. This is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, and the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

The audit involved carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the School's preparation of financial statements that fairly reflect the matters to which they relate. We consider internal control 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of all disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's financial position, financial performance and cash flows.

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett

Terence Bartlett Chartered Accountant

On behalf of the Auditor-General

Lower Hutt, New Zealand

**INDEPENDENT AUDIT REPORT
TO THE READERS OF
NORMANDALE SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2011**

The Auditor-General is the auditor of Normandale School (the School). The Auditor-General has appointed Terence Bartlett, using the staff and resources of Terence Bartlett Chartered Accountants, to carry out the audit of the financial statements of the School, on her behalf.

We have audited the financial statements of the School on pages 4 to 16, that comprise the statement of financial position as at 31 December 2011, the statement of comprehensive income, and statement of changes in equity for the year ended on the that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School on pages 04 to 16:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's:
 - financial position as at 31 December 2011; and
 - financial performance for the year ended on that date.

Our audit was completed on 24th May 2012. This is the date at which our opinion is expressed.

The basis of the opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and explain our independence.

Basis of Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, and the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

The audit involved carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the School's preparation of financial statements that fairly reflect the matters to which they relate. We consider internal control 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of all disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's financial position, financial performance and cash flows.

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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


Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Education Act 1989.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



Terence Bartlett

Terence Bartlett Chartered Accountant
On behalf of the Auditor-General
Lower Hutt, New Zealand