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# Henderson Intermediate School

# Charter 2020



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## **VISION STATEMENT**

**Henderson Intermediate.....where students flourish and grow into confident, connected, actively involved, life-long learners!**

## **MISSION STATEMENT**

**To provide a variety of learning experiences which prepare students for secondary school and beyond, recognising the individual needs of children and their learning, as our first priority.**



# STRATEGIC GOALS

**2019 - 2021**

## Strategic Goal 1

Engagement with families and whānau is maximised to ensure successful learning outcomes for all students. Communication is regular and input from families is sought and is valued. Teachers empower families and whānau, to work closely with their children supporting their child's learning. (Waitākere COL)

## Strategic Goal 2

Teachers are: reflective of their teaching, culturally responsive relationship based teachers (Waitākere COL), deliver the curriculum through inquiry learning in English, Samoan and Māori Medium, using digital devices to enhance student engagement, growing self-regulated learners. Successful student agency is evident across the School.

## Strategic Goal 3

School Leaders ensure teachers understand and use assessment data to determine student next learning steps. There is acceleration of achievement for every student. (ERO 2018) Transitions between Schools enable feedback from assessment data to determine schoolwide strengths and areas for learning focus.( Waitākere COL )

## Strategic Goal 4

The Board of Trustees sets targets, policies, manages finance and property, within set budgets to enhance student achievement. Staff and Board are encouraged and supported to undertake appropriate professional development.

## Strategic Goals for Finance, Property, Health and Safety

### 2019

- To purchase Chromebooks to enable an increased number of students the ability to access online learning.
- To complete the School Hall Roof.
- To replace areas of roof needing replacing, such as Room 2-3.
- To provide a stage in the hall for performance groups and assemblies.
- To plan for new classrooms due to roll growth.

### 2020

- To ensure all students at Henderson Intermediate School have a Chromebook for learning.
- To upgrade Rooms 7-10
- To provide for the start of the new school year, 3 new classes in a Block by the Dental Clinic.
- Continue painting as per our school schedule.

### 2021

- To develop a plan for upgrading of other classes and to plan for further classes due to Roll growth.
- Continue with painting as per our school schedule.



# 2019 SCHOOLWIDE ACHIEVEMENT DATA

## DATA GATHERED

Reading % of Students at or above the expected NZCF Level.		
Group	Year 7	Year 8
All	65%	82% (68%)
Māori	64%	83% (63%)
Pasifika	59%	84% (67%)
Female	74%	86% (73%)
Male	58%	78% (60%)
Writing % of Students at or above the expected NZCF Level.		
Group	Year 7	Year 8
All	52%	73% (57%)
Māori	46%	73% (55%)
Pasifika	52%	66% (55%)
Female	66%	82% (63%)
Male	43%	69% (52%)
Mathematics % of Students at or above expected NZCF Level.		
Group	Year 7	Year 8
All	60%	78% (56%)
Māori	55%	69% (55%)
Pasifika	49%	81% (52%)
Female	67%	75% (53%)
Male	55%	79% (59%)

# **ANNUAL REPORT**

## **Analysis Of Variance**

### **For the Year Ended December 2019**

#### **Student Achievement in 2019:**

Progress made in learning at HIS can be measured by comparing end of Year 7 and end of Year 8 data. This is comparison therefore of the same exact cohort. This gives us a good indication of value added to student learning over the two years that they are a student at Henderson Intermediate.

**Reading** – The progress made in Reading this year is very pleasing. In looking at success in learning we look at the progress between Year 7 and Year 8 for the same cohort of students. **Maori** student progress is particularly exciting with a **20% improvement**. **Male** students also show an **18% shift** and **Pasifika students, 17% improvement** which is very pleasing. The fact that **ALL, overall 82% of** students are now achieving where they should be in Reading, we can be very pleased with this great result for us as a School.

**Writing** – This year the staff has undertaken professional development in WRITING. The whole school has been using the Write That Essay programme. Students were interviewed by the Principal, and the two Deputy Principals to talk about what success they felt they were having. All students commented on how much better they felt their Writing had improved. There was a real shift in student achievement. **Female** students are the highest achieving with **82%** of Year 8 Female students achieving where they should be. This same group saw an **improvement of 19%** which is great. **Maori** students are achieving at the same percentage, as their cohort and with an **18%** improvement from Year 7 to 8.

**Mathematics** – It is very exciting to see the achievement of our **Pasifika students with 81%** of Year 8s achieving where they should be. This group also saw an **improvement of 29%**. This is really pleasing for us as a school. **Male** students have also achieved well with **79%** where they should be. For this group there is a shift of **20%**, another great result. Overall, with **ALL Year 8s at 78%** where they should be, we can be very pleased with this.

Partnerships between parents and whanau have been an area where we have seen continued growth. The indicator of this is the numbers of whanau that we get to school whenever there is anything on. The hall was packed during the production, the Winterfest etc. In our Maori Hui each term numbers continue to be well in excess of 100. Numbers attending the Pasifika Celebrations Evenings also well attended with over 100. Both Maori and Pasifika families are engaging very well with the School.

Classroom teachers report that they are in touch with families weekly. Some teachers are contacting families even more often. Parents have commented about enjoying classroom Dojo. Teachers are reporting to parents about their child's learning and achievement using Dojo. This is making reporting to parents, more relevant and more regular. The newsletter goes out every fortnight. These have become attractive publications thanks to the hard work of Jill Appleton. The focus for us in future with these is around reporting achievement and success stories.

Staff took part in professional development led by Debbie Wylde, around the Tapasa Document. This was very useful and out of this work, teachers added a specific goal for themselves regards their Pacific learners.

Teachers are completing end of term reflections. Team Leaders have had the opportunity to go into the classes of their teams and to give written feedback. Teachers are now receiving multiple forms of feedback. Our Bilingual Maori Team have been working on aligning their assessment of students.

Teacher and student relationships are positive. The mid year Schoolwide Student Survey provided good data that affirms the good relationships that students have with their teachers. 95% of students in the School believe that their teacher cares about them and encourages them to care for each other. In this annual student survey, 10 out of the 20 statements, gained a percentage of 90% or better which is incredibly good. This survey, student voice, gives us good data. Individual teachers used the data from their class surveys, to help set their own personal teaching goals.

As a school we are making great use of different digital devices. All our learning programmes have a digital component. Every student in the School has a chromebook funded by the Board. We are committed to ensuring that students are digitally literate. With the arrival of the Digital Technology Curriculum, we are feeling very confident. All teachers worked through this new document together as a whole staff professional development in Term 3.

Students are growing in confidence to articulate their learning goals and their achievement. In 2020 we will look at making this a greater priority. In 2020 assessing and planning around assessment data, is what we need to grow capability in. Teachers need and want to become experts at using their student data for improving learning outcomes.

Teachers have been working throughout the year, with the 12 Reading Strategies. All classes have also been working with the Write that Essay programme. This has been a huge success in the School. The mid year data in Writing showed a real upwards shift in terms of Writing Achievement. The COL Writing Tool has also been used alongside WTE. Two teams, 6 classes, have undertaken a trial of the PRIME Mathematics programme. This has been well received by our students and staff. This more structured approach to learning Mathematics has shown itself to be more successful for our children. Several other schools use PRIME and so students actually mentioned how much they loved it and how they loved it at their old school too. Friday is now used as a Problem Solving Day, a DMIC Day in the school. The COL CCD, Continuous Curriculum, has also been used to help teachers assessing and planning in Maths. This will help to align students in terms of where they are achieving against the NZCF. As the year came to an end, Waitakere College reported that from their PAT Entry testing of the top 10 students, 7 were from our School. This is wonderful feedback for us as a School.

On the Sporting front, 2019 has been extremely successful. At the Annual Sports Camp our Teams took out 11 of the 12 cups for winning the events. HIS also won the Waterpolo final. At the NZAIMS Tournament, the Netball Team won gold out of 128 other teams. Our one student who went to play squash, she took out Gold competing against 32 other students from around NZ.



There has been a lot of focus around achievement and understanding of where students are achieving at. Teachers have been closely monitoring their Target Students. Susan Snowball our LSC has had one on one meetings with staff enabling them to seek her guidance around strategies etc for working with students not yet achieving where they should be. Teachers know what the achievement of the different students groups in their classes looks like.

Some exciting things have happened in the area of Transition through the COL. Across School Leaders came in and interviewed our students and gathered data around what they felt about moving from year 6 to Intermediate. Through the meeting with all students across the COL, our students also provided feedback about how transition was for them. Through a Board Hui in Term 3, whanau voice was also gathered. In Term 3 the Year 6 teachers from our Contributing Schools came and spent half a day in our school and in classes. This was extremely valuable and proved to be great in terms of transition of Year 6 students. The Maori Bilingual Classes went out and visited two of the providers where their tamariki have the option of attending as Year 9s. Waitakere College are planning to start a Bilingual in 2020 which has very positive implications for our Bilingual learners.

The Board Elections saw us with 4 new Board members. The Board continues to show growing understanding of schoolwide Achievement Reports. Monitoring of students has been ongoing and the Board has received reports in all learning areas. The Maori Bilingual Unit has shared data around Te Marautanga of Aotearoa. Policies have all been reviewed through the Board Schedule. The financial position of the School, has been very positive again this year. The School received funding for 3 Beginning Teachers and a substantial refund from our Staffing. Both of these were an unexpected bonus for us. International Students have continued to provide a steady additional income to fund things for the School. The Hall has had a facelift making this a much nicer place now for show casing student talent. A new stage, blinds, new lights and a repaint inside have hugely improved the hall. Major work replacing the hall roof and other parts of the roof that needed work, have been completed. Fortnightly meetings take place with our Workplace Health and Safety Team and the Board receives regular reports.

Looking to 2020 we will be including in our Annual Plan things from our COL Annual Plan. The big 4 areas of focus in the COL are Careers, Transitions, Academic Confidence and Engagement. Our School has objectives that fit under all of these areas.

We look forward to many exciting things ahead. In January we will have a new block of 3 classes. The playground is set for an overhaul. Rooms 7,8,9 and 10 will be upgraded.

## **TARGETS 2020**

**That all student groups will make progress achieving “At or Above, the expected NZCF Level in Reading, Writing and Mathematics.”**

## KIWISPORT FUNDING 2019

In 2019 this funding provided through the annual Kiwisport Funding, was used to fund various things. In particular it supported:

- Sports Camp – Bus to transport students, additional staff to supervise and support. They won 11 out of 12 Finals at this event. This was a record achievement for the School.
- NZAIMS – Heavily subsidised the 12 students who took part. The Netball team took out Gold and also the one student who went and played Squash, she also took out the Gold. Every student who went to this tournament was given a \$300.00 contribution to their costs.



# ANNUAL PLAN 2020

This Annual Plan outlines how Henderson Intermediate School, Staff and Board will achieve the **Strategic Goals** as outlined in the **2020 Charter**.

Together with this Annual Plan, the 2020 Curriculum Annual Plan supports high expectations for all students, acknowledges the Treaty of Waitangi, reflects the cultural diversity of NZ, is inclusive of all students, encourages students to be reflective learners, connects with whānau and the Henderson Community, provides a broad education and teaches students to look to the future and the issues that lie ahead of them.

The **Waitākere Community of Learners 2020 Annual Plan Objectives** are reflected in this Annual Plan. **These objectives will be met through:** Use of culturally responsive pedagogies, collaborative inquiry across the schools in the Community of Learners, improved student attendance and transition between Schools.

## STRATEGIC GOAL 1

Engagement with families and whānau is maximised to ensure successful learning outcomes for all students. Communication is regular and input from families is sought and valued. Teachers empower families and whānau, to work closely with their children supporting their child's learning.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
To continue to GROW LEARNING PARTNERSHIPS with parents and whanau.	Term 1 – meet the teacher evening and also at the end of Term 1, Goal setting meetings with teachers. Term 2 – formal report home followed by parent meeting to discuss in Week 1 of Term 3. Provide a range of effective communication methods to meet diverse needs of our parents. Reporting and sharing information with parents regularly and throughout the year. Providing ongoing support to parents about how they can support their children in their learning. Parents contacted regularly email or other means. Principal emails fortnightly.

<b>To survey parents (Collect whānau voices) in Term 1 and 4 in order to seek feedback from whānau about success of their child in learning programmes.</b>	Collect whānau voice Term 1 – Transition ( Year 7)  Collect whānau voice Term 4 – satisfaction. (Year 8 )
<b>To ensure that all homeroom teachers engage weekly with whanau through Classroom Dojo.</b>	All homeroom teachers regularly using DOJO to share achievement and other information with families. Reporting to parents becomes more relevant, more “ in-time” and effective.

## STRATEGIC GOAL 2

Teachers are reflective of their teaching, culturally responsive relationship based teachers (Waitākere COL), delivering the curriculum through inquiry learning in English, Samoan and Māori Medium, using digital devices to enhance student engagement, growing self-regulated learners. Successful student agency is evident across the School.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<b>To build teacher capability to gather, analyse and use information to support progress in the NZCF and Te Marautanaga.</b>	End of term reflections completed. Team Leaders provide regular written feedback, following classroom observations. Regular fortnightly classroom visits scheduled. Multiple forms of data gathered, both soft data and hard data, to inform teaching and next learning steps. Grow and develop the aromatawai and assessment tools, processes and literacy that are integral to inquiry and evaluation. Utilise data-literate teachers in HIS to grow and develop other teacher’s capability. Whole staff PLD around understanding and utilising data.
<b>To see our students attend a Careers Expo with all the other Schools in our COL.</b>	Students motivated and excited about possible career options. All students attend the planned Expo. School Careers Day in Term 4 provided.
<b>To see teachers confidently using inquiry learning to deliver learning programmes, resulting in increased student agency.</b>	Students engaged in exciting inquiry learning, asking their own questions, locating information, sharing information with others and enjoying learning. Students set their own learning goals and assess their progress in meeting those goals. Students able to articulate their own achievement and are able to express their next learning steps. Students reflecting on their learning and being able to articulate their next learning steps.

	<p>Students recognising their areas of ability.</p> <p>Teachers use the Pedpal 2020 programme to get weekly feedback from their assigned PEDPAL.</p>
<p><b>Through the use of IT skilled staff, teachers will use digital technologies to maximise the engagement of their students resulting in raised achievement.</b></p>	<p>All students confident to access information that they need for their learning through using various digital technologies.</p> <p>Greater engagement and interest in learning shown by students through digital learning.</p> <p>Students using a variety of different digital devices for learning.</p>
<p><b>That teachers work across the COL with other schools that have Year 7 and 8 learners to share good practice.</b></p>	<p>ASL meets with our staff to set times for arranged visits to other schools with Year 7 and 8 students. ie Holy Cross, Liston, St Doms, Birdwood.</p> <p>Sharing of assessment, planning and programme delivery with other local schools.</p>
<p><b>To see all students in TWM having one day a week as an English Only Day.</b></p>	<p>Coaching, mentoring, guiding staff around provision of quality programmes in Reading, Writing, Maths in English Medium.</p>
<p><b>That classroom teachers effectively use the 12 Reading Strategies to lift the achievement of students in Reading, through deliberate planned group level teaching.</b></p>	<p>Each term 3 strategies will be taught and assessed.</p> <p>Students able to gain mastery of strategies.</p> <p>Students having set times regularly every week, for Group Reading.</p> <p>Reading levels in classes, improving.</p> <p>Students making the expected or better, increase shift through the PAT Scaled Score.</p> <p>Teachers using 4 x 50 minute periods each week for Reading, for Writing and Mathematics to ensure quality time in these essential areas.</p>



## **STRATEGIC GOAL 3**

**School Leaders ensure teachers understand and use assessment data for determining student next learning steps. There is acceleration of achievement for every student. Transition between schools involves the use of data to provide feedback that enables Schools to identify areas for future target. (Waitākere COL)**

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<p><b>That School Leaders and the LSC coach teachers in how to interpret achievement data and to plan to meet the individual learning needs of their students, in particular Target Students.</b></p> <p><b>To ensure that teachers are confident and have capability to assess students for learning.</b></p> <p><b>To improve transition between Schools resulting in more seamless movement for students between schools.</b></p> <p><b>To grow teacher capability in the delivery of Maths and Literacy programmes.</b></p>	<p>After School PLD provided for teachers around use of achievement data. ( Staff Meeting times)</p> <p>Teachers confidently interpreting and monitoring data.</p> <p>Teachers understanding what acceleration in achievement looks like.</p> <p>LSC meets each term with homeroom teachers to monitor and plan ways to lift student achievement, particularly the Target students.</p> <p>Teachers assess students and use that data to identify next learning steps.</p> <p>Teachers confident to use assessment data and can make judgements about student learning needs.</p> <p>Students are provided with feedback and feedforward that results in improved learning outcomes.</p> <p>HIS staff visit the Contributing Schools and Colleges to gather and provide feedback about areas of strength and areas needing attention. Identify the trends that the data shows.</p> <p>Create a Graduate profile for Year 8s.</p> <p>Provide a reliever for Year 6 teachers in our Contributing Schools , so they can come and look at HIS and get an idea of what their children are coming to.</p> <p>Provide a reliever to cover in classes at the Contributing Schools so that the Y6 teacher can talk with our DP 1-1 about children coming to HIS.</p> <p>Staff meetings used to regularly monitor classroom Maths programmes, and the use of PRIME. Students enjoying Writing and Maths.</p> <p>Use of Write that Essay to lift Writing achievement across the School</p> <p>Support provided to all classroom teachers in Reading, Writing, Maths.</p>

## **STRATEGIC GOAL 4**

The Board of Trustees sets targets, policies, manages finance and property, within set budgets to enhance student achievement. Staff and Board are encouraged and supported to undertake appropriate professional development.

OBJECTIVES	PERFORMANCE INDICATORS AND OUTCOMES
<p><b>To set Annual Student Achievement Targets based on 2019 student achievement data.</b></p> <p><b>That all Board Policies are reviewed annually and reflect any current NZ legislation.</b></p> <p><b>To provide the 2020 budget that will enable the School to achieve it's goals.</b></p> <p><b>To carry out the planned property work for 2020 resulting in upgraded classrooms and buildings.</b></p> <p><b>To ensure that the School meets the new Workplace Health and Safety Legislation.</b></p> <p><b>To attend the NZSTA National Conference in Rotorua in the July School Holidays.</b></p>	<p>Targets set by the start of the 2020 School year. Board understanding of achievement data. Regular monitoring of student achievement throughout the year.</p> <p>Board Schedule for 2020 is provided. Policies reviewed according to the annual schedule.</p> <p>Monthly Financial Statements ensure that the Board is kept up to date with the Schools' financial position. Income and expenditure is monitored monthly.</p> <p>Upgrade to Rooms 7 – 10 completed. New carparks as per the MOE Project. New Block of 3 classes is completed. Roof repairs completed for Room s2,3,4,5,6 Block.</p> <p>Planned meetings take place led by the WHS Officer. RAMS are provided at the start of every term. OSH Hazards are identified and addressed, each term.</p> <p>BOT members gaining up to date knowledge and information about governance issues.</p>

# Henderson Intermediate School

## PACIFIC ISLANDS - ACTION PLAN

### 2020

The HIS staff and Board are committed to raising the achievement of Pasifika students. This Action Plan documents what we will do in 2020 in order to *accelerate success* for Pacific Island Students.

These things are part of every Pasifika Annual plan:

- End of term Pasifika Celebrations Night hosted by the two Pasifika Student Leaders.
- Pacific Islands National Language Weeks celebrated.
- Morning notices a Pasifika comment etc is added

<u>Objectives</u> (What we need to do.)	<u>Strategies</u> (What will we do, how will we do it, who will do it when?)	<u>Achieved</u>
<p><b>1. <u>Culturally Responsive Partnerships.</u></b></p> <p>To involve Pasifika parents and families in the development of school and classroom programmes at HIS.</p> <p>To increase reciprocal relationships between school and home.</p> <p><b>2. <u>Culturally responsive school environment and Culture.</u></b></p> <p>To ensure that the School is welcoming of Pacific Island families and their communities.</p> <p>To empower and embrace Pacific cultural practices.</p>	<p>Share school activities with families, survey in PI Meetings. Email, text, phone calls, newsletters, Homework Sheets. (DH, RM, TF, AL, MP, JT)</p> <p>Keep the BOT members (Samoan), well informed and involved in things that are about learning and teaching. (WE)</p> <p>Making contact with families through the homework weekly sheets and also a weekly class email. Pasifika Celebration Nights each term, Winterfest, Parent Interviews, Meet the Teacher Evening each term. (Teaching Team)</p> <p>Signage that uses Pacific languages, around the school.</p> <p>Lava lava for female staff who wish to have one. ( AT,WE)</p> <p>Pacific Island students active in the school and performing regularly. Female students purchase their own poulatasi for performances. (DH,WE,TF)</p>	

<p>To provide an environment that reflects Pacific identities, languages and cultures.</p> <p><b>3. <u>Culturally Responsive Teaching and Learning.</u></b></p> <p>To ensure that Pacific Island identities, languages and cultures are reflected in teaching practice, through providing a Pasifika Class for students from various island groups other than Samoan</p> <p>To enable teachers to build their own cultural intelligence. To build teacher relationships with Pacific learners and their families and community to ensure their learning success.</p> <p>To grow student agency, accelerating Pacific Island student achievement.</p> <p>To provide educationally powerful connections through teacher inquiry.</p> <p><b>4. <u>Culturally Responsive Systems and Processes.</u></b></p> <p>To develop systems and processes for effective family engagement.</p> <p>To ensure that Pasifika identities, language and cultures are acknowledged and recognised in operational and classroom planning and programmes.</p> <p>To identify the different Pasifika students in the school.</p>	<p>Male students in Tupu Ma Ola wearing a lava lava instead of shorts. (DH,TF) Ensure that throughout the year the School celebrates the various different ethnic weeks. ie Samoan Language, Tongan Language Week etc. (DW,DH, TF,AL, JT, MP))</p> <p>Pacific links in all unit plans across all learning areas. (Curriculum Leaders) DH have a class that is almost all, students from other PI groups. By the start of 2020, this class will be fully PI only.</p> <p>Use Year 8 students to come along to staff meetings for 10 minutes to share their particular culture. Weeks 3 and 6 of each term. Parents invited to come along too. Students, teaching staff about <b>who they are.</b> (WE, DH,TF)</p> <p>Students know what progress they are making and their level of achievement. Students able to articulate their next learning steps. Students confident to share with their families about their learning. Students becoming self directed, self monitoring learners.</p> <p>Parent voice sought about teachers, teacher voice about parents, student voice about the teacher and BOT voice about what they understand to be happening. Attending Pacific Island Celebrations, Staff Meeting time provided for students to come along and share cultures, Curriculum Evenings, Devices Night, Newsletters, Winterfest. (WE, DH, RM, TF,AL,JT,MP) )</p> <p>Pasifika links in all unit plans across all learning areas. (Curriculum Team) Pasifika perspectives and goals. (Teaching Team)</p> <p>End of Term 1 all teachers know the actual ethnicities of their PI students. Teachers monitoring students and know what PI group they belong too. (Teaching Team)</p> <p>Teachers call home when Pasifika students are absent/late, unjustified. Office follow up and letter in the case of ongoing issues. (Teaching Team)</p>	
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# Henderson Intermediate School

## Māori Action Plan

### 2020

The two Critical Factors (Ka Hikitia) that make the most difference to Māori students having educational success are: **Quality provision, leadership, teaching and learning, supported by effective governance and strong engagement and contribution from students and those who are best placed to support them.**

<b>Objectives</b> (What we need to do.)	<b>Strategies</b> (What will we do, how will we do it , who will do it when?)	<b>Achieved</b>
<p><b><u>Culturally Responsive Partnerships.</u></b>                      To increase the involvement of Māori mainstream classes parents, families and whānau in the development of school and classroom programmes at HIS.</p> <p>That teachers engage and connect with Māori parents, families and whānau.</p> <p><b><u>Culturally responsive School environment and Culture.</u></b>                      To ensure that the School environment is reflective of Māori identities, language and culture.</p> <p><b><u>Culturally Responsive Teaching and Learning.</u></b></p>	<p>Use the Whānau Hui to share overviews.                      Seek parent input and support. (All Staff)</p> <p>Teachers contact Māori parents regularly. (Tchg Team)                      Principal email Māori Parents fortnightly. (WE )                      Classroom Teachers and other staff, attend the Māori Hui each term and encourage Māori parents in mainstream classes to attend too. (Tchg Team)</p> <p>Unit Plans continuing to include a Māori perspective. (Moko Team, Curriculum Leaders, WE )                      Road sign greeting in Māori. (Moko Team, Admin Staff)                      To provide a second Kapa Haka Group. ie Performance                      To further develop the teaching to all staff of Māori language in each staff meeting, to increase staff confidence and competence in using Māori. (HT and CS)                      Naming of the TWM classes. (Moko Team)</p> <p>Include Māori proverbs in School Reports of Māori students. Hone to provide a bank. (HT, JT)</p>	



<p>To ensure that Māori identities, languages and cultures are reflected in teaching practice.</p> <p>To shift Te Whānau Moko students from beginners to proficient and proficient to fluency in kōrero(oral language), pānui(reading), tuhituhi(writing) and pāngarau(mathematics) in 2 years.</p> <p><b><u>Culturally Responsive Systems and Processes.</u></b></p> <p>To develop systems and processes for effective whānau engagement.</p> <p>To ensure that Māori identities, language, culture, Treaty partnership and Māori world views are acknowledged and recognised in operational and classroom planning and programmes.</p>	<p>Utilise Māori speaking students and Te whānau Moko Students and Staff to help scaffold planning, teaching, learning and assessment of Te Reo Māori Unit, ( Ako ) (HT, AP, )</p> <p>All classes continue to be taught Te Reo on a weekly basis with homeroom teachers. Unit Plan shared by CS and HT. ( HT, All Staff)</p> <p>Mainstream classes go over to Moko Team for karakia etc. early morning. (Tchg Team, Moko)</p> <p>Use our reo rua classrooms as a bridging programme where students can confidently engage in a rumaki setting. (Moko Team)</p> <p>PLD provided to enhance all key areas of learning for the Marautanga. (Moko Team)</p> <p>Set goals using the Ngā whanaketanga Rumaki Māori booklets (Moko Team includes students &amp; whānau)</p> <p>Use the Whānau Hui each term. (Moko Team, WE)</p> <p>Goal setting meetings with whānau at the end of Term 2 and 4. (Tchg Team)</p> <p>Annual visits to secondary schools that provide kaupapa Māori learning pathway (Moko Team)</p> <p>Annual visits of primary schools to H.I.S Te Whānau Moko (Moko Team)</p> <p>Provide a mid year and end of year report to the Board and Parents, showing students progress in Te Marautanga. (Moko Team)</p>	
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**Henderson Intermediate**  
**Budget for the year ended 31 December 2020**

**\*\* Please remember to enter Income as negative and Expenditure as Positive figures \*\***

**\*\* Enter all figures in Column H as Whole Numbers \*\*. Start data input below row 200 \*\***

2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Budget	Total Surplus/(deficit)	24,830	
					<b><u>INCOME</u></b>		
					Ministry Of Education	-1,342,377	
					Other Government Grants	0	
					Investment Income	-5,000	
					Fundraising	-3,800	
					Activities	-11,000	
					Extra Curricular Activities	36,800	
					Other Revenue	0	
					Stationery	5,000	
					Uniforms	-15,000	
					<b>Total Income</b>	-1,325,377	
					<b><u>EXPENDITURE</u></b>		Expenditure as % of total Income
					Administration	314,468	23.73
					Property Maintenance	294,090	22.19
					Depreciation	232,289	17.53
					Learning Resources	529,700	39.97
					Other Accounts	-70,000	-5.28
					<b>Total Expenditure</b>	1,300,547	Payroll costs make up 46% of total Income.
					<b>Available Funds Position</b>		
					Estimated Available Funds as at December 2019 to carry forward		
					Operating Surplus/(Deficit)	24,830	

add:

MoE Furniture Grant		
Depreciation		232,289

less:

Capital Items		145,000
Lease Payments		14,019
Cyclical Maintenance Due		
Contributions to Capital Works (Equity)		

**Movement for the year**

**98,100**

2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Budget		2020 Budget	Notes
					<b>** Government Grants</b>		<b>At DEC 9<sup>TH</sup> 2019</b>
					<b>* Ministry Of Education</b>		
-648,779	-657,563	-656,865	-796,166	-858,279	0104 Operations Grant	-856,397	
-122,985	-117,394	-131,996	-150,254	-166,695	0118 TFEA	-164,000	
-31,208	-29,855	-33,432	-37,867	-40,000	0120 OAG - SEG	-41,000	
0	0	-7,150	-8,139	-9,026	0123 Kiwi Sport Income	-9,000	
0	0	0	-14,387	-20,000	0126 Targeted At Risk Funding	-18,000	
0	0	-2,200	-9,520	-13,124	0131 CoL	-3,000	
0	0	0	0	0	0133 MOE Donation Scheme	-94,000	
						-	
-2,173,564	-2,046,135	-2,181,391	-2,623,413	-2,181,391	0142 Teachers Salaries Grant	2,623,413	This figure must match code 3499's figure
0	-31,840	15,530	-87,527	-10,000	0143 Staff Banking Year End Wash-up	-25,000	
						-	
-834,623	-958,489	-1,298,645	-1,321,595	-1,298,645	0147 Use of Land and Buildings Grant	1,321,595	This figure must match code 2499's figure
0	-4,320	-6,874	-9,809	-5,814	0149 TRL Lease MOE Portion	-9,480	
-52,230	-39,064	-41,639	-39,186	-40,000	0150 ORS Funding	-40,000	
-11,396	-6,650	-8,415	-32,380	-10,000	0153 Interim Response Fund	-2,000	
0	0	0	-60,404	-20,000	0155 Intensive Wrap Around Service	-10,000	
0	0	0	-8,415	-41,900	0157 SEG Grant		
-5,877	-4,304	-1,565	-1,340	-500	0159 RTLB	-500	

-57,381	-25,798	-17,918	-6,981	0	0160	Other Govt Grants	
-25,638	-20,375	-40,125	-52,263	-30,000	0164	ESOL	-30,000
0	-3,851	0	0	-4,000	0165	BOT Election	
					New	ICS	-40,000
					New		
					New		
-3,963,681	-3,945,638	-4,412,685	-5,259,646	-4,749,374			-5,287,385
						<b>* Other Government Grants</b>	
-18,704	-30,094	-216	0	0	0181	ACC	
0	0	0	-420	0	0182	Min of Vul Children	
					New		
					New		
					New		
-18,704	-30,094	-216	-420	0			0
						<b>* Investment Income</b>	
-24,365	-17,649	-9,588	-6,072	-3,000	0191	Interest	-5,000
					New		
					New		
					New		
-24,365	-17,649	-9,588	-6,072	-3,000			-5,000

**\*\* Local Funds**

						<b>* Fundraising</b>	<b>Income</b>	<b>Expenditure</b>
0	-3,020	0	0	0	0202	Non-Cash Donations		
-4,750	-3,929	-7,971	-5,745	-5,000	0210	School Donations		
-30,913	-20,916	-4,335	-62,481	-50,000	0214	Other Donations		
-3,049	862	-1,081	539	-1,000	0222	Fundraising	-1,000	
-489	-772	-2,064	-835	-1,000	0223	Disco Fundraising	-2,000	
504	-1,728	-1,894	-947	-1,000	0224	Mufti Fundraising	-500	
0	-186	-289	-322	-200	0240	Photo Commission	-300	
0	0	0	11,067	0	0244	Scholarships		
					New			
					New			

You can budget for income and expenditure separately in this section

					New				You can budget for income and expenditure separately in this section
-38,697	-29,689	-17,634	-58,724	-58,200			-3,800		
					* Activities		Income	Expenditure	
-755	-5,134	-308	-864	1,000	0254	Reliever Reimbursements			
-589	0	-1,303	-272	500	0256	PD Recoveries			
0	0	-1,355	0	-1,000	0263	Production Income			
0	0	-320	-30	0	0264	Photocopy Income			
-24,219	-21,144	-27,758	-24,921	-23,000	0266	Tech Fee			
0	0	-5,281	-328	-100	0267	Kapa Haka Income	-1,000	2,000	
0	0	0	-567	-2,000	0269	Class Trip Income			
-17,908	-16,816	-20,655	-1,187	-1,000	0270	Hire of Facilities			
-10,203	-13,972	-12,999	-14,900	-9,000	0275	APN Outdoors	-12,000		
-7,090	-761	-19,167	-428	-50	0295	Sundry Income			
					New				You can budget for income and expenditure separately in this section
-60,764	-57,827	-89,146	-43,497	-34,650			-11,000		
					* Extra Curricular Activities		Income	Expenditure	
278	3,798	-55	998	-50	0301	General Activities	-200		
5,278	-1,274	114	11,399	-1,000	0302	Class Trips			
-762	7,716	0	11,452	25,000	0303	EOTC School Camp		25,000	
0	0	0	0	-1,000	0304	Inter/Intem			
0	167	0	0	0	0305	Leaders Camp			
8	0	0	0	-100	0306	Lucky Bookclub			
-2,071	-2,227	-2,352	449	7,000	0307	Music Centre	-1,500	3,500	
0	0	0	0	0	0308	Orienteering			
0	168	365	492	-500	0309	School Leaders		1,000	
0	-1	-218	-983	0	0310	Social for Year 8's		2,000	



3,822	1,342	-3,576	-4,465	-1,000	0311	Sports	-15,000	20,000
-313	406	-408	-212	-8,000	0312	Sports Camp	-10,000	12,000
1,942	2,596	-3,321	198	0	0313	China Trip	-40,000	40,000
					New			
					New			
					New			
8,182	12,691	-9,451	19,328	20,350				36,800
						<b>* Other Revenue</b>		
0	0	0	-903	0	0451	Insurance Proceeds		
0	0	0	0	0	0490	Grants Other		
					New			
					New			
					New			
0	0	0	-903	0				0
						<b>* Stationery</b>		
-18,269	-17,658	-16,579	-19,225	-5,000	8001	Stationery Income	-15,000	
14,219	13,738	19,865	19,602	4,500	8020	Stationery Purchases	20,000	
					New			
					New			
					New			
-4,050	-3,920	3,286	377	-500				5,000
						<b>* Uniforms</b>		
-62,476	-17,807	-10,506	-51,085	-10,000	8051	Uniform Income	-75,000	
9,056	15,331	15,279	39,300	10,000	8070	Uniform Purchases	60,000	
					New			
					New			
					New			
-53,420	-2,476	4,773	-11,785	0				-15,000
						<b>* Canteen</b>		
-76,219	-74,293	-80,781	-95,897	-65,000	8101	Canteen Income	-75,000	
43,466	46,309	48,452	58,936	55,000	8120	Canteen Purchases	50,000	

23,925	24,134	27,828	28,014	35,000	8122	Canteen Wages	35,000
					New		
					New		
					New		
-8,828	-3,850	-4,501	-8,947	25,000			10,000
-4,164,327	-4,078,452	-4,535,162	#####	#####		<b>TOTAL INCOME</b>	-1,325,377
						<b>** Administration</b>	
						<b>* Communication Expenses</b>	
815	0	26	187	500	1005	Courier/Freight	500
929	112	561	246	400	1010	Postage	350
7,015	9,498	7,047	7,828	7,000	1015	Telephone	7,000
109	2,000	2,000	1,800	2,000	1020	Cellphone 1 & 2	2,000
0	0	0	0	13,000	1021	Staff Cellphone Use For School	10,000
6,398	1,613	1,606	2,250	1,500	1025	Internet	2,000
					New		
					New		
					New		
15,266	13,223	11,240	12,311	24,400			21,850
						<b>* Board Of Trustee Expenses</b>	
3,395	3,075	4,220	4,570	8,000	1120	Meeting Fees	10,000
375	0	375	525	750	1121	BOT Secretary	1,200
0	2,748	0	0	3,000	1125	BOT Election	0
657	784	791	1,329	1,000	1128	Maori Parents Committee	1,000
599	835	666	964	1,000	1130	Pacific Parents Committee	1,000
1,028	783	0	797	2,000	1135	STA Subscription	1,000
2,185	87	4,069	7,832	10,000	1145	BOT Training	8,000
3,492	6,650	5,842	6,283	3,000	1150	BOT Hospitality	3,500
0	0	0	0	0	1160	BoT Risk Management	0
83,223	30,495	280	0	0	1172	BOT Legal	1,000
					New		

					New		
					New		
94,954	45,457	16,243	22,300	28,750			26,700
						<b>* Audit Costs</b>	
6,790	6,740	6,840	7,410	7,000	1210	Audit Fee	8,000
					New		
					New		
					New		
6,790	6,740	6,840	7,410	7,000			8,000
						<b>* Consumables</b>	
6,814	5,206	10,621	5,852	6,000	1310	Printing/Stationery	8,000
31,871	31,034	34,853	39,953	25,000	1320	Photocopying	30,000
5,600	4,300	5,400	4,800	6,000	1340	eTap	6,000
					New		
					New		
					New		
44,285	40,540	50,874	50,605	37,000			44,000
						<b>* Staff Expenses</b>	
659	488	1,143	214	1,000	1425	Interviews/Appointments	500
475	1,506	1,834	3,209	4,500	1430	Travel Reimbursements	4,000
48,996	51,588	44,923	56,792	60,000	1460	Admin Salary 1	60,000
45,238	53,973	62,596	60,173	64,000	1461	Admin Salary 2	55,000
32,251	32,849	40,249	37,589	45,000	1462	Admin Part-Time	50,000
					New		
					New		
					New		
127,619	140,404	150,745	157,977	174,500			169,500
						<b>* General</b>	
1,694	1,280	1,590	1,617	0	1505	ACC Levy	0
15,631	12,768	15,965	15,960	16,000	1510	Accounting Fees	16,000
405	337	298	518	300	1530	Account Fees	300

6,142	5,172	2,786	1,300	3,000	1535	Prof. Memb/Subscriptions	3,000
0	0	0	0	0	1536	Vistab	1,000
13,647	16,672	12,763	11,591	5,000	1555	Marketing/Advertising	7,000
3,614	3,244	3,244	3,541	4,000	1560	School Insurance	4,000
0	50	66	1,264	2,000	1570	Koha/Gifts/Donation	3,000
997	1,236	1,351	1,545	1,500	1575	EFTPOS/Direct Link	300
425	1,368	1,370	1,153	1,500	1580	First Aid	1,500
4,277	2,610	2,685	2,282	3,000	1585	Staffroom Expenses	4,000
1,728	2,584	1,875	2,149	2,000	1588	Principal Consumables	2,500
0	0	0	0	0	1590	Staff Social Club	0
0	0	0	137	0	1595	Admin Assets under threshold	0
0	1,642	1,842	1,931	1,000	1597	Finance Lease Interest	1,818
					New		
					New		
					New		
48,560	48,963	45,835	44,988	39,300			44,418
337,474	295,327	281,777	295,591	310,950		<b>TOTAL ADMINISTRATION</b>	314,468
						<b>** Property Maintenance</b>	
						<b>* Cleaning &amp; Sanitation</b>	
5,817	3,925	5,020	5,471	6,000	2005	Cleaning Consumables	6,000
55,327	54,264	55,264	54,639	55,000	2010	Cleaning Contract	55,000
6,725	7,230	9,960	8,148	7,000	2020	Waste Collection	7,500
					New		
					New		
					New		
67,869	65,419	70,244	68,258	68,000			68,500
						<b>* Energy</b>	
34,591	28,204	27,415	28,510	26,000	2101	Electricity	30,000
3,392	3,273	3,206	172	2,000	2120	Gas	0

This figure is based on  
lease contracts we're  
aware of at 30/9/19

10,785	12,041	12,719	12,888	12,000	2130	Water	14,000
					New		
					New		
					New		
48,768	43,518	43,340	41,570	40,000			44,000
						<b>* Rates</b>	
57	78	83	87	100	2210	Rates	100
					New		
					New		
					New		
57	78	83	87	100			100
						<b>* Grounds</b>	
5,430	7,778	8,435	12,640	15,000	2310	Ground Develop/Equip	10,000
					New		
					New		
					New		
5,430	7,778	8,435	12,640	15,000			10,000
						<b>* Repairs &amp; Maintenance</b>	
23,765	37,648	26,768	40,452	30,000	2410	Repairs/Maint General School	40,000
1,809	70	790	1,630	10,000	2415	Minor Capital Works	2,000
5,570	2,645	2,670	1,224	1,500	2422	Minor Purchases	1,000
592	1,093	1,795	756	2,000	2430	Safety Equipment	1,000
438	850	983	1,646	1,200	2452	Fire Protection	2,000
5,730	3,676	3,393	9,920	7,500	2460	Vandalism	7,000
3,213	1,508	1,897	1,488	2,000	2470	Van Expenses	2,000
5,289	5,202	6,088	5,647	3,500	2495	Security	3,500
834,623	958,489	1,298,645	1,321,595	1,298,645	2499	Use of Land and Buildings	1,321,595
					New		
					New		
					New		

This figure must match  
code 0147's figure

881,029	1,011,181	1,343,029	1,384,358	1,356,345				1,380,095
						<b>* Staff Wages</b>		
51,571	44,051	48,266	65,476	49,000	2520	Caretaker 1	50,000	
23,228	21,618	22,868	17,940	35,000	2525	Caretaker 2	35,000	
					New			
					New			
					New			
74,799	65,669	71,134	83,416	84,000				85,000
						<b>* Contractors &amp; Consultants</b>		
0	0	14,115	5,175	5,000	2895	Property Plan Costs		
					New			
					New			
					New			
0	0	14,115	5,175	5,000				0
						<b>* Cyclical Maintenance</b>		
24,429	25,875	32,222	40,466	30,000	2991	Cyclical Maintenance	27,990	
					New			
					New			
					New			
24,429	25,875	32,222	40,466	30,000				27,990
1,102,381	1,219,518	1,582,602	1,635,970	1,598,445		<b>TOTAL PROPERTY MAINTENANCE</b>		1,615,685
						<b>* Depreciation</b>		
170,667	176,893	210,490	237,406	250,000	2910	Depreciation	232,289	
					New			
					New			
					New			
170,667	176,893	210,490	237,406	250,000				232,289

This figure is based on the  
asset register at 30/9/19

170,667	176,893	210,490	237,406	250,000	<b>TOTAL DEPRECIATION</b>		232,289
					<b>** Learning Resources</b>		
					<b>* Staff Development</b>		
23,621	20,051	17,865	15,000	25,000	3020	Staff Development	25,000
0	0	0	0	12,000	3021	Staff PLD Scholarship	15,000
7,746	9,339	3,382	5,194	5,000	3022	Senior Staff Appraisal	3,000
					New		
					New		
					New		
31,367	29,390	21,247	20,194	42,000			43,000
					<b>* Library</b>		
1,881	2,058	1,381	2,809	4,000	3120	Library Operations	4,500
					New		
					New		
					New		
1,881	2,058	1,381	2,809	4,000			4,500
					<b>* Minor Equipment/R&amp;M</b>		
0	0	0	513	2,000	3201	Minor ICT Purchases	2,000
211	652	596	400	5,000	3202	Audio Visual	1,000
1,565	896	569	333	2,000	3203	Equipment Repairs	500
26,885	2,443	4,073	4,231	3,000	3204	ICT repairs	3,000
500	44,104	31,788	34,109	40,000	3205	New Era IT	38,000
					New		
					New		
					New		
29,161	48,095	37,026	39,586	52,000			44,500
					<b>* Teaching Resources</b>		
10,507	6,657	6,631	5,923	7,500	3302	Classroom Expenses	9,000
1,472	8,520	707	911	2,000	3305	English	2,000
1,405	245	1,819	1,873	2,000	3306	ESOL	1,000



0	0	0	30	1,000	3307	Mandarin	200
-212	803	68	499	2,000	3308	Maths	8,000
2,704	4,062	2,606	2,425	2,000	3309	Music	2,500
2,519	181	1,069	6,290	4,000	3310	Science	2,500
369	0	0	16	1,500	3311	Social Science	1,000
0	152	0	0	500	3312	Health	500
4,543	5,379	4,184	5,988	3,000	3313	PE/Sport	4,000
1,899	0	2,307	1,247	4,000	3314	Art	4,000
100	1,585	577	0	1,000	3315	Te Reo Maori	500
3,013	410	283	788	4,000	3316	Assessment tools	4,500
6,239	5,307	6,610	6,239	6,000	3317	Tech - Foods	7,000
0	78	98	302	1,000	3318	Careers Education	1,000
3,995	1,292	1,566	2,083	2,000	3319	Prize Giving	2,500
1,440	2,381	1,841	3,093	2,000	3320	Awards	2,000
166	487	307	3,502	5,000	3321	Support Fund	1,000
743	1,548	15,452	3,348	10,000	3322	Kapa Haka	3,000
0	0	49	293	2,000	3323	Choir & Orchestra	500
1,186	1,119	2,475	620	5,000	3324	Poly Club	1,000
1,152	-348	50	0	1,000	3325	Languages	500
0	0	51	0	200	3326	Newspapers in Educ	0
750	0	0	0	500	3327	Bollywood	500
82	0	0	22	0	3328	Tech - ICT	0
6,957	6,311	0	2,144	7,000	3329	Tech - Integrated Materials	5,000
3,000	2,937	4,382	5,451	5,000	3330	Kiwisport & Int Zone	3,500
0	0	5,268	0	3,500	3331	Production	0
4,800	3,378	3,733	0	500	3332	RTLB	0
0	0	165	7,199	0	3333	CoL Waitakere	0
0	0	0	861	13,124	3334	CoL HIS	3,000
0	0	0	13,561	2,000	3335	Intensive Wraparound	5,000
0	366	1,976	3,848	4,000	3336	Copyright Licensing	4,000
					New		
					New		

					New		
58,829	52,850	64,274	78,556	104,324			79,200
					<b>* Personnel</b>		
0	33,422	0	0	0	3401 Staff Banking Overuse		
0	0	0	153	2,000	3402 Travel	1,500	
703	0	248	630	1,000	3405 Staff Health	2,000	
159,582	188,625	183,688	234,771	220,000	3415 Tchr Aides	310,000	
0	0	0	0	10,000	3416 Teacher Aide - IRF	0	
0	16,874	0	0	0	3417 Teacher Aide - ACC	0	
235	125	2,584	2,590	3,000	3420 Relievers / Oasis	5,000	
0	0	271	0	0	3421 CoL Relievers	0	
36,073	20,916	31,375	32,096	40,500	3422 Librarian Wages	40,000	
0	0	1,572	0	5,000	3423 Assistant Kapa Haka	0	
59,541	166	17	0	0	3440 Teacher Salaries	0	
2,173,564	2,046,135	2,183,486	2,623,413	2,181,391	3499 Teachers Salaries	2,623,413	
					New		
					New		
					New		
2,429,698	2,306,263	2,403,241	2,893,653	2,462,891			2,981,913
					<b>* Operating Leases</b>		
5,205	3,653	479	110	200	3910 TELA Laptop Lease	0	
					New		
					New		
					New		
5,205	3,653	479	110	200			0
2,556,141	2,442,309	2,527,648	3,034,908	2,665,415	<b>TOTAL LEARNING RESOURCES</b>	<b>3,153,113</b>	
					<b>* International Students</b>		
-17,341	-37,439	-166,814	-74,454	-80,000	8951 International Student Income	-90,000	
0	0	0	-56,532	-40,000	8952 Homestay Income	-50,000	

This figure must match  
code 0142's figure

0	68	21,179	1,759	2,500
1,847	4,230	2,993	2,760	3,000
0	0	0	0	0
266	9,976	88,107	6,946	5,000
0	0	0	45,619	30,000
-15,228	-23,165	-54,535	-73,902	-79,500
-15,228	-23,165	-54,535	-73,902	-79,500

4,151,435	4,110,882	4,547,982	5,129,973	4,745,310
12,892	(32,430)	(12,820)	240,316	55,064

0	0	0	-18,696	-9,000
0	0	0	15,633	9,000
0	0	0	0	0
0	0	0	-3,063	0
-23,914	-5,771	-3,772	0	0
-45,421	-4,445	0	0	0
0	-21,359	-6,713	-18,807	0
51,122	10,142	5,895	5,058	0
0	22,570	11,210	11,460	0
0	0	17,076	0	0
0	0	0	0	0
-18,213	1,137	23,696	-2,289	0
-18,213	1,137	23,696	-5,352	0

8970	International Student Marketing	3,000
8975	International Student Agent Fees	10,000
8983	International Student Personnel	0
8987	International Student Expenditure	7,000
8988	Homestay Expenditure	50,000

<b>TOTAL OTHER ACCOUNTS</b>	<b>-70,000</b>
<b>TOTAL OTHER ACCOUNTS</b>	<b>-70,000</b>

<b>TOTAL EXPENDITURE</b>	<b>1,300,547</b>
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<b>NET SURPLUS/(DEFICIT)</b>	<b>24,830</b>
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**\* CoL**

7401	CoL Income	-3,000
7421	CoL Expenses	3,000
7449	Carried Forward Balance	0

**\* Confucius**

7651	Grant Income	-10,000
7652	Other Income	0
7653	Board Income	-5,000
7670	Confucius Expenses	10,000
7671	Board Expenses	5,000
7672	Confucius - Distribution of 2016 funds	0
7699	Carried Forward balance	0

<b>TOTAL CARRIED FORWARD ACCOUNTS</b>	<b>0</b>
<b>TOTAL CARRIED FORWARD ACCOUNTS</b>	<b>0</b>

**\* Capital Items**

C200	Asset Disposals Income
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**AS AT DEC 9<sup>TH</sup> 2019**

0	-254	22	145	0	C201	Gain/(Loss) on Disposal	
0	0	0	-817	0	C202	Non-cash Asset Disposals	
11,132	19,798	206,783	25,733	0	C500	Classroom FFE	
0	0	0	8,255	0	C505	Sports Uniforms	
36,803	181,952	77,641	66,655	0	C515	ICT Equipment	20,000
2,914	6,528	6,842	4,007	0	C520	Administration FFE	
0	29,747	0	77,093	0	C530	Buildings	
0	0	0	244,311	0	C535	Woodwork Rm Conversion to Marae	
8,904	11,033	48,238	68,650	0	C540	Plant & Machinery	
0	0	0	0	0	C541	Motor Vehicles	
0	16,858	76,396	3,098	0	C545	Playground & Grounds	
7,522	4,874	4,319	4,449	0	C679	Library Books	5,000
0	0	0	0	0	C680	Leased Assets	
0	30,721	1,331	16,301	0	C685	TRL Lease Assets	
0	3,020	0	0	0	C696	Donated Assets	
17,967	0	0	12,271	0	C699	SNUP Asset	
				New	Bikes in Schools		120,000
				New			
				New			
85,242	304,277	420,071	530,151	0			145,000
85,242	304,277	420,071	530,151	0	<b>TOTAL CAPITAL ITEMS</b>		145,000

					<b>* Leases &amp; Loans</b>		
0	-9,946	-1,306	2,281	8,605	9345	TRL Leases	14,019
					New		
					New		
					New		
0	-9,946	-1,306	2,281	8,605			14,019

These figures are based  
on lease agreements  
we're aware of at  
30/9/19

0	-9,946	-1,306	2,281	8,605
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<b>TOTAL LEASE PAYMENTS</b>	14,019
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Signed: \_\_\_\_\_