

# **Al-Madinah School**

## **Annual Report**

For the year ended 31 December 2020

### **Index**

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
19 - 21	Independent Auditor's Report
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport

**Al-Madinah School**  
**Statement of Responsibility**  
For the year ended 31 December 2020

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

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

It is the opinion of the Commissioner and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Commissioner.

Bruce William Helim  
Full Name of Commissioner

[Signature]  
Signature of Commissioner

31-5-21  
Date:

ASIN ALI  
Full Name of Principal

[Signature]  
Signature of Principal

31-05-21  
Date:

# Al-Madinah School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	5,031,865	4,089,722	4,524,838
Locally Raised Funds	3	126,997	108,000	149,361
Use of Proprietor's Land and Buildings		816,000	-	620,000
Interest Income		1,210	9,000	7,223
International Students	4	17,391	10,000	10,877
		<hr/>	<hr/>	<hr/>
		5,993,463	4,216,722	5,312,299
<b>Expenses</b>				
Locally Raised Funds	3	99,759	112,500	104,962
International Students	4	162	-	656
Learning Resources	5	4,202,240	3,349,600	3,708,497
Administration	6	327,717	321,500	337,664
Finance		3,719	9,000	5,848
Property	7	1,150,012	322,500	983,453
Depreciation	8	176,410	100,000	153,314
Loss on Disposal of Property, Plant and Equipment		2,425	-	6,044
		<hr/>	<hr/>	<hr/>
		5,962,444	4,215,100	5,300,438
<b>Net Surplus / (Deficit) for the year</b>		31,019	1,622	11,861
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/>	<hr/>	<hr/>
		31,019	1,622	11,861

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

# Al-Madinah School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Balance at 1 January</b>		1,372,058	1,372,058	1,360,197
Total comprehensive revenue and expense for the year		31,019	1,622	11,861
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		24,466	-	-
<b>Equity at 31 December</b>	23	1,427,543	1,373,680	1,372,058
Retained Earnings		1,427,543	1,373,680	1,372,058
<b>Equity at 31 December</b>		1,427,543	1,373,680	1,372,058

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

# Al-Madinah School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	792,478	559,633	831,339
Accounts Receivable	10	370,905	300,000	231,428
GST Receivable		28,875	30,000	35,379
Prepayments		2,363	2,500	4,564
Inventories	11	52,544	52,500	46,309
		1,247,165	944,633	1,149,019
<b>Current Liabilities</b>				
Accounts Payable	13	417,761	415,000	368,555
Borrowings - Due in one year	14	11,935	11,935	-
Revenue Received in Advance	15	1,783	1,783	19,174
Finance Lease Liability - Current Portion	17	14,926	15,000	20,009
		446,405	443,718	407,738
<b>Working Capital Surplus/(Deficit)</b>		800,760	500,915	741,281
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	728,983	970,790	690,790
		728,983	970,790	690,790
<b>Non-current Liabilities</b>				
Borrowings	14	44,756	44,750	-
Provision for Cyclical Maintenance	16	27,914	23,775	50,255
Finance Lease Liability	17	29,530	29,500	9,758
		102,200	98,025	60,013
<b>Net Assets</b>		1,427,543	1,373,680	1,372,058
<b>Equity</b>	23	1,427,543	1,373,680	1,372,058

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

# Al-Madinah School

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,507,533	1,389,722	1,299,045
Locally Raised Funds		126,997	108,000	149,361
International Students		-	(7,391)	17,398
Goods and Services Tax (net)		6,504	5,379	(9,934)
Payments to Employees		(793,178)	(659,166)	(539,592)
Payments to Suppliers		(741,951)	(864,940)	(648,093)
Cyclical Maintenance Payments in the year		(23,500)	-	(78,127)
Interest Paid		(3,719)	(9,000)	(5,848)
Interest Received		1,210	9,000	7,223
Net cash from/(to) Operating Activities		79,896	(28,396)	191,433
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(176,085)	(377,279)	(152,397)
Net cash from/(to) Investing Activities		(176,085)	(377,279)	(152,397)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		24,466	-	-
Finance Lease Payments		(23,829)	77,284	(28,203)
Loans Received / Repayment of Loans		56,691	56,685	-
Net cash from/(to) Financing Activities		57,328	133,969	(28,203)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(38,861)</b>	<b>(271,706)</b>	<b>10,833</b>
Cash and cash equivalents at the beginning of the year	9	831,339	831,339	820,506
Cash and cash equivalents at the end of the year	9	792,478	559,633	831,339

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

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

# Notes to the Financial Statements

For the year ended 31 December 2020

## 1. Statement of Accounting Policies

### Reporting Entity

Al-Madinah School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Commissioner is of the view that the School is a public benefit entity for financial reporting purposes.

### Basis of Preparation

#### Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

#### Basis of Preparation

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

### Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

### PBE Accounting Standards Reduced Disclosure Regime

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

### Measurement Base

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

### Presentation Currency

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

### Specific Accounting Policies

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

### Critical Accounting Estimates And Assumptions

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

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

#### Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Commissioner assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

#### Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### *Critical Judgements in applying accounting policies*

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **Revenue Recognition**

#### **Government Grants**

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

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

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

#### **Other Grants**

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

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

#### **Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

#### **Operating Lease Payments**

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

#### **Finance Lease Payments**

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



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### Cash and Cash Equivalents

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

### Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short term receivables are written off when there is no reasonable expectation of recovery.

### Inventories

Inventories are consumable items held for sale and comprise of 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. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### Investments

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

### Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Commissioner'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.

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

### Finance Leases

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

### Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### Impairment of property, plant, and equipment

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

#### *Non cash generating assets*

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

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

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

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

### Accounts Payable

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

### Employee Entitlements

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### Revenue Received in Advance

Revenue received in advance relates to the Principal's scholarship fund where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to Principal's scholarship fund, should the School be unable to provide the services to which they relate.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Commissioner 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 Commissioner's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Commissioner has to the Ministry and is based on the Commissioner's ten year property plan (10YPP).

### Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

### Borrowings

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

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

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

### Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

### Budget Figures

The budget figures are extracted from the School budget that was approved by the Commissioner.

### Services Received In-Kind

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 2 Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,278,197	1,144,722	1,145,544
Teachers' Salaries Grants	3,524,332	2,700,000	3,225,793
Resource Teachers Learning and Behaviour Grants	4,221	5,000	2,720
Other MoE Grants	195,819	230,000	139,207
Other Government Grants	29,296	10,000	11,574
	5,031,865	4,089,722	4,524,838

The School has opted in to the donations scheme for this year. Total amount received was \$0,00.

### 3 Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	5,709	-	26,275
Activities	29,844	7,000	19,627
Trading	91,444	94,000	103,407
Fundraising	-	7,000	52
	126,997	108,000	149,361
<b>Expenses</b>			
Activities	27,456	50,500	17,960
Trading	72,303	62,000	87,002
	99,759	112,500	104,962
	27,238	(4,500)	44,399

Surplus/ (Deficit) for the year Locally Raised Funds

### 4 International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	0	0	0
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International Student Fees	17,391	10,000	10,877
<b>Expenses</b>			
International Student Levy	162	-	656
	162	-	656
	17,229	10,000	10,221

Surplus/ (Deficit) for the year International Students

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 5 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	101,464	115,550	87,611
Equipment Repairs	29,510	26,500	41,408
Information and Communication Technology	926	10,000	(3,641)
Library Resources	2,848	4,550	2,933
Employee Benefits - Salaries	4,038,050	3,161,000	3,568,325
Staff Development	29,442	32,000	11,861
	<u>4,202,240</u>	<u>3,349,600</u>	<u>3,708,497</u>

### 6 Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	29,500	20,000	24,000
Board of Trustees Fees	385	2,000	-
Board of Trustees Expenses	17,859	15,500	27,319
Communication	8,664	6,000	5,640
Consumables	31,782	43,000	49,079
Operating Lease	3,280	-	9,840
Other	33,519	35,500	31,953
Employee Benefits - Salaries	141,399	142,500	127,888
Insurance	6,334	6,000	13,157
Service Providers, Contractors and Consultancy	54,995	51,000	48,788
	<u>327,717</u>	<u>321,500</u>	<u>337,664</u>

### 7 Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	90,520	95,000	86,775
Cyclical Maintenance Expense	24,659	20,000	64,600
Grounds	5,863	10,500	13,170
Heat, Light and Water	36,213	42,500	41,938
Repairs and Maintenance	84,176	81,000	80,082
Use of Land and Buildings	816,000	-	620,000
Security	3,811	3,500	2,590
Employee Benefits - Salaries	88,770	70,000	74,298
	<u>1,150,012</u>	<u>322,500</u>	<u>983,453</u>

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

## 8 Depreciation

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements - Crown	3,772	3,500	3,318
Furniture and Equipment	78,611	40,500	72,827
Information and Communication Technology	50,801	30,000	56,323
Motor Vehicles	10,345	8,000	10,346
Leased Assets	23,830	10,000	1,939
Library Resources	9,051	8,000	8,561
	<u>176,410</u>	<u>100,000</u>	<u>153,314</u>

## 9 Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	300	300	300
Bank Current Account	759,022	526,183	797,917
Bank Call Account	33,156	33,150	33,122
Cash and cash equivalents for Statement of Cash Flows	<u>792,478</u>	<u>559,633</u>	<u>831,339</u>

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

## 10 Accounts Receivable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Teacher Salaries Grant Receivable	370,905	300,000	231,428
	<u>370,905</u>	<u>300,000</u>	<u>231,428</u>
Receivables from Non-Exchange Transactions	370,905	300,000	231,428
	<u>370,905</u>	<u>300,000</u>	<u>231,428</u>

## 11 Inventories

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
School Uniforms	52,544	52,500	46,309
	<u>52,544</u>	<u>52,500</u>	<u>46,309</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

## 12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	25,408	-	-	-	(3,772)	21,636
Furniture and Equipment	386,013	144,422	-	-	(78,611)	451,824
Information and Communication Technology	136,399	19,185	-	-	(50,801)	104,783
Motor Vehicles	26,739	-	-	-	(10,345)	16,394
Leased Assets	56,300	38,518	-	-	(23,830)	70,988
Library Resources	59,931	14,904	(2,426)	-	(9,051)	63,358
<b>Balance at 31 December 2020</b>	<b>690,790</b>	<b>217,029</b>	<b>(2,426)</b>	<b>-</b>	<b>(176,410)</b>	<b>728,983</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	39,597	(17,961)	21,636
Furniture and Equipment	1,389,374	(937,550)	451,824
Information and Communication Technology	812,039	(707,256)	104,783
Motor Vehicles	84,011	(67,617)	16,394
Leased Assets	101,069	(30,081)	70,988
Library Resources	167,061	(103,703)	63,358
<b>Balance at 31 December 2020</b>	<b>2,593,151</b>	<b>(1,864,168)</b>	<b>728,983</b>

The net carrying value of equipment held under a finance lease is \$70,988 (2019: \$56,300).

The net carrying value of Furniture and Equipment included a \$59,674 Lighting upgrade to the entire school which was funded by a loan from the Energy Efficiency and Conservation Authority. Refer to Note 14.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	21,976	6,750	-	-	(3,318)	25,408
Furniture and Equipment	365,427	93,413	-	-	(72,827)	386,013
Information and Communication Technology	155,706	37,016	-	-	(56,323)	136,399
Motor Vehicles	37,085	-	-	-	(10,346)	26,739
Leased Assets	748	57,491	-	-	(1,939)	56,300
Library Resources	59,318	15,218	(6,044)	-	(8,561)	59,931
<b>Balance at 31 December 2019</b>	<b>640,260</b>	<b>209,888</b>	<b>(6,044)</b>	<b>-</b>	<b>(153,314)</b>	<b>690,790</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	39,597	(14,189)	25,408
Furniture and Equipment	1,244,953	(858,940)	386,013
Information and Communication Technology	792,854	(656,455)	136,399
Motor Vehicles	84,011	(57,272)	26,739
Leased Assets	62,551	(6,251)	56,300
Library Resources	158,574	(98,643)	59,931
<b>Balance at 31 December 2019</b>	<b>2,382,540</b>	<b>(1,691,750)</b>	<b>690,790</b>

The net carrying value of equipment held under a finance lease is \$56,300 (2018: \$748).



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

## 13 Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	35,678	40,000	81,241
Accruals	34,803	35,000	30,220
Employee Entitlements - Salaries	307,604	300,000	233,437
Employee Entitlements - Leave Accrual	39,676	40,000	23,657
	<u>417,761</u>	<u>415,000</u>	<u>368,555</u>
Payables for Exchange Transactions	417,761	415,000	368,555
	<u>417,761</u>	<u>415,000</u>	<u>368,555</u>

The carrying value of payables approximates their fair value.

## 14 Borrowings

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Due in One Year	11,935	11,935	-
Due Beyond One Year	44,756	44,750	-
	<u>56,691</u>	<u>56,685</u>	<u>-</u>

The School has borrowings at 31 December 2020 of \$56,690 (31 December 2019 \$0.00). This loan is from Energy Efficiency and Conservation Authority for the purpose of Electrical Upgrade. The loan is unsecured and is payable without interest in equal quarterly instalments of \$2,984.

## 15 Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	-	-	17,391
Other	1,783	1,783	1,783
	<u>1,783</u>	<u>1,783</u>	<u>19,174</u>

## 16 Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	50,255	50,255	63,782
Increase/(decrease) to the Provision During the Year	1,159	20,000	64,600
Use of the Provision During the Year	(23,500)	(46,480)	(78,127)
Provision at the End of the Year	<u>27,914</u>	<u>23,775</u>	<u>50,255</u>
Cyclical Maintenance - Term	<u>27,914</u>	<u>23,775</u>	<u>50,255</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 17 Finance Lease Liability

The school has entered into a number of finance lease agreements for photocopier and teacher laptops. Minimum lease payments payable (includes interest portion):

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	18,048	-	21,912
Later than One Year and no Later than Five Years	33,803	-	10,362
	51,851	-	32,274

### 18 Related Party Transactions

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

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

The Proprietor of the School (IED Trust) is a related party of the Commissioner/Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Commissioner/Board. Any services or contributions between the Commissioner and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed. Attendance Dues the school has collected, the amount they have passed to the IED Trust and the balance of attendance dues not passed on as at 31/12/2020. The school charges an administrative fee that the trust for collecting the attendance dues.

The Proprietor provides land and buildings free of charge for use by the Commissioner as noted in Note 1. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 19 Remuneration

#### Key management personnel compensation

Key management personnel of the School include Commissioner, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Commissioner</i>		
Remuneration	41,138	-
Full-time equivalent members	0.20	-
<i>Leadership Team</i>		
Remuneration	-	-
Full-time equivalent members	-	-
Total key management personnel remuneration	41,138	-
Total full-time equivalent personnel	0.20	-

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

#### Principal

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

	2020 Actual \$0.00	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
130-140	1	-
120-130	1	-
110-120	5	-
100-110	1	4
	8	4

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

### 20 Compensation and Other Benefits Upon Leaving

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

### 21 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020.

(Contingent liabilities and assets as at 31 December 2019: nil)

#### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of the school's Commissioner, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

### 22 Commitments

#### (a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2019: nil)

#### (b) Operating Commitments

As at 31 December 2020 the Commissioner has entered into the following contracts:

- operating lease of a photocopier

	2020 Actual \$	2019 Actual \$
No later than One Year	-	4,100
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	4,100

### 23 Managing Capital

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

### 24 Financial Instruments

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	792,478	559,633	831,339
Receivables	370,905	300,000	231,428
Total Financial assets measured at amortised cost	1,163,383	859,633	1,062,767
<b>Financial liabilities measured at amortised cost</b>			
Payables	417,761	415,000	368,555
Borrowings - Loans	56,691	56,685	-
Finance Leases	44,456	44,500	29,767
Total Financial Liabilities Measured at Amortised Cost	518,908	516,185	398,322

### 25 Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## Independent Auditor's Report

### To the Readers of Al-Madinah School's Financial Statements

#### For the Year Ended 31 December 2020

The Auditor-General is the auditor of Al-Madinah School (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### ACCOUNTANTS & ADVISORS

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Auckland 1143, New Zealand  
Telephone: +64 9 366 5000  
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William Buck Audit (NZ) Limited

## **Responsibilities of the Commissioner for the financial statements**

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

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

The Commissioner's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Commissioner.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Commissioner and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to

the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Commissioner is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report and the Analyses of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



**Darren Wright**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Auckland, New Zealand



# Al-Madinah School

## Annual Report for the year ending 2020

### INTRODUCTION

Assalaamu Alaikum WA Rahmatullahi WA Barkatuh

I begin in the name of Allah Subhanahu WA ta'ala who is most merciful, and most compassionate. Al-Madinah School is a state-integrated area school. The school was provisionally registered on 17 August 1992 and received its full registration as a full primary school on 17 December 1992. Secondary section of the school was added in 1995; henceforth Al-Madinah gained the status of an area school. The school was integrated into State Education System on 25 March 1996.

The school started in 1992 with its starting roll of 9 students with a maximum roll of 180 students. Subsequently the maximum roll increased to 360, 480 and now the school is at its new maximum roll of 550 students.

### CURRICULUM

Together with the New Zealand Curriculum (NZC) the school has continued to offer Islamic Studies as part of the special character subjects taught at this school. A large range of subjects, covering an extensive career path, forms part of National Certificate of Educational Achievements (NCEA) Levels 1, 2 and 3, which are offered to the senior secondary school students.

All learning areas are covered for students in years 1 to 10 while the senior secondary school students have a range of Achievement Standards (AS) and Unit Standards (US) from a variety of subjects to choose from. Gateway and Star programmes have also helped students to gain hands-on experience hence developing their vocational pathways.

### SENIOR SECONDARY STUDENTS' ACHIEVEMENTS.

#### NCEA RESULTS- OVERALL PASS RATE: 2016-2020

It is good to see that the school has maintained the pass rate in UE as well as in NCEA well above the national and decile 2 schools' averages. Now that we have a consistent pass rate in NCEA, the school should strive for merit and excellence, as well as in the UE pass rate.

LEVELS	2016	2017	2018	2019	2020	National 2020	Decile 1-3 2020
--------	------	------	------	------	------	---------------	--------------------

LEVEL 1	80.0%	85.7%	93.1%	72.7%	100%	70.2%	61.7%
LEVEL 2	96.0%	96.3%	92.6%	100%	92.3%	79.1%	71.7%
LEVEL 3	92.3%	100%	95.2%	90.9%	100%	71.4%	65.3%
UE	61.7%	82.4%	76.2%	63.6%	100%	51.7%	35.3%

The senior students have received a number of scholarships provided by different Tertiary Institutions. The school is looking forward to receiving more scholarships for our students in different subjects.

### **PRIMARY SCHOOL CONTINUES SUCCESS IN BOTH LITERACY AND NUMERACY**

As far as numeracy goes, Guided Maths group session /programme continued in all classes or hubs. Support Programmes such **Study Ladder** and **Education Perfect** were integrated well by teachers. Problem Solving approach and Talk Move strategies were implemented effectively.

Focus on knowledge and Strategies were done simultaneously.

As far as literacy is concerned, unfortunately both Reading data has declined by about 3% and Writing data has declined by about 6 %. Years 3 and 5 will be targeted for improvement. Support programmes (ALL, Reading Recovery, COL support, and Teacher support for Special Needs and ESOL students) will continue.

Class Teachers will have target groups for literacy- reading and writing throughout the year in order to provide extra support. An integrated approach is recommended. All Hubs and Classrooms will do literacy together at once so CT can collaborate to plan, prepare and deliver together.

### **SUCCESS IN REGIONAL SCHOOLS SPEECH COMPETITIONS**

Al-Madinah School takes pride in ensuring its students take part in school-wide competitions whether it be local, regional or national. Last year our students took part in the 2020 regional schools speech competition. This included schools from Mangere and Otahuhu. There were separate competitions for primary schools (years 1 - 6) and intermediate schools (years 7 - 8).

In spite of Covid-19 and the lockdowns, Al-Madinah School students won the first, second and third places in the primary school competition and won 2<sup>nd</sup> and 3<sup>rd</sup> placement in the intermediate schools competition. AMS then represented our regional schools into the Auckland wide competition. Even though our students did not win the competition but their participation was well recognized.



## **ILE PROFESSIONAL LEARNING AND DEVELOPMENT (ILE PLD)**

Al-Madinah School has been very lucky and privileged by being able to access PLD with Core Education, which is being funded by the Ministry of Education. This has been instrumental in getting various Hubs operating at AMS. We are now seeing a lot of collaboration amongst and between teachers right across the school.

## **DARUL ULOOM - EXTENDED ISLAMIC STUDIES**

Upon continued request from parents on the basis of the school's curriculum review it was decided to run extra classes outside the normal school hours in order to allow students to memorize the Quran, which is an act of great pride and piety for a Muslim family. In doing so the school had to ensure the students do not miss out on the national curriculum. About 15 students have taken advantage of this opportunity. The school is looking forward to further extension of such classes in 2021. This may include more of before school and after school classes.

## **REPORTING TO PARENTS**

Al-Madinah School reports to the parents and caregivers three times a year on student achievement. The school reports are generated using MUSAC software and are retained in the system for future reference.

The school is now reporting all its absences via electronic register using text stream in which parents receive texts as well as emails if their children are absent or late to school. Only unexplained lateness and absences are followed on a daily basis. This has seen the absences and lateness drop significantly.

## **ESOL / Special Needs Dept**

This department has been established to cater for the needs of the students who are on the NESB status grant list and other special needs students. Head of English Department also handles the ESOL Department while the Special Needs Coordinator (SENCO) takes care of the students with special needs. We are looking forward to providing more teacher aide hours for in-class support.

## **COMMUNITY CONSULTATION**

Bruce Adin, the Commissioner of AMS, played a major role by trying to get IED Trust, being the proprietor of AMS, to start a discussion on the future of two Muslim schools standing next door to each other. It was intended to find out how both schools could operate on a more efficient and effective manner. The point of discussion to start with was the issue of movement of the secondary girls from AMS to ZCG.



Hence, there has been a major consultation with the community through parents meetings to discuss the future of the school. The point of discussion was to do with the movement of secondary girls to Zayed College for Girls (ZCG).

It was good to see the dedication, love and passion the parents at large had for the Al-Madinah School. There was a major opposition from parents in trying to move their secondary girls to ZCG. In the end, no change was achieved but the discussions held were important to influence the direction of the school for the future.

## **PERSONNEL**

In 2020, we had a great team of staff who worked industriously and consequently it reflected in the NCEA results.

The school runs a very effective appraisal system to ensure continuous development of the staff who were appraised against their job descriptions and the Area School Teachers' professional standards.

Staff have been through various professional developments, which was linked to their appraisal goals. As part of appraisal goal the HOD Guidance was assigned to review the pastoral care services at AMS in order to bring about harmony and effectiveness in its delivery of the services. The review, which will have its recommendations is due to finish in early 2021.

The establishment of LSC positions by Ministry of Education has been a very positive move by the school. AMS has been lucky because of its roll number to have a full LSC position allocated to it. LSC at AMS also covers the position of the SENCO and it is working well for our school.

Principal, as a leader, has been fully involved in major PLDs and he is part of a wide network of Principals' group and does attend various Principals' Association meetings including APPA, ASSPA, CMSSPA and MPA. Principal had attended the APPA conference in Taupo as well as the special character PLD in Wellington.

## **PROPERTY**

The school has reviewed its security measures by replacing its alarm monitoring company, Armough Guard, by contracting Recon Security Ltd as its new preferred supplier of security services.

Following the Christchurch shooting the school's proprietor, IED Trust, has agreed and is trying to do its best to install a new fence with wider gates with access control facilities. IED Trust has applied for grants to Ministry of education (MOE) and to FIANZ (Federation of Islamic Association of New Zealand) for grants to help complete the project on time. The school has also spent just under \$100K to install the access control system to the school gates as well as upgraded its CCTV camera system.

IOYPP has been reviewed and upgraded by Watershed Ltd. Block A exterior painting has been completed at a cost of around \$60K.





At the beginning of term 1 2020 we had a major water leak in A Block upstairs which made at least 4 classrooms out of use for approximately one term. Fortunately, the school was covered by insurance, which took care of all the repairs and maintenance.

The school took an advantage of an subsidy scheme and got all of its old lightings replaced by LED lighting, which will recover all the cost in next 5 years and will then start saving for the school for at least next 15 years as the life expectancy for the LED lights are at least 20 years.

## **FINANCE**

The school has continued to build up its working capital and hence the cash flow is very healthy in comparison to the past years. AMS finance is handled by Edtech Ltd which has been looking after the school financial services for well over 20years.

## **SPECIAL CHARACTER**

Staff and students do their best to uphold the special character of the school. They also took part in various special gatherings in Auckland and Wellington. The Islamic Studies Department is continuing to provide resources for integration of Islamic teaching in other curriculum areas.

## **CO-CURRICULAR ACTIVITIES**

### **Inter School Sports**

Al-Madinah continued to take part in the Counties Manukau Inter-School Soccer Tournament. Once again we are very pleased with our school's second place in the tournament. In spite of fasting during the month of Ramadan, our students fought hard and won all the games except the very final match.

Girls took part in the Community netball competitions and they also played netball with a few of the local schools. Other Sports offered to the students included cricket, volleyball, table tennis, badminton, athletics, netball, swimming, touch and rugby.

## **STUDENT SUPPORT**

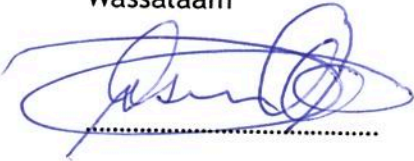
**Canteen Services:** This facility is continuing to make a good impact on the social services to our students and their parents by way of providing healthier foods to them. This service has given parents a choice and much relief to the working parents.



In spite of all changes in the governance model, staff and students of the school have made consistent effort to improve its overall performance with improved delivery of the curriculum in the manner best suited to the needs of the students.

Lastly, we (The Commissioner and the Principal) would like to tender our sincere thanks and gratitude to the school proprietors - IED Trust, staff, students and the community at large for the support they provided to the school in this very difficult year of Covid-19. In spite of all the lockdowns and disruptions, the school continued to perform at an optimum level and we are looking forward to their continued support, assistance and Dua in future. With the blessing of Allah Subhana Ta'ala we are looking forward to a fruitful 2021 school year.

Wassalaam



Asin Ali

Principal

28 May 2021



Bruce Adin

Commissioner

28 May 2021



## **2020 VARIANCE REPORT ON PERFORMANCE AGAINST THE ANNUAL STUDENTS' ACHIEVEMENT TARGETS**

Reporting commentary on students in years 1 to 6 that use *The New Zealand Curriculum*.

Date: 6-12-20

School name: AL MADINAH

School number: 544

### **NAG2A (b)(i) Areas of strength- Maths**

Discussion: Guided Maths group session /programme continued in all classes or hubs. Support Programmes such Study Ladder and Education Perfect were integrated well by teachers. Problem Solving approach and Talk Move strategies were implemented effectively. Focus on knowledge and Strategies were done simultaneously.

### **NAG2A (b)(i) Areas for improvement- Literacy- Reading and Writing**

Reading data has declined by about 3% and Writing data has declined by about 6 % .  
Year 3 and 5 will be targeted to improve  
Support programmes (ALL, Reading Recovery, COL support, and Teacher support for Special Needs and ESOL students ) will continue  
Class Teachers will have target groups for literacy- reading and writing through out the year providing extra support.  
An integrated approach is recommended.  
All Hubs and Classrooms will do literacy together at once so CT can collaborate to plan, prepare and deliver together.

### **NAG2A (b)(ii) Basis for identifying areas for improvement**



**2020: All students achievement AT and ABOVE**

**Reading: 72.7 % ( 70.62% boys and 74.53% girls are AT or ABOVE in READING**

**Writing: 72.26 % ( 67.5% boys and 77 % girls are AT or ABOVE in WRITING)**

**Maths: 77.25 % ( 76.4 % boys and 78.25 % girls were AT or ABOVE in MATHS)**

**2019: All students achievement AT and ABOVE**

**Reading: 75.1 % ( 72.8% boys and 77.8% girls were AT or ABOVE in READING**

**Writing: 78.7% ( 75.9 % boys and 82% girls were AT or ABOVE in WRITING)**

**Maths: 77.4 % ( 77% boys and 77.8 % girls were AT or ABOVE in MATHS)**

**2018: All students achievement AT and ABOVE**

**Reading: 76.5 % ( 75.4%boys and 75.7 girls were AT or ABOVE in READING**

**Writing: 72.3 % ( 78% boys and 76.8 girls were AT or ABOVE in WRITING)**

**Maths: 76.5 % ( 76.7 % boys and 76.4% girls were AT or ABOVE in MATHS)**

**2017: All students achievement AT and ABOVE**

**Reading: 75.9 %**

**Writing: 71.6%**

**Maths: 81.5%**

**2016: All students achievement: AT and ABOVE**

**Reading: 77.1%**

**Writing: 77.6%**

**Maths 80.1%**

**2014: All students achievement AT and ABOVE**

**Reading: 74.3 %**

**Writing: 69.8%**

**Maths: 80%**

**NAG2A (b)(iii) Planned actions for lifting achievement**

Discussion: 2021 focus will be literacy- in years 1-6

1. Establishing New Entrant class from beginning of term 3 is very important. We did not have NE for several years.
2. Reading Recovery programme will continue for years 1-2.
3. Class Teachers in class literacy programmes (demonstrations, modelling and sharing)with each other
4. Practical and fun approach will be implemented for all strands of reading and writing, integrating effectively in all curriculum areas.
5. Team planning will done and shared on ONE DRIVE
6. Resources will be uploaded on files on ONE DRIVE for all to share by Team leaders and team members
7. Communicate consistently with parents to share goals, programmes and achievements.
8. E portfolios will be set up on DOJO for all students to share samples of work with parents
9. TA or another teacher support will be provided in all hubs for literacy and numeracy sessions.
10. Whanau support will be used as needed.
11. Low ability and GAT students will be identified and support will be provided.
12. Revise curriculum Implementation Plan
13. AP to continue attending APs meetings to share data, goals and PLD in support programmes as needed

**NAG2A (b) (iv) Progress Statement**

Discussion:

2021 GOAL: To have at least 75 % of students read AT or ABOVE in literacy

Achievement data is good in all three areas.

Thanks to all CT for their diligence, collaboration and consistent effort.

**NCEA RESULTS - -ANALYSIS & REPORT ON TARGETS**

## AL-MADINAH SCHOOL ANALYSIS OF NCEA RESULTS 2020

	Level 1		Level 2		Level 3	
	Girls	Boys	Girls	Boys	Girls	Boys
Total number of Candidates	11	25	9	17	8	12
Met NCEA L1 literacy requirements	11	25	9	17	8	12
Met NCEA Level 1 Numeracy requirements	11	25	9	16	8	12
Met UE reading and writing requirements	-----	-----	-----	-----	8	12
Met UE numeracy requirements	-----	-----	-----	-----	8	12
Met UE subject requirements	-----	-----	-----	-----	8	12
Met UE requirement	-----	-----	-----	-----	8	12
Enrolment based percentage	100%	100%	100%	88.2%	100%	100%
Enrolment based percentage	100%( 36/36)		92.3% (24/26)		100%(20/20)	
University Entrance	-----		-----		100%	100%
	----		----		100%(20/20)	

- Enrolment based statistics are based on a 70 day period at school.

The analyses are based on students enrolled at each school and not on participation as was done in the past. The reporting population is NZ domestic students.

Date of analysis: 23-02-2021 based on the data provided to date. Data can change due to reviews, reconsiderations and late results.

### **NCEA RESULTS- OVERALL PASS RATE: 2016-2020 (enrolment based)**

LEVELS	2016	2017	2018	2019	2020	National pass rate 2020	Decile 1- 3 pass rate 2020
LEVEL 1	80.0%	89.3%	93.1%	72.7%	100%	70.2%	61.7%
LEVEL 2	96.0%	96.3%	96.3%	100%	92.3%	79.1%	71.7%
LEVEL 3	92.3%	100%	100%	90.9%	100%	71.4%	65.3%
UE	57.7%	82.4%	76.2%	63.6%	100%	51.7%	30.3%

**Objective 2020:** To ensure 90% of the students pass NCEA.

**Targets for 2020:**

- 90% of students at risk of failing gain level one literacy.
- 90% of students at risk of failing gain level one numeracy.
- 20% of students achieve NCEA qualification endorsed with Merit at all levels.
- 10% of students achieve NCEA qualification endorsed with Excellence at all levels.
- 75% of the students passing NCEA in external examinations at all levels.
- 75% of the students qualifying for university entrance.

**Analysis for 2020 based on the targets set above:**

**To ensure 90% of the students pass NCEA**

100% - 36/36 passed L1 (one student who was missing his 4 numeracy credits gained it through enrolment at Tekura summer course).

92.3%- 24/26 passed L2.

100%- 20/20 passed L3. (Two students from 2019 came back to do certain papers to qualify for university entrance in 2020).

More than 90% of the students have passed NCEA at all levels with 100% pass rate at levels 1 and 3. Two students failed NCEA at level 2. One of these students did not get 10 level 1 Numeracy credits and the other did not get the required 60 credits at level 2 or higher. These students were supported during the year and they made some progress but not enough to get the qualification. One student was regularly absent and then left school in August. Both of these students have left school without the level 2 NCEA qualification.

**To have 90% of the students at risk of failing gain level one literacy.**



- In 2020, 100 % of year 11s 12 and 13 students have achieved level 1 literacy.

**To have 90% of the students at risk of failing gain level one numeracy.**

- In 2020, 100% of year 11 students, 96.2% of year 12 students and 100% of year 13 students have achieved level 1 numeracy. Overall 92.9% (13/14) at risk students have gained the numeracy credits. The school has met the set target of 90%.

**To have 20% of the students achieving NCEA Certificate Endorsed with Merit and 10% with Excellence at every level from current year courses only.**

Year	NCEA Certificate Endorsed with Excellence			NCEA Certificate Endorsed with Merit		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
2016	8.3% (2/24)	20.8% (5/24)	12% (3/25)	33.3% (8/24)	25% (6/24)	20% (5/25)
2017	16.0% (4/25)	19.2% (5/26)	29.4% (5/17)	36.0% (9/25)	26.9% (7/26)	29.4% (5/17)
2018	11.1% (3/27)	4.0% (1/25)	5.0% (1/20)	33.3% (9/27)	36.0% (9/25)	50.0% (10/20)
2019	6.1% (2/33)	19.2% (5/26)	4.5% (1/22)	30.3% (10/33)	15.4% (4/26)	50.0% (11/22)
2020	17.1% (6/35)	12.5% (3/24)	25% (5/20)	37.1% (13/35)	20.8% (5/24)	60% (12/20)

The 20% target set for certificate endorsement with merit have been met at all levels, that is, levels 1, 2 and 3. The analysis shows that 37.1% at level 1, 20.8% at level 2 and 60% at level 3 gained qualification endorsed with merit.

The 10% target set for certificate endorsement with excellence have been met at all levels, that is, levels 1, 2 and 3. The analysis shows that 17.1% at Level 1, 12.5% at level 2 and 25% at level 3 gained qualification endorsed with excellence.

- In 2020, at NCEA level 1, three females, and three male students had qualification endorsement with excellence while six females and seven males had merit endorsement.
- In 2020, at NCEA level 2, one female and two males had qualification endorsement with excellence while three females and two males had endorsement with merit.
- In 2020, at NCEA level 3, four females and one male had qualification endorsement with excellence while four females and eight males had endorsement with merit.

**To have 75% of the students passing NCEA in external examinations at all levels**

**Pass Rate in External Examinations**

	2016 - % pass in external exam	% change	2017 % pass in external exam	% change	2018 % pass in external exam	% change
Level 1	75.9% (120/158)	Decrease by 8.475%	74.9% (143/191)	Decrease by 1%	73.5% (136/185)	Decrease by 1.4%
Level 2	79.5% (97/122)	Increase by 15.5%	42.3% (55/130)	Decrease by 37.2%	59% (72/122)	Increase by 16.7%
Level 3	39% (34/87)	Decrease by 36%	62.6% (62/99)	Increase by 23.6%	45.7% (32/70)	Decrease by 16.9%

**Pass Rate in External Examinations**

	2019 % pass in external examination	% change	2020 % pass in external examination	% change
Level 1	69.8% (125/179)	Decrease by 3.7%	79.0% (166/210)	Increase by 9.2%
Level 2	58.7% (54/92)	Decrease by 0.3%	52.3% (57/109)	Decrease by 6.4%
Level 3	50% (50/100)	Increase by 4.3%	65.4% (51/78)	Increase by 15.4%

The 75% target for the pass rate in external examination has been achieved only at level 1 where the rate is 79%, which is also more by 9.2% when compared to 2019. There has been an improvement by 15.4% in the pass rate at level 3 and some disappointments at level 2 where the pass rate fell down by 6.4%. At level 1, there were 5 papers where students were absent and 2 reported as void while at level 2 one student absent.

- To have 75% of the students gaining University Entrance**

In 2020, 100% (20/20) of the students gained university entrance. The school met the set target of 75% gaining the university requirements. NZQA lowered the credit requirements from 14 to 12 due to covid 19.

**Percentage pass rate in external examination with merit and excellence grades**

	Pass rate (%) in external exam 2016		Pass rate (%) in external exam 2017		Pass rate (%) in external exam 2018		Pass rate (%) in external exam 2019		Pass rate (%) in external exam 2020	
	Merit	Excellence	Merit	Excellence	Merit	Excellence	Merit	Excellence	Merit	Excellence
Level 1	22.8% (36/158)	2.5% (4/158)	21.5% (41/191)	2.6% (5/191)	21.6% (40/185)	3.8% (7/185)	17.3% (31/179)	5% (9/179)	20.5% (43/210)	11.9% (25/210)
Level 2	27.9% (34/122)	9.0% (11/122)	8.5% (11/130)	1.5% (2/130)	16.4% (20/122)	0.8% (1/122)	16.3% (15/92)	8.7% (8/92)	21.1% (23/109)	2.8% (3/109)
Level 3	11.5% (10/87)	2.3% (2/87)	25.3% (25/99)	8.1% (25/99)	11.4% (8/70)	0%	12% (12/100)	6% (6/100)	17.9% (14/78)	10.3% (8/78)

At level 1, there were 25 excellence grades and 43 merits. At level 2 there were 3 excellence grades and 23 merits. At level 3, there were 8 excellence grades and 14 merits. There has been good improvement in the number and percentage of students passing external examination with excellence grades at levels 1 and 3 and in merit grades at all levels when compared to 2019 results.

### Scholarship subjects

A student in year 13 sat for Scholarship papers in English, Chemistry, Biology, Calculus and Physics. He gained scholarship grade in only English paper. In 2021, few more capable students can be encouraged to do scholarship papers. Students doing religious education papers can be encouraged to take up scholarship papers as well.

### Year 13 (level 3) students' achievement in STEM (Science, Technology, Engineering and Mathematics) subjects

Ethnicity	Number and percentage of year 13 students with one or more STEM subjects					Number and percentage of year 13 students with two or more STEM subjects					Number and percentage of year 13 students with three or more STEM subjects				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020



Other student s	14/26 53.6%	12/17 70.6%	17/21 81.0%	13/22 59.1%	5/20 25%	6/26 23.1%	11/1 64.7%	5/21 23.8%	6/22 27.3%	1/20 5%	2/26 7.7%	8/17 47.1%	1/21 4.8%	3/22 13.6%	1/20 5%
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### Who is included?

Consistent with enrolment -based NCEA statistics measure, all year 13 students in the NZ domestic students population with an enrolment of more than 70 calendar days.

### Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects: Biology, Chemistry, Calculus, Digital Technologies, Mathematics, Physics and Science, Statistics and Technology. Students who gained two STEM subjects are included in both the "gained one or more" and "gained two or more" sections. Those who gained three or more STEM subjects are included in all three sections of the report.

At Al-Madinah School, there has been a decrease in the number and percentage of students who have achieved 14 or more credits in the stem subjects. One student had 14 or more credits in three subjects, one student had in two or more and five had in one or more STEM subjects. Teachers are to make more effort to increase the number of students taking and gaining 14 or more credits in stem subjects. Link to NZQA STEM subjects: <https://secure.nzqa.govt.nz/for-providers/schools/reports/provider-stem-report.bin.do>

## **AREAS OF STRENGTH (NAG2A (b) (i))**

### Discussions:

The school had good pass rate at all levels. There has been 100% pass rate at NCEA level 1, 92.3% pass at NCEA level 2, 100% at NCEA level 3 and 100% of the students gained University Entrance. At all levels, the school has performed better than the national average which is 70.2% at NCEA level 1, 79.1% at NCEA level 2, 71.4 % at NCEA level 3 and university entrance of 51.7%. Our school has also performed better than decile 1-3 schools, which had 61.7% pass at NCEA level 1, 71.7% at NCEA level 2, 65.3 % at NCEA level 3 and University Entrance rate of 30.3%. The national statistics for 2020 at all levels have also shown improvement in the percentages when compared to 2019 at all levels except for NCEA level 1 where there is a slight drop. The decile 1-3 statistics for 2020 has also improved slightly at all levels when compared to statistics in 2019.

The opportunity to qualify for course endorsements were offered to most of the students. There were 43 course endorsements with merit and 18 with excellence at level 1, 18 with merit and 8 with excellence at level 2 and 19 with merit and 12 with excellence at level 3. The departments must continue to aim for more students getting course endorsements, especially with excellence.

The statistics shows that 100%(20/20) -year 13 students have left Al-Madinah school with NCEA level 3 qualification and 100% (20/20) of the students qualifying for university entrance. 92.3 % ( 24/26) school leavers gained NCEA level 2, thus meeting the MOE target of 85% gaining NCEA level 2. Throughout the year, the principal's nominee followed up with important aspects like meeting literacy, numeracy, UE



reading, UE writing and 14 credits for each of the three subjects to have better pass rates and university entrance. Teachers and HODs have worked very hard to get students to achieve in their subjects and to gain subject endorsements. They all have worked on the school action plan and department action plan to make a shift in the achievement. Two students who missed out on numeracy credits during the year were enrolled at Tekura summer school to try to get the remaining 4 credits. One of the students was successful. This particular student had a major absence problem during the year. The other student did not enroll so missed out on NCEA because of the level 1 numeracy credits.

Due to covid -19 and lockdowns/ loss of teaching time where in some cases only the Auckland region was affected, NZQA gave Learning Recognition (LR)Credits and made changes to UE for 2020 where credits for certain requirements were brought down as follows:

Level 1- total of 64 credits required

Level 2- total of 68 (48 plus 20 from any other level)

Level 3 - total of 68 (48 plus 20 from level 2 or higher)

UE- 12 per subject X 3

Certificate endorsement- 46 credits at the level of endorsement

Course endorsement- 12 at the level of endorsement

The school offered digital practice examinations and external exams in levels 1 to 3 English, History, Business Studies, and Health. The school and the students managed the online testing very well and did not have any issues. The school will continue to build on its capacity to offer more/ all assessments digitally as made available by NZQA

### **Areas for Improvement (NAG2A (b) (i))**

The target pass rate of 75% to pass in external exams has not been met at levels 2 and 3. We need to work hard to improve the pass rate in external exams and also improve the grades to merits and excellences. Departments have different opinions about offering externals to students. In some subjects, more students were given the opportunity to sit for examinations, which included low achievers as well. Some wanted to offer students an opportunity to try out examinations while others offered to those who were very much interested. In some cases parents input was also considered. Some students needed credits from external examinations to qualify for certain courses at universities. Most teachers provided a lot of support to the students to prepare for the external examinations. They used at least past five years examination papers for revision. The end of year practice examination gave enough feedback to the teachers and the students about the need for far more revision. This was still very challenging task, as many students showed very little concern for external examination since they already had enough credits. The covid-19 disruptions to some extent also contributed towards students achievement where prolonged absence from school led to student disengagement. Teachers to further analyse the effects of teaching as inquiry and the PLDs including ILE on student achievement. HODs reviewed the number of credits offered, as there should not be credit farming but students to go for quality credits and just around 80 credits at level 1 and 60 at levels 2 and 3. Each department should try to meet the set targets. Teachers to



continue motivating students to do well in external examinations and guiding them towards university course requirements.

In most of the subjects, internal assessments are based on research where teachers provide feedback at various checkpoints thus giving opportunity to students to gain better grades. Students need to work harder for test-based assessments and in subjects like mathematics, physics, chemistry and science.

**Discussions:** The school needs to improve on the percentage of students gaining qualification endorsed with excellence and merit. Other areas of improvement needed are the pass rate in external examination, achieving excellences in external exams and course endorsements with excellence and merits. Teachers have identified absence from school as a major contributor to students' failure in examinations. In some subjects, the students have not performed well in particular standards and the departments and teachers need to improve on. Calculus and Physics teachers to target students to meet The University of Auckland Engineering course requirements. Students who would like to get into Architecture or interior designing to be helped with preparation of portfolio.

All subject teachers and departments to do detailed subject analysis and make effort to have a pass rate of more than 75% in external examinations. The departments are required to establish the reasons and improve the performance in 2020. Departments must also target course endorsements with merits and excellences. Teachers are encouraged to do detailed inquiry into their teaching to improve results. They can request students to show examination papers to find out the areas of weaknesses and concerns thus departments are expected to put action plan to improve performance. Departments to look at examination results and try to have zero absences in 2021 results. This can be achieved by making sure that the students are motivated enough to sit for external examinations. The school to continue and start early the conversation about external exams and course endorsement with achieved as well. This should be very well communicated to parents to avoid last minute disappointments.

The class teachers, dean and assistant principals to continue following up with student absences and students taking holiday during school term. The school should use the truancy officer to support with regular absence from school. More effort is required to make our students have growth mindset, have a can do attitude and to be become independent learners. In term 4, priority should be given to preparation for external examinations. The school camps and other major activities to can be offered earlier in the year.

To improve the results in STEM, HOD Science to do NZCER PAT Science to compare our students achievement with National Standards. High achievers in Science to be encouraged to participate in ICAS Science assessments. The HOD Science is reviewing the course to include at least 2 practical experiments per term and having an integrated approach to teaching the units/standards. Similar approach to be used in mathematics where teaching to start with looking at a problem and finding out the concepts to be learnt and applied. Capable students can be encouraged to take



pathways in Science related areas and take Science subjects at school. More effort to be made to improve achievement in mathematics.

Teachers are to focus on learning and not on credit accumulation. The school to continue navigating different ways to prepare students for work, life and further studies. At risk students to be guided well for them to achieve qualifications.

Teachers to continue using last year's (2020) action plan (attached below) together with 2021 recommendations to improve achievement.

### **Basis for Identifying Areas for Improvement (NAG2A (b) (ii))**

The areas for improvement (listed above) have been identified after comparing with targets set for the year. The school would like to produce more quality results with more students achieving with merits and excellences and to have a pass rate of 75% in external examinations at all levels. Some departments need to work harder to produce better results.

National average, which includes all schools and deciles 1-3 schools analysis reports were also considered to identify the needs to improve performance at all levels. Teachers had to look at the tertiary institute requirements and support students accordingly.

There is no particular pattern in the results based on ethnicity.

### **Special Assessment Conditions (SAC)**

The following is the statistics for SAC

Fourteen students' applications were approved for SAC where one used the extra time while others did not need it due to doing less than three external exams. Only one student used the computer for scholarship English while others did not since some examinations were already digital, and they refused to use in other subjects like in maths, science, accounting, ....

**Objective 2021:** To ensure 90% of the students pass NCEA.

### **Targets for 2021:**

- 90% of students at risk of failing gain level one literacy.
- 90% of students at risk of failing gain level one numeracy.
- 30% of students achieve NCEA qualification endorsed with Merit at all levels.
- 20% of students achieve NCEA qualification endorsed with Excellence at all levels.
- 75% of the students passing NCEA in external examinations at all levels.
- 75% of the students qualifying for university entrance.

### **Planned actions for improving pass rate in external examinations in 2021 (NAG2A (b) (iii))**

KEY TASK	KEY INDICATORS	ACTIONS AND RESOURCES	EXPECTED OUTCOME	WHO IS RESPONSIBLE	ACTIONED/ COMMENTS
Support students at risk of failing level one literacy and numeracy	<ul style="list-style-type: none"> <li>Relevant programmes for literacy and numeracy</li> <li>Extra support provided through special funding and teacher aide</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers, and Learning Support Coordinator (LSC) to set up relevant programmes including the use of supported learning standards.</li> <li>Extra in class supported provided through the use of teacher aides</li> <li>Use the supported learning resources</li> <li>Feedback and feedforward to parents/caregivers</li> <li>Peer mentoring programme</li> </ul>	The students gaining level 1 literacy and numeracy	Subject teachers, HODs, AP, LSC.	
Continue building staff capability to inquire into own teaching and learning  Continue building leadership capability to support staff	<ul style="list-style-type: none"> <li>Self-evaluation by senior leadership team and HODs</li> <li>More support provided by the senior leadership to HODs</li> <li>All teachers and leaders aspiring to strong inquiry practice</li> <li>Sharing results of teaching as inquiry</li> <li>Teachers and students have growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>All staff carrying out teaching as inquiry in areas of need.</li> <li>Teaching as inquiry PLD by Irene Anderson from Team Solutions.</li> <li>Reading on "Leading inquiry at a teacher level-it's all about mentorship" by Mike Fowler</li> <li>Support by CoL</li> <li>Leadership PLDs</li> <li>NZQA seminars</li> <li>DIMIC PLD</li> </ul>	Teaching as inquiry carried out very effectively to improve student achievement in external examinations.  Improvement in all school assessments achievement rate	Teachers  HODs  SLT	<p>The school is currently in the second year of school wide PLD in teaching as inquiry. The focus for 2018 is on writing skills.</p> <p>The principal is part of the CoL -Mangere group where the focus is to bring improvement is student achievement.</p>

<p>Departments to evaluate the number of credits and achievement standards offered in each subject.</p> <p>"Quality is more important than quantity".</p> <p>Focus on learning and not on credit accumulation.</p>	<ul style="list-style-type: none"> <li>NCEA level 1- 24 credits per subject.</li> <li>NCEA levels 2 &amp; 3 -16 to 20 credits.</li> <li>Teachers must target students to achieve at least 14 credits per subject</li> <li>US to be only offered in skills and vocational subjects where no other AS are available.</li> <li>Do not offer US to high achievers.</li> <li>Students choosing subjects according to their ability, interest and career choice.</li> <li>See if there are students who should be offered other national certificates/ vocational certificates rather than NCEA.</li> </ul>	<ul style="list-style-type: none"> <li>Offer credits according to students' ability to cope, pass external exams and get quality results.</li> <li>All departments to work together to decide on the best number of credits offered to all the students.</li> <li>User-friendly course outlines to help students better plan the course.</li> <li>Students NCEA/Edge entries in March to reflect credits entered for the year.</li> <li>Teachers to follow prerequisites when offering standards and subjects.</li> <li>Achievements to be continuously shared and followed up in department meetings.</li> <li>Academic counselling.</li> <li>Presentations by Tertiary Providers.</li> <li>Student experience days at tertiary institutes.</li> <li>Visit to Careers Expos.</li> <li>Explore the current and future job markets.</li> <li>Vocational Pathways framework.</li> </ul>	<p>Better subject choices, which should lead to Improved grade results and meeting tertiary institute entry requirements.</p> <p>Better external examination results.</p>	<p>HODs</p> <p>Careers advisor</p> <p>School counsellor</p> <p>Subject teachers</p>	<p>Continue offering only three standards in Religious Education, which has only 3 lessons per week.</p> <p>Review credits offered in careers. Students can carry on with work experience but not to attempt the assessment.</p> <p>"There should not be credit farming-NZQA/ PPTA"</p> <p>Teachers should have enough time to focus on external examinations and quality results rather than on coverage for assessments.</p>
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Engaging students	<ul style="list-style-type: none"> <li>Students to be fully engaged in their studies.</li> <li>Students have a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>Close monitoring of performance, engagement and attendance to school.</li> <li>Growth mind set chart created by Reild Wilson</li> <li>Reading by Carol S Dweck on "The Perils and Promised of Praise."</li> <li>Offer subjects of interest and relevant to their careers choices.</li> <li>Seek support by making referrals to special and relevant services (SLC, RTLB, Counselling, Pastoral Care, SMT)</li> <li>Implementing good strategies from CoL</li> <li>See previous achievement history of new students</li> </ul>	<p>Improved NCEA achievement in external exams</p> <p>Higher percentage of course endorsements</p> <p>Higher percentage of certificate endorsement</p> <p>More chances of scholarships</p>	<p>Students</p> <p>Class teachers</p> <p>SMT</p> <p>SLC</p> <p>Counselors</p> <p>Dean</p> <p>Parents</p> <p>SWIS</p>
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Prepare students well for external examinations.	<ul style="list-style-type: none"> <li>• Proper guidance provided by teachers-, "key message-in a written examination, research report, the quality of your response is more important than the length of your essay."</li> <li>• Select students who are capable of passing external examinations.</li> <li>• Offer external to those who need them for a course.</li> <li>• Extra classes conducted in term four before examination.</li> <li>• Practice solving past years examination papers with the students.</li> <li>• Share the external examination specification with the students.</li> <li>• Encourage students to buy and use graphics calculator for mathematics classes.</li> <li>• All students must BYOD</li> <li>• Share student achievement with parents from the beginning of the year. Seek their support to improve student performance.</li> <li>• Students to set goals with parents and teachers.</li> <li>• Share exemplars on the nzqa website with students.</li> <li>• Teachers to read and implement markers and examination reports.</li> <li>• Teacher to see students' external examination marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers using their time after school or on Saturdays.</li> <li>• Past years examination papers.</li> <li>• Assessment specifications.</li> <li>• Graphics calculators.</li> <li>• BYOD</li> <li>• Exemplars from the nzqa website.</li> <li>• Refer students to other useful resources available in your subject.</li> <li>• Examination markers report.</li> <li>• National moderators report</li> <li>• NCEA information evening with parents</li> <li>• Personal phone calls/ text to parents to attend parent teacher interviews</li> </ul>	<p>Improved NCEA achievement in external exams</p> <p>Higher percentage of course endorsements</p> <p>Higher percentage of certificate endorsement</p> <p>More scholarships</p> <p>No void / ABS appearing on school/ student results.</p> <p>Higher attendance to parent teacher meetings and NCEA information evening</p> <p>Careers expo</p>	<p>Subject teachers.</p> <p>Students</p> <p>Parents.</p>	<p>Reduce SNA or absences in external examinations to zero.</p>
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Evaluate our teaching strategies.	<ul style="list-style-type: none"> <li>Teachers to revise their teaching strategies. Share LO, SC, key word and purpose of the lesson with students.</li> <li>Inquiry into own teaching and learning.</li> <li>Refer to the PLD on Literacy to improve understanding and writing skills of students.</li> <li>Use appropriate technology to teach e.g. graphics calculator, spreadsheet, MYOB, BYOD, data projector and other subject related e-tools.</li> <li>Share assessment specification for the standard taught with the students</li> <li>Teach research processes before giving research assessment.</li> <li>Teach students to use time effectively.</li> <li>Explain the requirements of "instructional words" in your subject to the students. E.g.: Define, Identify, discuss, compare and contrast,  Evaluate, justify, Limitations of, .....</li> <li>Use SOLO Taxonomy /Blooms Taxonomy to improve level of understanding and the assessment grades</li> <li>Offer practice assessments before final assessment</li> <li>Give proper and good feedback on practice assessment</li> <li>NCEA teachers to be</li> </ul>	<ul style="list-style-type: none"> <li>Teaching as Inquiry PLD with Irene Anderson</li> <li>Reading on "Leading Inquiry at a teacher level- It's all about Mentorship by Mike Fowler</li> <li>PDs with Irene Anderson and Katie, Lis (ICT)</li> <li>BYOD, Graphics Calculators, data projectors</li> <li>NCEA assessment/ other test data analysis.</li> <li>Implementation of action plans.</li> <li>Notes and posters for instructional words</li> <li>Appraisal observation feedback</li> <li>ICT BTG/Use of SOLO Taxonomy school wide PD</li> <li>BeL PD</li> <li>National moderators feedback and reports</li> <li>Standards clarifications</li> <li>Subject newsletters</li> <li>Cluster meetings</li> <li>School staff and NCEA meetings.</li> <li>Implement good/ useful feedback from CoL</li> </ul>	<p>Improved NCEA achievement percentage s</p> <p>Higher percentage of course endorsements</p> <p>Higher percentage of certificate endorsement nt</p> <p>More scholarships</p>	All subject teachers.	Target more merits and excellences in external examinations.
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Students set personal goals for NCEA achievement.	<ul style="list-style-type: none"> <li>Remind student about school goal of gaining excellence in their work.</li> <li>Subject and class teachers' conferences with the student during goal setting.</li> <li>Subject and class teachers monitor the goals with the student at regular intervals.</li> <li>Subject and class teachers to teach and guide students to take responsibility for learning, monitoring their progress, and record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>Goal setting.</li> </ul>	Improved NCEA achievement percentage  Higher percentage of course endorsements  Higher percentage of certificate endorsement	Student  Subject teacher  Class teacher  Parents /  Caregivers	
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Evaluate our programmes and procedures.	<ul style="list-style-type: none"> <li>Test new students (language test and subject test) and place them in class according to their ability. Check previous school results. Copy to be given to HODs/ Subject teachers.</li> <li>HODs to monitor progress of students from years 7 to 10.</li> <li>More in depth teaching of curriculum in years 7 to 10.</li> <li>Students to become better at self-management.</li> <li>HODs to follow up with the programmes offered in our primary and years 7 to 10 classes at school.</li> <li>HODs/PN to closely monitor and follow up on years' 7 to 10 assessment analysis.</li> <li>Career pathways guidance provided.</li> <li>Individual needs are fulfilled</li> <li>Outside support like RTLB funding to be used to support lower achievers</li> <li>Gateway and STAR programmes reviewed to provide best learning and skill development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>English test.</li> <li>Other subject tests.</li> <li>Students result from previous school.</li> <li>PAT, Numeracy, basic facts, STAR, Probe, e-asTTle, mid &amp; end of year exams.</li> <li>STAR and Gateway courses and results.</li> <li>Career guidance and academic counselling records kept in SMS.</li> </ul>	<p>Students put into right programme</p> <p>Student's personal development</p> <p>Students heading towards career pathways</p> <p>improved school results.</p>	<p>HODs</p> <p>PN</p> <p>Subject teachers</p> <p>Principal</p>	<p>PN to follow up with the department evaluations</p> <p>HODs to report on evaluations to the Principal through department term reports</p>
Improve achievement in Years 7 to 10 in all subjects.	<ul style="list-style-type: none"> <li>Year's 7 to 10 teachers, HODs and team leaders to work on the action plan prepared to meet the targets set.</li> <li>Students to do NZCER PAT Science assessments</li> <li>ICAS in Science</li> </ul>	<ul style="list-style-type: none"> <li>PAT Assessments</li> <li>STAR assessments</li> <li>Probe</li> <li>Gloss</li> <li>AsTTle</li> <li>ICAN</li> <li>NZCER PAT Science</li> <li>Examinations set by teachers</li> <li>All support programmes</li> <li>All PDs attended in the past.</li> </ul>	<p>Improved results in years 1-10 and in NCEA.</p> <p>Compare students with national standards in science</p> <p>Improved results in STEM</p>	<p>Whole school</p> <p>HOD of Science</p>	<p>School should make effort to retain all (especially top) students.</p>

More parent involvement in child's education.	<ul style="list-style-type: none"> <li>• Share classroom programmes and course outlines with parents</li> <li>• Organise meeting with parents (parent teacher and student meeting) in week 7 of term one and set NCEA goals with parents.</li> <li>• Make sure that all parents attend. (Make phone calls / text to inform or remind them).</li> <li>• Make sure that parents attend parent teacher meetings in terms two and three</li> <li>• Send timely reports to parents.</li> <li>• Parents to be informed that they should not take their child on holiday during the school terms.</li> <li>• Contact parents when students are not performing.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers to make phone calls to parents.</li> <li>• Special newsletter.</li> <li>• Midyear and EOY reports.</li> <li>• Parents correct phone contacts.</li> <li>• NCEA entries and results.</li> <li>• NCEA information for parents (notes).</li> </ul>	<p>Parents more informed about child's performance.</p> <p>Improved child's performance</p> <p>Parents more informed about NCEA programmes.</p> <p>Improved NCEA achievement percentages</p> <p>Higher percentage of course endorsements</p> <p>Higher percentage of certificate endorsement</p> <p>Higher chances of scholarships</p>	<p>Subject teachers.</p> <p>Principal.</p> <p>PN.</p> <p>HODs.</p>	<p>There is a great need for all/more parents to get involved.</p>
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