

# ST JOHNS HILL SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 2450  
**Principal:** Michael Fitzgerald  
**School Address:** 71 Parkes Ave, St Johns Hill, Whanganui  
**School Phone:** 06 349 1750  
**School Email:** enquiries@stjohnshill.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Janine Heerdegen	Chairperson	Elected June 2016	Jun-19
Michael Fitzgerald	Principal		
Kevin Booth	Acting Principal		Jul-18
Simon Cairncross	Parent Rep	Elected June 2016	Jun-19
Helen Jones	Parent Rep	Elected June 2016	Jun-19
Andy Reid	Parent Rep	Elected June 2016	Jun-19
Cameron Town	Parent Rep	Elected June 2016	Jun-19
Loren Symes	Co-opted	Co-opted June 2017	Jun-19
Samantha White	Staff Rep	Elected June 2016	Jun-19

**Accountant / Service Provider:** Openbook Solutions Limited

# ST JOHNS HILL SCHOOL

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# St Johns Hill School

## Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Janine Herdegen  
Full Name of Board Chairperson

Herdegen  
Signature of Board Chairperson

31/05/2019  
Date:

Michael David Fitzgerald  
Full Name of Principal

M Fitzgerald  
Signature of Principal

31/05/2019  
Date:

# St Johns Hill School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	2,738,978	2,547,293	2,693,601
Locally Raised Funds	3	81,509	70,350	144,881
Interest Earned		19,561	14,000	18,439
		<hr/> 2,840,048	<hr/> 2,631,643	<hr/> 2,856,921
<b>Expenses</b>				
Locally Raised Funds	3	44,306	34,600	63,968
Learning Resources	4	2,002,455	1,952,504	1,944,940
Administration	5	135,581	137,647	141,367
Finance		2,237	3,150	1,588
Property	6	613,130	492,280	588,867
Depreciation	7	78,822	45,000	71,421
		<hr/> 2,876,531	<hr/> 2,665,181	<hr/> 2,812,152
<b>Net Surplus / (Deficit) for the year</b>		<b>(36,482)</b>	<b>(33,538)</b>	<b>44,769</b>
Other Comprehensive Revenue and Expenses		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(36,482)</b>	<b>(33,538)</b>	<b>44,769</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



**St Johns Hill School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<b>1,119,560</b>	<b>1,068,173</b>	<b>1,068,173</b>
Total comprehensive revenue and expense for the year	(36,482)	(33,538)	44,769
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	12,552	0	6,618
<b>Equity at 31 December</b>	<b>1,095,630</b>	<b>1,034,635</b>	<b>1,119,560</b>
Retained Earnings	1,095,630	1,034,635	1,119,560
<b>Equity at 31 December</b>	<b>1,095,630</b>	<b>1,034,635</b>	<b>1,119,560</b>

*The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.*



**St Johns Hill School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	213,440	133,587	157,669
Accounts Receivable	9	139,084	135,000	178,128
GST Receivable		5,081	0	12,071
Prepayments		6,136	4,000	4,765
Investments	10	579,193	560,000	561,756
		<u>942,934</u>	<u>832,587</u>	<u>914,389</u>
<b>Current Liabilities</b>				
GST Payable		0	1,000	0
Accounts Payable	12	153,066	140,000	168,467
Provision for Cyclical Maintenance	13	74,750	50,492	36,367
Finance Lease Liability - Current Portion	14	9,240	10,232	9,165
Funds held for Capital Works Projects	15	23,588	0	0
		<u>260,644</u>	<u>201,724</u>	<u>213,999</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>682,290</b>	<b>630,863</b>	<b>700,390</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	498,415	491,376	513,338
		<u>498,415</u>	<u>491,376</u>	<u>513,338</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	77,067	79,747	79,075
Finance Lease Liability	14	8,009	7,857	15,093
		<u>85,075</u>	<u>87,604</u>	<u>94,168</u>
<b>Net Assets</b>		<b>1,095,630</b>	<b>1,034,635</b>	<b>1,119,560</b>
<b>Equity</b>		<b>1,095,630</b>	<b>1,034,635</b>	<b>1,119,560</b>

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



**St Johns Hill School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		657,151	573,641	601,178
Locally Raised Funds		97,855	70,350	138,535
Goods and Services Tax (net)		6,989	0	(2,713)
Payments to Employees		(375,221)	(361,883)	(376,525)
Payments to Suppliers		(284,379)	(262,996)	(263,809)
Cyclical Maintenance Payments in the year		0	0	(13,997)
Interest Paid		(2,237)	(3,150)	(1,588)
Interest Received		21,286	14,000	16,518
Net cash from / (to) the Operating Activities		121,444	29,962	97,599
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(81,822)	(45,000)	(108,188)
Purchase of Investments		(17,437)	0	(72,254)
Net cash from / (to) the Investing Activities		(99,259)	(45,000)	(180,442)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		12,552	0	6,618
Finance Lease Payments		(2,944)	(10,232)	(2,139)
Funds Held for Capital Works Projects		23,978	0	77,175
Net cash from Financing Activities		33,586	(10,232)	81,654
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>55,771</b>	<b>(25,270)</b>	<b>(1,188)</b>
Cash and cash equivalents at the beginning of the year	8	157,669	158,857	158,857
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>213,440</b>	<b>133,587</b>	<b>157,669</b>

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

*The above Cash Flow Statement should be read in conjunction with the accompanying notes.*



**St Johns Hill School**  
**Notes to the Financial Statements**  
For the year ended 31 December 2018

**1. Statement of Accounting Policies**

**a) Reporting Entity**

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

**b) Basis of Preparation**

**Reporting Period**

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

**Basis of Preparation**

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

**Financial Reporting Standards Applied**

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

**PBE Accounting Standards Reduced Disclosure Regime**

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

**Measurement Base**

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

**Presentation Currency**

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

**Specific Accounting Policies**

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

**Critical Accounting Estimates And Assumptions**

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

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

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

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

**Critical Judgements in applying accounting policies**

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

**Classification of leases**

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.





#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

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

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

#### **Interest Revenue**

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

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

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

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

### **i) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

### **j) Property, Plant and Equipment**

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



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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–50 years
Furniture and equipment	10 years
Information and communication technology	4–10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

#### **k) Impairment of property, plant, and equipment and intangible assets**

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

##### *Non cash generating assets*

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

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

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

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

#### **l) 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.

#### **m) Employee Entitlements**

##### *Short-term employee entitlements*

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

#### **n) Provision for Cyclical Maintenance**

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



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

**o) Financial Assets and Liabilities**

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

The School's financial liabilities comprise accounts payable 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.

**p) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**q) Budget Figures**

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

**r) 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.



## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	521,721	513,808	512,586
Teachers' salaries grants	1,718,944	1,662,244	1,707,624
Use of Land and Buildings grants	408,398	311,408	400,136
Resource teachers learning and behaviour grants	4,645	2,000	2,963
Other MoE Grants	85,269	57,833	69,917
Other government grants	0	0	377
	<b>2,738,978</b>	<b>2,547,293</b>	<b>2,693,601</b>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	26,794	27,000	28,812
Fundraising	7,808	13,000	36,665
Other revenue	2,852	2,050	9,706
Trading	410	0	31,885
Activities	40,632	26,800	35,216
Curriculum Recoveries	3,013	1,500	2,597
	<b>81,509</b>	<b>70,350</b>	<b>144,881</b>
<b>Expenses</b>			
Activities	42,726	33,500	34,611
Trading	393	0	28,278
Fundraising (costs of raising funds)	1,187	1,100	1,079
	<b>44,306</b>	<b>34,600</b>	<b>63,968</b>
<b>Surplus/ (Deficit) for the year Locally raised funds</b>	<b>37,203</b>	<b>35,750</b>	<b>80,913</b>

## 4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	47,154	46,260	33,923
Information and communication technology	25,458	23,700	25,631
Library resources	4,997	3,150	5,760
Employee benefits - salaries	1,905,376	1,861,894	1,861,910
Staff development	19,469	17,500	17,715
	<b>2,002,455</b>	<b>1,952,504</b>	<b>1,944,940</b>



## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,957	4,884	4,813
Board of Trustees Fees	5,260	5,500	4,875
Board of Trustees Expenses	710	1,200	4,495
Communication	5,964	6,500	6,106
Consumables	13,829	14,000	11,680
Operating Lease	0	4,206	4,890
Legal Fees	3,063	0	0
Other	9,239	8,950	8,700
Employee Benefits - Salaries	84,159	83,967	85,365
Insurance	5,240	5,940	5,816
Service Providers, Contractors and Consultancy	3,160	2,500	4,628
	<b>135,581</b>	<b>137,647</b>	<b>141,367</b>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,624	16,000	21,253
Consultancy and Contract Services	6,375	0	0
Cyclical Maintenance Expense	36,375	18,500	8,484
Grounds	9,907	16,500	10,496
Heat, Light and Water	21,600	21,000	19,940
Rates	7,290	6,300	6,255
Repairs and Maintenance	16,223	20,000	34,327
Use of Land and Buildings	408,398	311,408	400,136
Security	4,018	4,306	5,436
Employee Benefits - Salaries	84,320	78,266	82,540
	<b>613,130</b>	<b>492,280</b>	<b>588,867</b>

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

## 7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	12,613	0	10,791
Furniture and Equipment	11,624	5,500	8,481
Information and Communication Technology	40,836	28,000	42,030
Leased Assets	9,013	8,000	5,095
Library Resources	4,736	3,500	5,024
	<b>78,822</b>	<b>45,000</b>	<b>71,421</b>



## 8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	249	0	249
Bank Current Account	6,866	33,587	11,280
Short-term Bank Deposits	206,325	100,000	146,140
Cash equivalents for Cash Flow Statement	<u>213,440</u>	<u>133,587</u>	<u>157,669</u>

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

Of the \$213,440 Cash and Cash Equivalents, \$23,978 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Receivables	0	30,000	16,346
Receivables from the Ministry of Education	20,837	0	55,927
Interest Receivable	3,608	5,000	5,333
Teacher Salaries Grant Receivable	114,639	100,000	100,523
	<u>139,084</u>	<u>135,000</u>	<u>178,128</u>
Receivables from Exchange Transactions	3,608	35,000	21,678
Receivables from Non-Exchange Transactions	135,476	100,000	156,450
	<u>139,084</u>	<u>135,000</u>	<u>178,128</u>

## 10. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	579,193	560,000	561,756

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	274,391	12,323	0	0	(12,613)	274,101
Furniture and Equipment	61,623	24,215	0	0	(11,624)	74,214
Information and Communication	116,137	21,451	0	0	(40,836)	96,752
Leased Assets	23,593	2,375	0	0	(9,013)	16,955
Library Resources	37,595	3,535	0	0	(4,736)	36,394
Balance at 31 December 2018	<u>513,338</u>	<u>63,899</u>	<u>0</u>	<u>0</u>	<u>(78,822)</u>	<u>498,415</u>



2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	414,367	(140,266)	274,101
Furniture and Equipment	237,712	(163,498)	74,214
Information and Communication	506,764	(410,012)	96,752
Leased Assets	32,434	(15,479)	16,955
Library Resources	105,982	(69,589)	36,394
<b>Balance at 31 December 2018</b>	<b>1,297,260</b>	<b>(798,844)</b>	<b>498,415</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building Improvements	225,167	60,015	0	0	(10,791)	274,391
Furniture and Equipment	46,769	23,335	0	0	(8,481)	61,623
Information and Communication	126,030	32,136	0	0	(42,030)	116,137
Leased Assets	25,635	19,274	(16,221)	0	(5,095)	23,593
Library Resources	39,968	2,651	0	0	(5,024)	37,595
<b>Balance at 31 December 2017</b>	<b>463,569</b>	<b>137,410</b>	<b>(16,221)</b>	<b>0</b>	<b>(71,421)</b>	<b>513,338</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Building Improvements	402,044	(127,654)	274,391
Furniture and Equipment	216,310	(154,687)	61,623
Information and Communication	511,765	(395,628)	116,137
Leased Assets	31,643	(8,050)	23,593
Library Resources	102,448	(64,853)	37,595
<b>Balance at 31 December 2017</b>	<b>1,264,210</b>	<b>(750,872)</b>	<b>513,338</b>

## 12. Accounts Payable

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Operating creditors	13,994	16,000	23,130
Accruals	8,576	9,000	8,410
Capital accruals for PPE items	0	0	20,298
Employee Entitlements - salaries	114,639	100,000	100,523
Employee Entitlements - leave accrual	15,857	15,000	16,107
	<b>153,066</b>	<b>140,000</b>	<b>168,467</b>
Payables for Exchange Transactions	153,066	140,000	168,467
Payables for Non-exchange Transactions - Other	0	0	0
	<b>153,066</b>	<b>140,000</b>	<b>168,467</b>



### 13. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Provision at the Start of the Year	115,442	115,442	120,955
Increase/ (decrease) to the Provision During the Year	36,375	14,797	8,484
Use of the Provision During the Year	0	0	(13,997)
Provision at the End of the Year	<u>151,817</u>	<u>130,239</u>	<u>115,442</u>
Cyclical Maintenance - Current	74,750	50,492	36,367
Cyclical Maintenance - Term	77,067	79,747	79,075
	<u>151,817</u>	<u>130,239</u>	<u>115,442</u>

### 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for electronic equipment. Minimum lease payments payable:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	10,701	10,000	11,335
Later than One Year and no Later than Five Years	8,575	8,500	16,627
Later than Five Years	0	0	0
	<u>19,276</u>	<u>18,500</u>	<u>27,962</u>

### 15. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block 1 MLE Project - Stage 2	<i>in progress</i>	0	39,000	26,355	0	12,645
Sewer & Stormwater Project	<i>in progress</i>	0	20,665	9,722	0	10,943
Totals		<u>0</u>	<u>59,665</u>	<u>36,077</u>	<u>0</u>	<u>23,588</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	23,588
Funds Due from the Ministry of Education	0
	<u>23,588</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block 1 MLE Project	<i>completed</i>	(77,175)	93,538	(25,593)	9,229	0
Totals		<u>(77,175)</u>	<u>93,538</u>	<u>(25,593)</u>	<u>9,229</u>	<u>0</u>





## 16. 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.

## 17. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,260	4,875
Full-time equivalent members	0.10	0.09
<i>Leadership Team</i>		
Remuneration	286,013	316,034
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	291,273	320,909
Total full-time equivalent personnel	3.10	3.09

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

### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	60-70	70-80
Benefits and Other Emoluments	1-2	0-5
Termination Benefits	0	0

### Acting Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	40-50	40-50
Benefits and Other Emoluments	0	0
Termination Benefits	0	0

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110-120	0.00	0.00
100-110	0.00	1.00
	0.00	1.00

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



## 18. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	0	0
Number of People	0	0

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$13,973 contract for Wireless School Network Upgrade to be completed in 2019. The Ministry is to contribute \$11,178 towards this contract and the school is to contribute \$2,795

(b) \$350,000 contract to remodel Block 1 MLE as agent for the Ministry of Education. This project is fully funded by the Ministry and \$39,000 has been received of which \$26,355 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$56,762 contract to upgrade drainage as agent for the Ministry of Education. The project is fully funded by the Ministry and \$20,665 has been received of which \$9,722 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2017: nil)

### (b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

#### (a) Photocopier service charge

	2018 Actual \$	2017 Actual \$
No later than One Year	10,984	10,984
Later than One Year and No Later than Five Years	10,984	21,968
Later than Five Years	0	0
	<u>21,968</u>	<u>32,952</u>

## 21. 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.



## 22. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	213,440	133,587	157,669
Receivables	139,084	135,000	178,128
Investments - Term Deposits	579,193	560,000	561,756
Total Loans and Receivables	<u>931,717</u>	<u>828,587</u>	<u>897,553</u>

### Financial liabilities measured at amortised cost

Payables	153,066	140,000	168,467
Finance Leases	17,249	18,089	24,258
Total Financial Liabilities Measured at Amortised Cost	<u>170,315</u>	<u>158,089</u>	<u>192,725</u>

## 23. 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 ST JOHNS HILL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of St Johns Hill School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly Smit Limited (CKS Audit), 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 17, that comprise the statement of financial position as at 31 December 2018 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 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

#### **Basis for our opinion**

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

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

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

#### **Responsibilities of the Board of Trustees for the financial statements**

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of

accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and the Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

## Independence

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

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



Vivien Cotton  
CKS Audit  
On behalf of the Auditor-General  
Palmerston North, New Zealand

## St Johns Hill School Board of Trustees Members 2018

NAME	Position Board gained	How position on	Term Expires
Janine Heerdegen	Parent Rep Chairperson	Elected June 2016	June 2019
Kevin Booth	Acting Principal		February 2018—July 2018
Simon Cairncross	Parent Rep	Elected June 2016	June 2019
Michael Fitzgerald		Appointed April 2006	Principal—On leave July 2017—July 2018
Helen Jones	Parent Rep	Elected June 2016	June 2019
Andy Reid	Parent Rep	Elected June 2016	June 2019
Cameron Town	Parent Rep	Elected June 2016	June 2019
Samantha White	Staff Rep	Elected June 2016	June 2019
Loren Symes	Co-opted	Co-opted June 2017	June 2019

## **St Johns Hill School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$5,813.87 (excluding GST).

In 2018 this funding was spent on extra equipment and resources for rugby, soccer, netball, swimming.

Resources were purchased for the Lee Corlett programme run in school. Activities range from developing the skills of rhythm bouncing, throwing, catching etc. to fine motor skills eg dexterity/hand eye co-ordination. Many of the exercises in the programme involves crossing over the centre point of the body which involves both the left and right side of the brain.



**Annual Targets: Variance Report**

End of Year  
2018

**GOAL 1: Reading****Annual Target 2018:**

After two and three years at school all students below standard at end of 2017, will make progress and achieve within NZ curriculum expectation levels in reading.

**Results****Year 3**

*At the end of Year 3 expectation level is 19-21*

Students below standard end of 2016/2017/2018	NS 2017 mid year	NS 2017 end of year	NZC level Expectation 2018 mid year	NZC level Expectation 2018 End year	Reading level 2017 Feb	Reading level 2017 July	Reading level December /February 2018	Reading level July 2018	Reading level December 2018
f	below	below	developing	achieving	5	10	13	17	22
m	below	below	developing	developing	6	11	12	18	18
f	below	below	developing	achieving	10	13	15	17	21
m	below	below	developing	achieving	9	13	15	16	20
m	below	below	developing	developing	7	9	11	12	16
f	below	below	developing	achieving	9	13	14	17	21
F M	below	below	developing	achieving	11	13	14	18	20
m	below	below	developing	developing	5	9	11	15	15
f	below	below	developing	achieving	7	13	15	17	21
m P	below	below	developing	developing	5	8	14	14	16
m	below	below	developing	achieving	6	9	15	17	19
M	well below	well below	developing	developing	6	7	7	6	9

2017 Priority Students who achieved Reading National Standard end of 2017. Students in shaded boxes left our school									
F	M	below	at			9	15	17	left
m		below	below			8	16	16	left
m		below	below						left
m		below	at		achieving	12	15	18	19 21
f		at	above		extending	11	17	21	26 R.A 8.5-9.5 years
f		at	at		achieving	7	15	17	22 22
m		at	at		extending	12	19	19	RA 9.5-10.5 RA 10-11 years
m		at	at		achieving	11	18	20	22 RA 8.5-9.5 years
m		at	at		achieving	11	22	22	30 RA 8.5-9.5 years

- In 2017 there were 21 Year 2 students in the target group. (13 boys, 8 girls)
- In 2018 there were 12 students in the Year 3 reading target group. (7 boys, 5 girls)
- 7/12 students (5 girls, 2 boys) were achieving the New Zealand curriculum level expectation by the end of 2018.
- 5/12 students are developing/ working towards NZC level expectations in reading
- 1 Maori student achieved NZC level expectation in reading
- 1 Pasifika student is developing/ working toward NZC level expectation in reading.
- 6 students progressed 6 or more reading levels over the year in reading.
- 4 students have progressed 4-5 reading levels over the year in reading
- 2 students progressed 1-3 reading levels over the year in reading

#### Monitored students from 2017

- ❖ Students who were reading priority students in 2017 continue to be monitored.
- ❖ At the end of 2018 - 4 of these students are achieving NZC curriculum levels in reading and 2 are extending.

## Year 2

At the end of Year 2 expectation level is 15-17

Students below standard end 2017	NS 2017 OTJ	Curriculum expectation level 2018 July OTJ	Curriculum expectation level 2018 End of year	Reading level December/ February 2018	Reading level July 2018	Reading Level Dec 2018
m	below	developing	achieving	9	15	17
m	below	developing	developing	2	5	3
m	below	developing	developing	2	8	14
m	below	developing	developing	2	7	12
f (M)	below	developing	developing	2	8	14
F (M)	below	achieving	extending	14	15	21
m	below	achieving	achieving	14	15	20
f	below	developing	achieving	10	12	16
m	below	achieving	achieving	15	18	20
m	below	achieving	extending	14	15	21
f (M)	below	achieving	achieving	11	15	18
f	below	achieving	achieving	10	15	18
m	below	achieving	achieving	14	15	17
f	below	developing	achieving	10	12	16
f (M)	below	developing	achieving	2	12	15
f	below	developing	developing	5	8	13
f	below	developing	achieving	7	9	15
f	below	achieving	achieving	9	16	16
m Y1/2	below	developing	developing	5	8	13
m Y1/2	below	developing	developing	5	8	13
m Y1/2	below	developing	achieving	5	9	15
f Y1/2	below	developing	developing	4	8	13

There are 22 students in the target group in 2018 (11 girls/11 boys).

At the end of 2018:

- 12 students (7 girls, 5 boys) are achieving New Zealand Curriculum level expectations in reading.
- 2 students (1 boy, 1 girl) are extending beyond NZC expectations in reading.
- 8 students (6 boys, 2 girls) are developing/working towards NZC expectations in reading.
- 4 of these students (shaded above) have been reclassified as Year 2 students in 2018, with mid-year birthdays. All of these students achieved the NZC level expectations in reading for Year 1.
- 4/4 Maori students are achieving NZC reading expectations.
- There are no Pasifika students in the target group.

### **Actions to accelerate progress during 2018**

- Seven Year 2 students participated in an intensive literacy programme for 8 weeks in Term 1/2.

The literacy programme was tutored by Reading Recovery trained teacher Liz Preston.  
Teaching as Inquiry - 'Wrap around service'

#### **Day 1**

Introducing focus sound, letter formation and high frequency words

Big book with associated sound -activities related to practice,

Must do/can do activities

Mystery box challenge

#### **Day 2**

10 minutes reading from browsing box, revisit previous day's sound and words, poem with focus sound, then scaffolded writing around focus letter e.g. M Mum.

At the end of term 2:

- ❖ Two of these students have now been fully integrated back into classroom literacy programme
  - ❖ Two students progressed from Level 3 to 9 (PM series)
  - ❖ Two students from Level 3 to 11
  - ❖ Deep scaffolded learning for other student who has one to one in class support funding
- In Term 3 and 4, Liz Preston supported five priority learners intensively in a the TAI literacy collaboration team in Room 15/16.
  - Teaching as Inquiry (TAI practice) implemented with Year 2 and 3 students. Year 2/3 teachers/teacher aides worked in a literacy collaboration focused on innovative practices.

- Teacher aides supported teachers with priority learners and other students while teacher worked with priority learners. Teacher aides assisted with assessments where applicable, listened to priority students reread texts and helped with reading mileage for priority students.
- Stepsweb online literacy programme and workbooks for a small group of Year 2/3 students.
- Year 3 -self directed learning programme where priority learners enjoyed choice and increased knowledge of Sheena Cameron Reading strategies, skills and increasing reading mileage
- Tactile making of words
- Word work activities aimed at different styles of learning
- Phonics programmes and literacy apps on iPads.
- Reflecting and regrouping and refining our practice
- Parent education around how to support readers. Regular meetings with parents of target learners to discuss progress and how to support learners at home.
- Shobha Sharma (Resource Teacher of Literacy) worked with a group of students and facilitated PD around integrating phonics. Two junior teachers had a session with Liz Kane and visited a school implemented the MSV approach. This was incorporated into literacy programme.
- Use of Nessie - online reading programme
- Enlisted RTLB support for students who required extra support.
- ICS applications for students who made minimal progress.

#### **Future Action**

- Students, who were working towards NZC in reading at end of 2018 will continue to be monitored in 2019 and have reading intervention plans in 2019. Monitoring of all students who achieved expectation in 2019 to ensure progress/acceleration continues.
- Carry out teaching inquiry with priority students with a focus on innovation identifying next steps for learning and making changes as needed to help students make accelerated progress. *\*Wananga, Ako*
- Two students received ICS funding for 2019. A teacher aide will be employed for two hours daily to support the classroom teacher and the learner.
- RTLB to work with two students and teachers focused on improving literacy levels.
- Liz Kane Professional Development using 'teaching the code' to support phonics development.
- Dyslexia training. Rochelle Booth is holding a workshop in April 2019. Aim is to train staff to support learners who learn differently.

## GOAL 2: Writing

### Annual Target 2018:

1. At the end of Year 3 and 4, all boys will progress and achieve within expectation levels of the curriculum.

### Results

#### Year 3

*Expected curriculum level for end of Year 3 in writing is early level 2*

Names (students below standard 2017)	2017 Mid Year NS writing	2017 End Year NS writing	2018 Mid Year NZC writing level June	2018 End of Year NZC Writing level	Writing level Feb 2017	Writing level July 2017	Writing level Dec 2017 Feb 2018	Writing Level July 2018	Writing level Dec 2018
m	below	below	developing	developing	1i	1i	1i	1i	1i
m	below	below	developing	developing	1i	1ii	1ii	1iii	1iii
m	below	below	developing	developing	1i	1ii	1i	1i	1ii
m P	below	below	developing	developing	1i	1ii	1ii	1ii	1ii
m	below	below	achieving	achieving	1ii	1iii	1iii	1iii	2B
m	below	below	developing	achieving	1ii	1ii	1ii	1iii	2B
m	below	below	developing	achieving	1ii	1ii	1ii	2b	2B
m		below	developing	developing		1i	1ii	1ii	1iii

Eight boys are in the target group who were below National Standard in writing at the end of 2017.

Three boys achieved NZC level expectation in mathematics at the end of 2018

Five boys are developing/working towards expected curriculum level.

One Pasifika student is working towards NZC expectation levels in writing

There were no Maori boys in the target group.

## Year 4

Expected curriculum level for end of Year 4 in writing is Level 2

Names (students below standard 2017)	2017 End Year NS	Curriculum expectation Mid year 2018	Curriculum expectation End of Year 2018	Writing level Feb 2017	Writing level July 2017	Writing level Decemb er/Febr uary 2017	Writing level Mid Year 2018	Writing Level End of year 2018
m	below	developing	developing	1ii	1iii	2b	1iii	1iii
m	below	developing	achieving	1ii	1ii	1ii	1iii	2b
m	below	developing	developing			1i	1i	1ii
m	below	developing	developing		1ii	1ii	1ii	1iii
m	below	Left school		1ii	1ii	1iii	Left school	
m M	below	Left school		1ii	1iii	2b	Left school	

1/4 boys achieved NZC curriculum level for writing.

3/4 boys are developing/working towards NZC levels in writing.

There are no Maori or Pasifika students in the target group.

### Actions to accelerate writing during 2018

- All learners had writing intervention plans outlining actions to be taken over the year. These were revisited each term and strategies that were making a difference were continued. Teachers trialled strategies (TAI) and reflected on their progress. *\*Whanaungatanga*
- Specific and regular formative and summative assessment to identify needs of students. EDGE was used to track and monitor progress for learners. *\*Wananga, Ako*
- Teacher aide support in Year 3 and 4 classrooms with larger percentage of students below standard. This assisted in meeting a range of ability levels and allowed teachers to work with at risk students. *\*Whanaungatanga*
- Stepsweb supported support word knowledge/spelling development
- Motivated boy writers by using real contexts for writing and photos, pictures.
- Celebrated success in writing regularly
- Hooked into needs and interest of students to motivate writing
- Provided lots of time to talk before writing and shared writing used to support students.

- Phonics and dependable rhymes/word families assisted spelling
- Rewriting stories- this has helped build up confidence and helped with handwriting practice, writing mileage.
- Used supports such as cards with essential and keywords for the text helps with independence.
- Took the writing task to level of students so they could work independently.
- Used visual tools to write procedures.
- Dictations using lots of essential words and focused on attempting unknown words with sounds in the correct order.
- Writing skills were learnt as part of Daily Five programme in literacy in Year 3.
- Four boys had RTLB referrals and specific plans to support them.

### **Future Action**

- RTLB intervention to continue for one boy. Submit RTLB applications for support for boys who made minimal progress.
- Monitor progress closely of boys who achieved NZC expectations in writing to ensure progress is maintained.
- Meet with 2019 teachers to discuss needs of students and pass on intervention plans. Carry out teaching inquiry with priority students with a focus on innovation identifying next steps for learning and making changes as needed to help students make accelerated progress. *\*Wananga, Ako*
- Oral Language Book- Sheena Cameron and Louise Dempsey. Use oral language strategies which link through to writing.
- Shared language experiences
- PM Modelling Books
- Incorporating writing into Reading Rotation and Literacy programme
- Hook into needs and interest of students to motivate writing
- Stepsweb programmes to specifically teach how words work.



2. To increase the number of Year 5 and 6 students who are exceeding NZC level expectation.

## **Results**

### **Year 5**

*Writing expectation is early Level 3*

- ❖ Number of students at Writing National Standard end of Year 4 2017: 68%
- ❖ Number of students above Writing National Standard end of Year 4 2017: **25%**
- ❖ Number of students achieving Writing expectation Year 5 2018 end of year 58% achieving
- ❖ Number of students extending Writing expectation Year 5 2018 end of year **40%**
- ❖ Percentage of boys exceeding NZC writing expectation -43%
- ❖ Percentage of girls exceeding NZC writing expectation - 59%
- ❖ 98% Year 5 students are achieving or extending NZC level expectations in writing
- ❖ 2/5 Maori students were extending NZC level expectations in writing.
- ❖ 1 Pasifika student was NZC level expectation in writing
- The number of students extending writing levels in Year 5 increased from 25% as Year 4 students to 40% in Year 5.

### **Year 6**

*Writing expectation is Level 3*

- ❖ Number of students at Writing National Standard end of Year 5 2017: 58%
- ❖ Number of students above Writing National Standard end of Year 5 2017: **37%**
- ❖ Number of students achieving NZC writing expectation at end of year 2018: 75%
- ❖ Number of students extending NZC writing expectation Year 6 2018 end of year: **20%**
- ❖ 95% Year 6 students are achieving or extending NZC level expectations in writing
- The number of students extending writing levels in Year 6 decreased from 37% as Year 5 students to 20% in Year 6.

### **Teaching/learning focus during 2018 to support acceleration in writing:**

- Learning staircase resources were implemented. All Year 5 students participated in StepsWeb daily which assisted students in word work and spelling.
- Gaye Byers -cameos, recrafting and recounting supported development of more sophisticated vocabulary in writing.
- Students were stimulated to think critically and design writing tasks to challenge their learning.
- Students were provided with writing examples at a higher level to analyse what is required to reach that level. Teachers built on student strengths and interests, in writing across the curriculum.

- Opportunities provided throughout the day for students to write and see themselves as writers.
- Independent literacy activities provided rich opportunities to allow students to write and to build on the close links between reading and writing.
- Group discussions, sharing circles, and strategies (such as think, pair, and share and talking with a buddy for a specific purpose) to help students to think more deeply – to explore and clarify their ideas, to reflect on their own writing, and to respond to others in a supportive environment.

**Students are:**

- more aware of requirements of punctuation
- understanding different text types are for different purposes
- using sophisticated vocabulary
- focusing on proofreading and editing process
- writing based on interests and Inquiries
- writing from the heart
- writing for an audience and genuine context for writing
- becoming more engaged and motivation for writing has increased
- using IT tools -Read Write Think for publishing
- Sharing writing with an audience

**Future Action:**

- Monitor the students in Year 6 in 2018 to ensure that students are maintaining the progress made during 2018 (40% of students are extending NZC levels in writing). Use practices that extended students in 2018, to accelerate students from achieving to extending in 2019.
- Target Year 6 boys to accelerate progress to extend NZC curriculum level expectations . There were more boys than girls above NZC level expectations in 2018.
- Target 3 Maori students who were achieving writing expectation to accelerate to extending
- Year 6 students in 2018 have transitioned to Year 7 in 2019 at other schools. Their assessment information in mathematics was passed on.

### GOAL 3: Mathematics

#### Annual Target 2018:

All Year 4 and Year 6 students who are below NZC expectation in Mathematics will be achieving or exceeding NZC expectations by the end of the year.

#### Results

##### Year 4

*Expected stage for end of Year 4 is Stage 5/6.*

Names (students below standard at end of 2017)	2017 End Year NS writing	2018 Curriculum expectation level Mid year	2018 NZC Expectation level December 2018	Maths Stage Dec 2017 Feb 2018	Maths Stage July 2018	Maths Stage December 2018
m	below	developing	developing	Stage 4	Stage 4	Stage 5
m	below	developing	developing	Stage 3	Stage 3	Stage 4
m	below	achieving	achieving	Stage 4	Stage 5	Stage 5
f (M)	below	achieving	achieving	Stage 4	Stage 5	Stage 5
f	below	developing	developing	Stage 4	Stage 4	Stage 4
m	below	developing	developing	Stage 4	Stage 4	Stage 4
m	below	achieving	achieving	Stage 4	Stage 4	Stage 5
f	below	achieving	achieving	Stage 4	Stage 5	Left school

- There are eight students in the target group who were below standard in mathematics at the end of 2017. (4 girls, 4 boys)
- In 2018 4 students (3 girls, 1 boy) in target group have progressed to expectation.
- One Maori student is at expectation level

## Year 6

Expectation level for e-AsTTle end of Year 6 is Level 3P/3A

Names (students below standard at end of 2017)	2017 End Year NS writing	2018 Curriculum expectation level Mid year	2018 Curriculum expectation level End of Year	Maths e-AsTTle Dec 2017 Feb 2018	Maths e-AsTTle July 2018	Maths e-AsTTle December 2018
f	below	developing	developing	2B	2B	3B
m	below	developing	achieved	2P	2B	3P
m	below	developing	achieved	2B	2B	3P
f	below	achieving	achieved	absent	3P	3P
m M	below	developing	achieved	2P	2P	3P
m	below	developing	developing	2B	2P	3B
m (ESOL)	below	developing	achieved	2P	2B	3P

There are seven students in the target group who were below National Standard at the end of 2017.

- In 2018 5/7 students (4 boys, 3 girls) achieved NZC curriculum level expectation in mathematics.
- 1 Maori student achieved NZC curriculum level expectation in mathematics.

### Actions to accelerate learning in mathematics:

- Principles from booklet 'Effective Pedagogy in Mathematics' used to deepen teacher pedagogical understanding of Mathematics.
- Identification of gaps in learning identified and data used to design effective and focused interven
- All learners had maths intervention plans outlining actions to be taken over the year. These were revisited each term and strategies that were making a difference were continued. Teachers trialled strategies (TAI) and reflected on their progress. \*Whanaungatanga
- Specific and regular formative and summative assessment to identify needs of students. EDGE tracked and monitor progress for learners.\*Wananga, Ako
- Teacher aide support in Year 3 and 4 classrooms with larger percentage of students working towards NZC levels in mathematics. This assisted in meeting a range of ability levels and allowed teachers to work with at risk students. \*Whanaungatanga

- Maths was a focus for Professional Development this year. Teachers participated in professional development sessions using rich maths task based focus. Julia Tong (facilitator) demonstrated rich maths task with classes and teachers observed practice. Teachers employed and trialed strategies from 2018 maths professional development.
- Target students completed a maths disposition survey to ascertain student voice in communicating ideas, confidence, working together, perseverance. Areas of need could then be targeted.
- Plenty of hands on practical activities with equipment given to manipulate before/during and after introduction of mental concepts.
- Visual modelling to show thinking and record how to solve number problems. Used thinkboards for visual representation..
- Digital programmes to support interest and increase engagement in learning -e.g. Matific, Maths buddy.
- Focused lessons that are targeted to the individual students.
- Leveled number knowledge, strategy and basic facts testing so students know where their strengths and weaknesses are.
- Basic facts knowledge -practice and prove they have improved.
- The use of rich questions to promote the students to use creative thinking.

#### **Future Action**

- Carry out teaching inquiry with priority students with a focus on innovation identifying next steps for learning and making changes as needed to help students make accelerated progress. Kylie Surgenor (facilitator) to coach 'Powers of Two' in TAI collaboration in Mathematics *\*Wananga, Ako*
- Teacher aide support in classrooms with larger percentage of students below standard. This will assist in meeting a range of ability levels and allow teachers to work with at risk students. *\*Whanaungatanga*
- Mathematics Professional Learning Development to be a focus for second year in 2019. Our school has received MOE funding to continue this development. Our school has also been selected to participate in ALIM (Accelerated Learning in Mathematics) programme for 2019.  
A teacher will be trained in ALIM with view to working with group of target learners and sharing resources and strategies with staff. Development of maths dispositions will be a major focus.
- Track and monitor the progress of target students who reached NZC expectation level in maths in to ensure progress is maintained in Year 5.

- On the advice of Julia Tong (Maths facilitator 2018) - PAT assessment for all Year 4- 6 priority learners to identify specific gaps in mathematical thinking. Plug specific gaps identified with targeted teaching