

# **ST JOHNS HILL SCHOOL**



## **FINANCIAL STATEMENTS AND ANNUAL REPORTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

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Ministry Number:	2450

# ST JOHNS HILL SCHOOL

Financial Statements - For the year ended 31 December 2017

## Index

Page	Statement
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
<u>6 - 9</u>	Statement of Accounting Policies
<u>10- 18</u>	Notes to the Financial Statements

## Appendices

Kiwisport

Members of the Board of Trustees

Analysis of Variance

# St Johns Hill School

## Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Jonine Heerdegen  
Full Name of Board Chairperson

Heerdegen  
Signature of Board Chairperson

4/5/18  
Date:

Kevin D. Booth  
Full Name of Principal

Kel Booth  
Signature of Principal

4/5/18  
Date:

# St Johns Hill School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>				
Government Grants	2	2,693,601	2,521,146	2,501,679
Locally Raised Funds	3	144,881	128,000	155,557
Interest Earned		18,439	14,000	17,596
		<hr/> 2,856,921	<hr/> 2,663,146	<hr/> 2,674,832
<b>Expenses</b>				
Locally Raised Funds	3	63,968	81,100	61,835
Learning Resources	4	1,944,940	1,894,216	1,771,091
Administration	5	141,367	131,862	136,661
Finance		1,588	3,150	783
Property	6	588,867	494,328	540,424
Depreciation	7	71,421	40,000	63,542
Loss on Disposal of Property, Plant and Equipment		0	0	6,089
		<hr/> 2,812,152	<hr/> 2,644,656	<hr/> 2,580,426
<b>Net Surplus / (Deficit) for the year</b>		<b>44,769</b>	<b>18,490</b>	<b>94,406</b>
Other Comprehensive Revenue and Expenses		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <b>44,769</b> <hr/>	<hr/> <b>18,490</b> <hr/>	<hr/> <b>94,406</b> <hr/>

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 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<b>1,068,173</b>	<b>1,185,589</b>	<b>973,767</b>
Total comprehensive revenue and expense for the year	44,769	18,490	94,406
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	6,618	0	0
<b>Equity at 31 December</b>	<b>1,119,560</b>	<b>1,204,079</b>	<b>1,068,173</b>
Retained Earnings	1,119,560	1,204,079	1,068,173
Reserves	0	0	0
<b>Equity at 31 December</b>	<b>1,119,560</b>	<b>1,204,079</b>	<b>1,068,173</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 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	157,669	317,259	158,857
Accounts Receivable	9	178,128	135,000	134,703
GST Receivable		12,071	18,623	9,357
Prepayments		4,765	5,000	4,063
Inventories	10	0	24,000	18,428
Investments	11	561,756	234,000	489,502
		<u>914,389</u>	<u>733,882</u>	<u>814,910</u>
<b>Current Liabilities</b>				
Accounts Payable	13	168,467	70,000	139,005
Provision for Cyclical Maintenance	14	36,367	36,125	56,625
Finance Lease Liability - Current Portion	15	9,165	4,546	4,546
Funds held for Capital Works Projects	16	0	0	(77,175)
		<u>213,999</u>	<u>110,671</u>	<u>123,002</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>700,390</b>	<b>623,211</b>	<b>691,908</b>
<b>Non-current Assets</b>				
Investments	11	0	260,000	0
Property, Plant and Equipment	12	513,338	390,000	463,569
		<u>513,338</u>	<u>650,000</u>	<u>463,569</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	79,075	64,330	64,330
Finance Lease Liability	15	15,093	4,802	22,974
		<u>94,168</u>	<u>69,132</u>	<u>87,304</u>
<b>Net Assets</b>		<b>1,119,560</b>	<b>1,204,079</b>	<b>1,068,173</b>
<b>Equity</b>		<b>1,119,560</b>	<b>1,204,079</b>	<b>1,068,173</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 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		601,178	547,494	556,684
Locally Raised Funds		138,535	128,000	146,306
Goods and Services Tax (net)		(2,713)	18,623	(2,858)
Payments to Employees		(376,525)	(302,421)	(301,647)
Payments to Suppliers		(263,809)	(325,433)	(270,253)
Cyclical Maintenance Payments in the year		(13,997)	0	(20,000)
Interest Paid		(1,588)	(3,150)	(783)
Interest Received		16,518	14,000	17,284
Net cash from / (to) the Operating Activities		97,599	77,113	124,733
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(108,188)	(30,000)	(97,833)
Purchase of Investments		(72,254)	0	(110,260)
Net cash from / (to) the Investing Activities		(180,442)	(30,000)	(208,093)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		6,618	0	0
Finance Lease Payments		(2,139)	(4,546)	(1,704)
Funds Held for Capital Works Projects	16	77,175	0	(97,524)
Net cash from Financing Activities		81,654	(4,546)	(99,228)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(1,188)</b>	<b>42,567</b>	<b>(182,588)</b>
Cash and cash equivalents at the beginning of the year	8	158,857	274,692	341,445
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>157,669</b>	<b>317,259</b>	<b>158,857</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**

# **1. Statement of Accounting Policies**

For the year ended 31 December 2017

#### **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 2017 to 31 December 2017 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 12.





**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 15.

**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) 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.

#### **j) 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.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

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

#### **k) 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

**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, except for investments that are shares, 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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	512,586	497,788	489,394
Teachers' salaries grants	1,707,624	1,662,244	1,541,008
Use of Land and Buildings grants	400,136	311,408	380,960
Resource teachers learning and behaviour grants	2,963	0	6,726
Other MoE Grants	69,917	49,706	83,591
Other government grants	377	0	0
	<b>2,693,601</b>	<b>2,521,146</b>	<b>2,501,679</b>

## 3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	28,812	25,000	61,811
Fundraising	36,665	18,000	23,848
Other revenue	9,706	2,000	1,990
Trading	31,885	50,000	29,126
Activities	35,216	31,500	36,042
Curriculum Recoveries	2,597	1,500	2,739
	<b>144,881</b>	<b>128,000</b>	<b>155,557</b>
<b>Expenses</b>			
Activities	34,611	33,000	35,936
Trading	28,278	47,000	24,918
Fundraising (costs of raising funds)	1,079	1,100	982
	<b>63,968</b>	<b>81,100</b>	<b>61,835</b>
<b>Surplus for the year Locally raised funds</b>	<b>80,913</b>	<b>46,900</b>	<b>93,722</b>

## 4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	33,923	46,408	34,366
Information and communication technology	25,631	25,200	27,635
Library resources	5,760	3,150	2,463
Employee benefits - salaries	1,861,910	1,802,258	1,692,432
Staff development	17,715	17,200	14,195
	<b>1,944,940</b>	<b>1,894,216</b>	<b>1,771,091</b>

## 5. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	4,813	4,813	5,173
Board of Trustees Fees	4,875	5,500	5,315
Board of Trustees Expenses	4,495	1,200	4,432
Communication	6,106	7,500	5,920
Consumables	11,680	10,850	11,565
Operating Lease	4,890	4,206	8,504
Legal Fees	0	0	1,705
Other	8,700	8,900	7,033
Employee Benefits - Salaries	85,365	82,993	80,938
Insurance	5,816	5,900	5,676
Service Providers, Contractors and Consultancy	4,628	0	400
	<b>141,367</b>	<b>131,862</b>	<b>136,661</b>

## 6. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	21,253	14,700	15,231
Cyclical Maintenance Expense	8,484	18,500	17,751
Grounds	10,496	18,000	11,199
Heat, Light and Water	19,940	21,000	19,659
Rates	6,255	6,000	5,892
Repairs and Maintenance	34,327	21,000	21,330
Use of Land and Buildings	400,136	311,408	380,960
Security	5,436	4,306	7,367
Employee Benefits - Salaries	82,540	79,414	61,035
	<b>588,867</b>	<b>494,328</b>	<b>540,424</b>

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 nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Depreciation

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Building Improvements	10,791	0	10,641
Furniture and Equipment	8,481	5,000	7,045
Information and Communication Technology	42,030	26,500	37,279
Leased Assets	5,095	4,000	2,867
Library Resources	5,024	4,500	5,710
	<b>71,421</b>	<b>40,000</b>	<b>63,542</b>



## 8. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	249	250	248
Bank Current Account	11,280	158,259	49,624
Short-term Bank Deposits	146,140	158,750	108,986
Cash equivalents and bank overdraft for Cash Flow Statement	<b>157,669</b>	<b>317,259</b>	<b>158,857</b>

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

## 9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	16,346	11,500	10,000
Receivables from the Ministry of Education	55,927	0	29,388
Interest Receivable	5,333	3,500	3,412
Teacher Salaries Grant Receivable	100,523	120,000	91,903
	<b>178,128</b>	<b>135,000</b>	<b>134,703</b>
Receivables from Exchange Transactions	21,678	15,000	13,412
Receivables from Non-Exchange Transactions	156,450	120,000	121,291
	<b>178,128</b>	<b>135,000</b>	<b>134,703</b>

## 10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	0	2,000	1,108
School Uniforms	0	22,000	17,320
	<b>0</b>	<b>24,000</b>	<b>18,428</b>

## 11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	561,756	234,000	489,502
Non-current Asset			
Long-term Bank Deposits	0	260,000	0

## 12. Property, Plant and Equipment

	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>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	235,808	0	0	0	(10,641)	225,167
Furniture and Equipment	28,675	25,138	0	0	(7,045)	46,768
Information and Communication	91,960	74,612	(3,262)	0	(37,279)	126,031
Leased Assets	17,718	10,784	0	0	(2,867)	25,635
Library Resources	40,072	8,431	(2,825)	0	(5,710)	39,968
<b>Balance at 31 December 2016</b>	<b>414,233</b>	<b>118,965</b>	<b>(6,087)</b>	<b>0</b>	<b>(63,542)</b>	<b>463,569</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	342,029	(116,862)	225,167
Furniture and Equipment	192,975	(146,206)	46,768
Information and Communication	479,629	(353,599)	126,031
Leased Assets	36,055	(10,420)	25,635
Library Resources	99,797	(59,829)	39,968
<b>Balance at 31 December 2016</b>	<b>1,150,485</b>	<b>(686,916)</b>	<b>463,569</b>



### 13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	23,130	10,000	15,794
Accruals	8,410	0	5,453
Capital accruals for PPE items	20,298	0	10,350
Employee Entitlements - salaries	100,523	60,000	91,903
Employee Entitlements - leave accrual	16,107	0	15,505
	<b>168,467</b>	<b>70,000</b>	<b>139,005</b>
Payables for Exchange Transactions	168,467	70,000	139,005
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	0	0	0
Payables for Non-exchange Transactions - Other	0	0	0
	<b>168,467</b>	<b>70,000</b>	<b>139,005</b>

The carrying value of payables approximates their fair value.

### 14. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	120,955	120,955	123,204
Increase to the Provision During the Year	15,621	18,500	17,751
Adjustment to the Provision	(7,137)	0	0
Use of the Provision During the Year	(13,997)	(39,000)	(20,000)
Provision at the End of the Year	<b>115,442</b>	<b>100,455</b>	<b>120,955</b>
Cyclical Maintenance - Current	36,367	36,125	56,625
Cyclical Maintenance - Term	79,075	64,330	64,330
	<b>115,442</b>	<b>100,455</b>	<b>120,955</b>

### 15. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	11,335	10,901	4,546
Later than One Year and no Later than Five Years	16,627	12,511	24,573
Later than Five Years	0	0	0
	<b>27,962</b>	<b>23,411</b>	<b>29,119</b>





## 16. Funds Held for Capital Works Projects

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

	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>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

0  
0

0

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 1 MLE Project	<i>in progress</i>	20,349	425,000	(537,318)	14,794	(77,175)
Totals		<u>20,349</u>	<u>425,000</u>	<u>(537,318)</u>	<u>14,794</u>	<u>(77,175)</u>

## 17. Related Party Transactions

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

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.



## 18. Remuneration

### Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,875	5,315
Full-time equivalent members	0.09	0.10
<i>Leadership Team</i>		
Remuneration	316,034	430,081
Full-time equivalent members	3.00	5.00
Total key management personnel remuneration	<b>320,909</b>	<b>435,396</b>
Total full-time equivalent personnel	<b>3.09</b>	<b>5.10</b>

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	70-80	130-140
Benefits and Other Emoluments	0-5	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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	40-50	0
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	2017 FTE Number	2016 FTE Number
110-120	0.00	0.00
100-110	1.00	0.00
	<b>1.00</b>	<b>0.00</b>

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

## 19. 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:

	2017 Actual	2016 Actual
Total	\$0	\$0
Number of People	0	0

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2017 the Board had not entered into any capital commitments.

(Capital commitments at 31 December 2016: 116,417)

### (b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) Photocopier service charge

	2017 Actual \$	2016 Actual \$
No later than One Year	10,984	10,983
Later than One Year and No Later than Five Years	21,968	32,949
Later than Five Years	0	0
	<u>32,952</u>	<u>43,932</u>

## 22. Managing Capital

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



### 23. Financial Instruments

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

#### Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	157,669	317,259	158,857
Receivables	178,128	135,000	134,703
Investments - Term Deposits	561,756	494,000	489,502
Total Loans and Receivables	<u>897,553</u>	<u>946,259</u>	<u>783,062</u>

#### Financial liabilities measured at amortised cost

Payables	168,467	70,000	139,005
Finance Leases	24,258	9,348	27,520
Total Financial Liabilities Measured at Amortised Cost	<u>192,725</u>	<u>79,348</u>	<u>166,525</u>

### 24. Events After Balance Date

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



## INDEPENDENT AUDITOR'S REPORT

### ST JOHNS HILL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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, 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 2017, 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 2017, 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 23 May 2018. 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 Statement of Responsibility, 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  
Cotton Kelly  
On behalf of the Auditor-General  
Palmerston North  
New Zealand

## St Johns Hill School Board of Trustees Members 2017

NAME	Position Board gained	How position on	Term Expires
Janine Heerdegen	Parent Rep Chairperson	Elected June 2016	June 2019
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
Alison O'Hara		Acting Principal	January 2018
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
Emily Curran	Co-opted	Co-opted June 2016	Resigned June 2017
Loren Symes	Co-opted	Co-opted June 2017	



## **St Johns Hill School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$5,606.30 (excluding GST).

In 2017 this funding was spent on extra equipment and resources for rugby, soccer, netball, swimming and a fundamental skills delivery programme run by Wanganui Sports Foundation.

The fundamental Movement Skills programme was run for our Year 3 students and our Year 4 students were involved with sports. These programmes provided activities to get kids involved in sport. The skills that the students learnt has easily transferred to team and individual sports.

## St Johns Hill School

### 2017 Annual Targets

#### Variance Reports - end of year

#### GOAL 1

##### Annual Target 2017:

After two and three years at school and at the end of Year 5, all students will achieve at or above standard in reading.

##### Actions to accelerate progress of reading target students

- Priority learners who achieved below National Standard in Reading from 2016 pass on lists, were identified.
- Goal setting meeting was held with parents in Week 3 and 4 of Term 1 2017 to set reading goals and discuss how home can help to achieve these goals. Review regularly on intervention plan and meet with parents each term. *\*Whanaungatanga*
- Reading intervention plans for priority learners using 'Power of Two' collaborative practice and prior knowledge was gained from pass on information about learners. Plans were regularly updated.
- Progress of priority students was on agenda at team/leadership and 'Power of Two' discussions. Teachers regularly reviewed and reflected on strategies for supporting target learners. Specific and regular formative and summative assessment ascertained next steps and identified specific needs of students. EDGE tracked and monitored progress for learners. *\*Wananga, Ako*
- Focus was on lifting reading achievement for Maori and Pasifika students. Principles of *Tataiako* and goals in *Pasifika Education Plan*. *\*Manaakitanga*
- Teaching inquiries were implemented with priority learners identified. Next steps for learning and changes were made as needed to help students make accelerated progress. *\*Wananga, Ako*
- Individual learning support programmes -Reading Recovery and RTLB referrals for learners as required. Rotary Reading Programme for learners to gain confidence and reading mileage.
- Teacher aides supported in classrooms with larger percentage of students below standard. This assisted in meeting a range of ability levels and allowed teachers to focus on at risk students. *\*Whanaungatanga*
- Parent helpers were recruited to assist with reading mileage and fluency. *Whanaungatanga*

- Resources were purchased to assist priority learners
  - Decodable texts
  - STEPSWEB licences for whole school.
  - Learning Staircase workbooks for priority learners
  - Cognitive profiling licences COPs and LASS. Administered to priority learners to analyse strengths and weaknesses
  - Reading resources –activities to support literacy learning for priority learners

*Specific actions for each targeted year level were formulated:*

## **Year 2**

- Reading Recovery Programmes and Resource Teacher of Literacy Programmes continued for six priority students
- Shared reading/modelling with big books - learning concepts about print
- Collaboration covers phonics, alphabet work, focus on blends and digraphs
- Male chefs- reading recipes at discovery
- Boys- short focussed teaching sessions, break, movement
- Lee Corlett - crossing over the centre line movements
- Boys: Male role model/reading to with them
- Buddy reading with older boys from the senior school
- Maori: Maori role model reading
- Use of appropriate phonics, literacy apps with the iPad
- StepsWeb programme for priority learners, with workbooks

## **Year 3**

- Comprehension knowledge broadened which led learners to becoming more interested in the world so that reading becomes more topic based and relevant to their daily lives. This was the key to learners becoming more engaged and motivated to read.
- Developed confidence and self esteem and a genuine love of reading and books.
- Linked learning to real life experiences to make it meaningful.
- Selected books they enjoy to ensure reading is fun and pleasurable- a lifelong habit choice
- Visual charts - Decoding strategies
- Improved working memory using specific strategies outlined in RTLB handout.
- Provided relevant follow up activities which are multi-sensory e.g. magnetic word work.
- Modeled reading with Big Book
- Used visual prompts for processing and dyslexic friendly resources

## Year 5

- Focused on learning to read strategies for priority learners still not using these strategies independently.
- Taught and practiced visualising and inference strategies.
- Further development, implementation and consolidation of Sheena Cameron's reading comprehension strategies. Continued to ensure comprehension is sound before students progress to next level. *\*Wananga, Ako*
- Buddy reading -Encouraged fluency by providing easy texts for students to practice and consolidate reading
- Focused on learner engagement in reading by careful choice of reading resources -including plays and non-fiction.

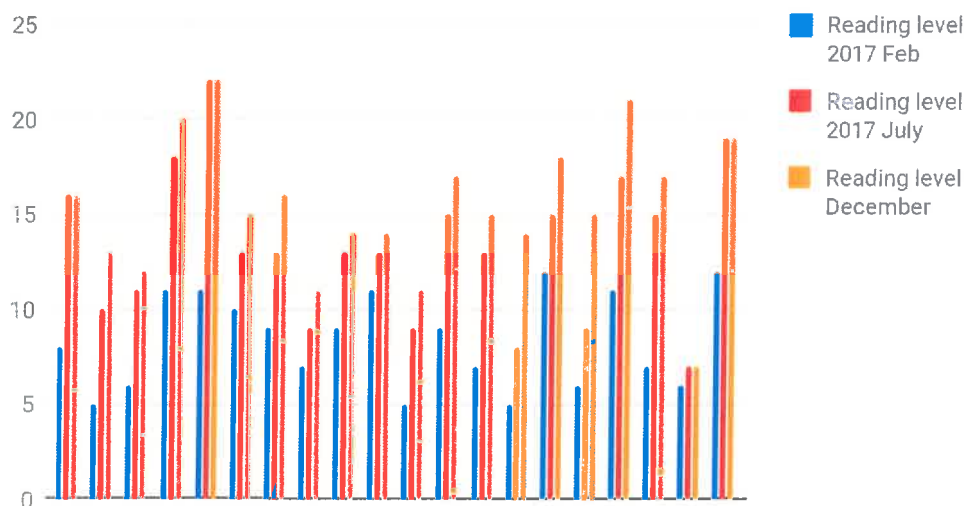
## RESULTS

After two years at school:

Students below standard at end of 2016	NS 2017 mid year	NS 2017 end of year	Reading level 2017 Feb	Reading level 2017 July	Reading level December
M	below	below	8	16	16
F	below	below	5	10	13
M	below	below	6	11	12
M	at	at	11	18	20
F	at	at	11	22	22
M	below	below	10	13	15
M	below	below	9	13	16
M	below	below	7	9	11
F	below	below	9	13	14
F M	below	below	11	13	14
M	below	below	5	9	11

F	<b>M</b>	below	at	9	15	17
F		below	below	7	13	15
M	<b>M</b>	below	below	5	8	14
M		below	at	12	15	18
M		below	below	6	9	15
F		at	above	11	17	21
F		at	at	7	15	17
M		well below	well below	6	7	7
M		at	at	12	19	19
M		at	at	12	17	20

## 2017 Year 2 reading levels



Students below standard at end of 2016

There are 21 students in the target group (13 boys, 8 girls)

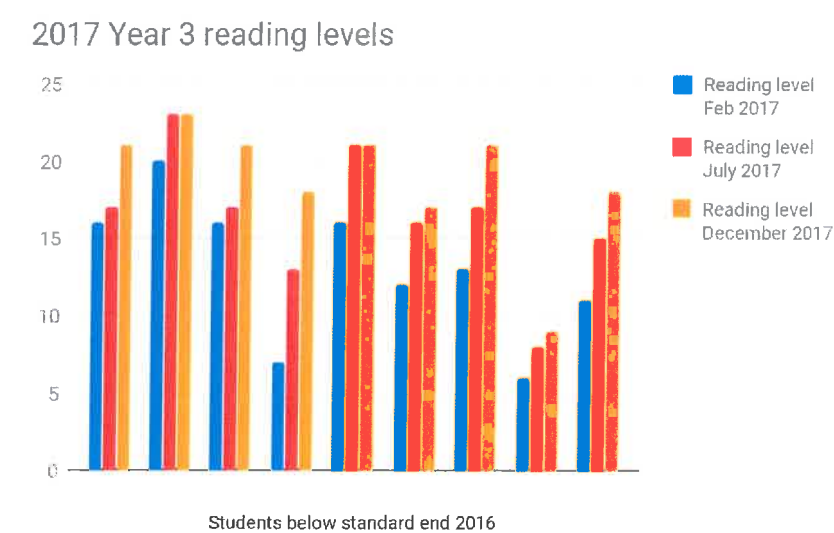
2 students are Maori and one is Pasifika. One Maori student is now at standard.

8/21 students (5 boys, 3 girls) who were below National Standard for Reading in 2016 are at standard at end of 2017.

Although 13 students have not achieved National Standard they have made significant progress as indicated by the graph showing increase in reading levels - from February to December.

After three years at school:

Students below standard end 2016	NS Mid year 2017	NS End of year 2017	Reading level Feb 2017	Reading level July 2017	Reading level December 2017
M	below	at	16	17	21
M	at	at	20	23	23
M M	below	at	16	17	21
F	below	below	7	13	18
M	at	at	16	21	21
F	below	below	12	16	17
F M	at	at	13	17	21
M	below	below	6	8	9
M	below	below	11	15	18



There are 9 students in the target group - 6 boys, 3 girls who were below National Standard for Reading at the end of 2016.

5/9 students (4 boys, 1 girl) were at National Standard for reading at end of year.

Although five students have not achieved National Standard for Reading as yet, they have made progress as indicated by the increase in reading levels - from February to December.

#### Year 5

Students below standard end 2016	NS Mid year 2017	NS End year 2017	Reading age Feb 2017	Reading age July 2017	Reading Age December 2017
F	At	At	8.0-9.0	8.5-9.5	9.0-9.5
M	Below	At	7.5-8.5	8.0-9.0	9.0-9.5
M	Well below	Below	5.0-6.0	5.5-6.5	6.5-7.0
M	Below	At	7.0-7.5	7.5-8.5	9.5-10
M	Well below	Below	6.0-7.0	6.0-7.0	7.0-7.5
F	Well below	Below	6.0-7.0	6.5-7.5	7.0-7.5
M M	Below	At	7.5-8.5	8.0-9.0	9.0-9.5

7 students who were below standard at the end of 2016 were in the target group -5 boys and 2 girls. One student is Maori. 4/7 students were at standard by the end of 2017. Students have made progress as indicated by increase in reading ages.

#### Future Action

- Students will continue to be monitored in 2018. Priority learners in reading are identified in 2017 pass on lists so that 2018 teachers are aware.
- StepsWeb programmes will continue in 2018 for priority learners.
- Self Directed Learning programme where our priority learners are enjoying choice and increasing knowledge of Sheena Cameron Reading strategies, skills and increasing reading mileage.
- Slow down- Do less better!! What is the most important? Read 3 books at least a day - gain reading mileage.
- Buddy reading with older students
- Purchase further decodable texts to complete set -including teacher manuals for priority learners.

- Use RTLB as required for support
- Visual charts-Decoding Strategies
- Daily 5
- Provide relevant follow up activities which are multi-sensory e.g. magnetic word work.
- Modelling reading with Big Book
- Cloze reading tasks
- Buddy reading
- Theme based reading
- Literacy circle
- Steps Web, Study Ladder



## GOAL 2

### Annual Target 2017:

After two and three years at school and at the end of Year 4 and 5, all students will achieve at or above National Standard in Writing.

### Actions taken to accelerate progress and achievement

- Priority learners who achieved below National Standard in writing from 2016 pass on lists, were identified.
- Goal setting meeting was held with parents in Week 3 and 4 of Term 1 2017 to set writing goals and discuss how home can help to achieve these goals. Reviewed regularly on intervention plan and met regularly with parents each term. *\*Whanaungatanga*
- Writing intervention plans for priority learners using 'Power of Two' collaborative practice and prior knowledge was gained from pass on information about learners. Plans were regularly updated.
- Progress of priority students was on agenda at team/leadership and 'Power of Two' discussions. Teachers regularly reviewed and reflected on strategies for supporting target learners. Specific and regular formative and summative assessment ascertained next steps and identified specific needs of students. EDGE tracked and monitored progress for learners. *\*Wananga, Ako*
- Focus was on lifting writing achievement for Maori and Pasifika students. Principles of *Tataiako* and goals in *Pasifika Education Plan*. *\*Manaakitanga*
- Teaching inquiries with priority learners identified next steps for learning and changes were made as needed to help students make accelerated progress. *\*Wananga, Ako*
- Individual learning support programmes for priority learners with teacher aide facilitating StepsWeb online resource to support literacy learning.  
Learning Staircase workbooks to be used in conjunction with StepsWeb.

Specific teaching strategies at each level were implemented (ako)

### Year 2

- Phonics, alphabet work, focus on blends and digraphs
- Quick writes
- Visual focus/stimuli eg: GoPro, Literacy Shed videos
- Using a variety of writing topics
- Fine Motor Skills Caterpillar Programme
- Recrafting

- Oral Language book by Sheena Cameron - used to enhance writing programme
- Sharing of writing prompts/ideas - Mimio, Literacy Shed etc.
- Sheena Cameron- editing fans, detail icons chart
- Embed TAI writing focus from 2015 into programmes
- Shared and interactive writing to provide support to students
- Learning of early words and essential words
- Teacher aides were assisting in classrooms to support teacher with target students -early word programmes etc.
- Increase in personal voice and writing personal experiences
- Catering for individual needs
- Lee Corlett
- Parent help

### **Year 3 and 4**

- Building confidence and desire to write on a broad variety of topics (genre) and to increase output
- Understanding the relevance of “correct’ writing
- Assisting with surface features in writing- spelling and phonological awareness
- Beginning the proofreading process in their writing more independently
- Enhancing the content of student writing, continuing to use Gaye Byers writing structure.
- Small group learning to aid with appropriate scaffolding levels.
- Shared writing-mixed ability groups to support priority learners.
- Strengthened surface features across all levels through proof reading.
- Personalised spelling lists set up
- Modelling of writing process to ensure procedure is established.
- Setting up collaborative teaching by working on multiple intelligence activities to determine best learning of spelling essential lists
- Focusing on knowledge of the Essential Lists.
- Ensuring learners have an audience to share their writing.[voice]
- Talking partners
- Choice about writing topics

### **Year 5**

- Gaye Byers programme
- Scaffolding students through the different writing structures
- Using visual aids to support writing
- Using Chromebooks as a writing platform
- TKI -strategies to engage boys in writing

- Use of class blog for published writing
- Collaborative literacy tasks.

**After two years:**

Names (students below standard at end of 2016)	2017 Mid Year NS writing	2017 End Year NS writing	Writing level Feb 2017	Writing level July 2017	Writing level Dec 2017
M	below	below	1i	1i	1i
M	at	at	1ii	1iii	2B
M	at	at	1ii	1iii	1iii
F	below	below	1i	1ii	1ii
M	below	at	1i	1ii	1ii
F	below	at	1i	1ii	1ii
M	below	at	1i	1ii	1ii
M	below	below	1i	1ii	1i
M P	below	below	1i	1ii	1ii
M	below	at	1i	1ii	1ii

10 students (8 boys, 2 girls) were below standard in writing at the start of 2017.

6/10 students were at writing standard at end of 2017.

One Pasifika student progressed one level during the year

9/10 students progressed one level since the start of 2017.

**After three years:**

Names (students below standard at end of 2016)	2017 Mid Year NS	2017 End Year NS	Writing level Feb 2017	Writing level July 2017	Writing level December 2017
M	at	at	1ii	1iii	2B
F	at	at	1ii	1iii	2B
F	below	below	1ii	1ii	1ii
M	at	at	1ii	1iii	2B
M	at	at	1ii	1iii	2B
M	below	below	1ii	1ii	1iii
M	below	below	1ii	1ii	1iii
M	at	at	1ii	1iii	2B

8 students (6 boys, 2 girls) were below National Standard in writing at end of 2016.

At end of 2017, 5 out of 8 students were at National Standard in Writing at end of year.

Students who were below writing standard at end of 2017, progressed at least one writing level during the year.

**Year 4:**

Names (students below standard at end of 2016)	2017 Mid Year NS	2017 end Year NS	Writing level Feb 2017	Writing level July 2017	Writing level December 2017
M	below	below	1A	2B	2P
F	at	at	2B	2P	2A
M	below	below	1P	1A	2B
M	at	at	2B	2P	2P
F	below	below	1A	2B	2B

Five students were below National Standard in Writing at the end of 2016.

Two students (1 girl, 1 boy) were at National Standard at end of 2017. All students progressed at least one writing level by the end of the year.

#### Year 5:

Names (students below standard at end of 2016)	2017 Mid Year NS results	2017 End Year NS	Writing level Feb 2017	Writing level July 2017	Writing level December 2017
F	below	at	2P	3B	3B
F	at	at	2B	2P	2A
M	below	below	1P	1A	2B
M	below	below	1A	2B	2P
M	below	below	1P	1A	2B
F M	below	below	1A	2B	2P
F	below	below	1P	1A	2B

7 students were below standard at end of 2016. 2 girls were at National Standard in writing at end of year.

All students progressed two levels during the year.

#### Future Action

- Students will continue to be monitored in 2018. Priority learners in reading are identified in 2017 pass on lists so that 2018 teachers are aware.
- Individual learning support programmes for priority learners with teacher aide facilitating StepsWeb online resource to support literacy learning.  
Learning Staircase workbooks to be used in conjunction with StepsWeb.
- Digital programmes to support literacy and numeracy are an essential component of the programmes.
- Writing intervention plans for target learners risk students in writing. Ensure 2018 teachers have access to 2017 writing intervention plans which display specific information regarding what had been trialled to help progress in 2017.

- Use strategies outlined in actions to accelerate writing progress and achievement for 2017.
- 'Power of Two' collaborative practice to develop support plans for writing priority learners
- Teachers to focus on target students regularly, trialling strategies (TAI) and reflecting on their progress using set format.
- Use in depth 'teaching as inquiry' model for writing, identifying next steps for learning and making changes as needed to help students make accelerated progress.
- Further explore each of the dimensions in Tataiako - cultural competencies - to meet the needs and interests of our cultural community.
- Teachers use explicit feedback, feed forward, formative assessment practice, explicit teacher prompts and deliberate acts of teaching
- Ensure students have a strong sense of involvement in setting learning goals
- Ensure students are writing daily and across the curriculum in different contexts
- Continue to provide good models of writing.

### **GOAL 3**

#### **Annual Target 2017:**

At the end of Year 6, data for girls above Mathematics National Standard will be similar to data for boys above Mathematics National Standard.

#### **Actions taken to accelerate progress and achievement:**

- Teachers assisted in alleviating anxiety and self belief about success in maths.
- More willing participation for girls in math's activities
- Girls encouraged to enter mathematics competitions e.g. Australian Maths
- Maths workshops tailored to specific needs of girls
- Tapped into girls' interests and make contexts for maths real.
- Carried out teaching inquiry with students with focus on doing something differently to accelerate progress. Shared findings with Year 6 teachers and Karearea team and reflected on strategies used. Collaboratively worked out next teaching steps to assist students to make accelerated progress.
- Online Maths Buddy programme used to motivate learners

#### **Results**

At the end of Year 5 in 2016:

- 48% (26/54) students were above Mathematics National Standard.
- 33% (7/21) girls and 58% (19/33) boys were above Mathematics National Standard.

At mid year 2017

- 7/20 (35%) girls and 17/30 (56%) boys were above standard in Mathematics
- 2 Maori and 2 Pasifika students are above National Standard in Mathematics.

At the end of year 2017

- 11/21 52% girls and 18/31 -58% boys were above National Standard in Mathematics
- Two Maori and one Pasifika student are above standard in Mathematics.
- End of year data for 2017 was similar for both boys and girls above standard in Mathematics

### **Future Action**

- These students have now transitioned to a new school for Year 7. Discussions concerning mathematics progress for Year 6 learners were held at the end of 2017 between Year 6 teachers and personnel from schools students are transitioning to.
- Track progress of boys/girls in mathematics 2018 to ascertain if there are any trends in gender cohort progress and achievement in other year groups.