

# ORERE PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 1405

**Principal:** Kerry Forse

**School Address:** 275 Orere Point Road, Papakura

**School Postal Address:** 275 Orere Point Road, RD5, Papakura, Auckland, 2585

**School Phone:** 09 292 2736

**School Email:** office@orere.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Rebekah Tossell	Chairperson	Elected	Jun 2019
Kerry Forse	Principal	ex Officio	
Shirley Murphy	Parent Rep	Co-opted	Jun 2019
Claire Jenkins	Parent Rep	Elected	Jun 2019
Andrea Couldrey	Parent Rep	Elected	Jun 2019
Luke Morbey	Parent Rep	Co-opted	Jun 2019
Louise Parker	Staff Rep	Elected	Jun 2019

**Accountant / Service Provider:** Education Services Ltd

# ORERE PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2018

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# Orere Primary 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.

Rebekah Tossell  
Full Name of Board Chairperson

Russell  
Signature of Board Chairperson

28/05/2019  
Date:

Kerry Forse  
Full Name of Principal

[Signature]  
Signature of Principal

28/05/2019  
Date:

**Orere Primary 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	511,877	495,044	530,187
Locally Raised Funds	3	64,321	40,960	70,653
Interest Earned		1,960	1,800	2,110
Gain on Sale of Property, Plant and Equipment		-	-	435
		<hr/> 578,158	<hr/> 537,804	<hr/> 603,385
<b>Expenses</b>				
Locally Raised Funds	3	18,729	2,950	12,679
Learning Resources	4	259,785	263,901	271,301
Administration	5	57,754	56,580	55,122
Finance Costs		3,577	3,577	2,511
Property	6	240,588	190,123	203,780
Depreciation	7	30,425	24,161	23,876
		<hr/> 610,858	<hr/> 541,292	<hr/> 569,269
<b>Net Surplus / (Deficit)</b>		(32,700)	(3,488)	34,116
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> (32,700)	<hr/> (3,488)	<hr/> 34,116

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

**Orere Primary 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>	<u>348,572</u>	<u>302,178</u>	<u>314,456</u>
Total comprehensive revenue and expense for the year	(32,700)	(3,488)	34,116
Capital Contributions from the Ministry of Education			
<b>Equity at 31 December</b>	<u>315,872</u>	<u>298,690</u>	<u>348,572</u>
 Retained Earnings	 315,872	 298,690	 348,572
<b>Equity at 31 December</b>	<u>315,872</u>	<u>298,690</u>	<u>348,572</u>

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

**Orere Primary School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	644	20,026	40,800
Accounts Receivable	9	18,505	16,016	15,431
GST Receivable		1,998	2,187	2,220
Prepayments		1,489	2,376	479
Investments	10	35,617	-	52,538
Funds owed for Capital Works Projects	17	-	-	4,580
		58,253	40,605	116,048
<b>Current Liabilities</b>				
Accounts Payable	12	25,682	26,663	25,053
Revenue Received in Advance	13	2,739	-	-
Provision for Cyclical Maintenance	14	-	9,129	24,376
Painting Contract Liability - Current Portion	15	5,334	-	3,251
Finance Lease Liability - Current Portion	16	10,490	12,932	9,005
		44,245	48,724	61,685
<b>Working Capital Surplus/(Deficit)</b>		14,008	(8,119)	54,363
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	321,730	306,809	315,578
		321,730	306,809	315,578
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	14,106	-	5,119
Finance Lease Liability	16	5,760	-	16,250
		19,866	-	21,369
<b>Net Assets</b>		315,872	298,690	348,572
<b>Equity</b>		315,872	298,690	348,572

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

**Orere Primary School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		101,507	110,150	124,291
Locally Raised Funds		66,380	28,460	70,776
Goods and Services Tax (net)		222	-	(33)
Payments to Employees		(67,024)	(56,850)	(53,852)
Payments to Suppliers		(82,589)	(63,972)	(92,492)
Cyclical Maintenance Payments in the year		(29,675)	-	-
Interest Paid		(3,577)	(3,577)	(2,511)
Interest Received		2,286	1,800	1,543
Net cash from / (to) the Operating Activities		(12,470)	16,011	47,722
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	435
Purchase of PPE (and Intangibles)		(36,577)	(30,900)	(6,220)
Purchase of Investments		(35,617)	-	(52,538)
Proceeds from Sale of Investments		52,538	-	-
Net cash from / (to) the Investing Activities		(19,656)	(30,900)	(58,323)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(8,030)	(12,323)	(6,799)
Painting contract payments		-	(5,334)	10,208
Funds Held for Capital Works Projects		-	-	(4,580)
Net cash from Financing Activities		(8,030)	(17,657)	(1,171)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(40,156)</b>	<b>(32,546)</b>	<b>(11,772)</b>
Cash and cash equivalents at the beginning of the year	8	40,800	52,572	52,572
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>644</b>	<b>20,026</b>	<b>40,800</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.

# Orere Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Orere Primary 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 16.

#### *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 uncollectibility) 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.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

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 of Schedule 6 para 28 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 \$500 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	40 years
Building Improvements	10-40 years
Furniture and Equipment	5-40 years
Information and Communication	3-5 years
Motor Vehicles	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

#### **I) Intangible Assets**

##### ***Software costs***

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **m) 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.

**n) 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.

**o) 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.

*Long-term employee entitlements*

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

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

**p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

**q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**s) 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).

**t) 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.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

**u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**v) 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.

**w) Budget Figures**

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

**x) 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	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	85,976	98,000	98,124
Teachers' salaries grants	216,171	231,521	228,994
Use of Land and Buildings grants	191,806	152,179	175,146
Other MoE Grants	17,924	13,344	27,748
Transport grants	-	-	175
	511,877	495,044	530,187

## 3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	10,998	7,000	32,394
Bequests & Grants	5,425	5,000	-
Activities	15,380	1,960	4,289
Fundraising	19,258	13,500	20,710
Other Revenue	13,260	13,500	13,260
	64,321	40,960	70,653
<b>Expenses</b>			
Activities	9,785	1,950	2,193
Fundraising costs	7,667	-	8,610
Other Expenses	1,277	1,000	1,876
	18,729	2,950	12,679
<i>Surplus for the year Locally raised funds</i>	45,592	38,010	57,974

## 4. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	13,114	8,810	11,814
Library resources	276	670	390
Employee benefits - salaries	238,478	248,121	246,834
Staff development	4,981	5,800	8,675
Equipment R&m	2,936	500	3,588
	259,785	263,901	271,301

## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,996	4,900	4,850
Board of Trustees Fees	2,000	4,000	3,335
Board of Trustees Expenses	891	1,400	1,183
Communication	1,195	2,380	2,390
Consumables	2,633	2,500	2,679
Operating Lease	-	-	1,304
Other	4,594	5,000	4,029
Employee Benefits - Salaries	34,582	29,750	28,319
Insurance	1,999	2,000	2,353
Service Providers, Contractors and Consultancy	4,864	4,650	4,680
	<u>57,754</u>	<u>56,580</u>	<u>55,122</u>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,213	2,100	3,316
Cyclical Maintenance Expense	14,286	4,254	1,602
Grounds	8,361	9,700	4,488
Heat, Light and Water	3,437	3,900	3,795
Repairs and Maintenance	11,424	7,440	5,218
Use of Land and Buildings	191,806	152,179	175,146
Security	-	50	10
Employee Benefits - Salaries	10,004	10,500	8,373
Van Expenses	57	-	1,832
	<u>240,588</u>	<u>190,123</u>	<u>203,780</u>

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

## 7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	2,853	2,887	2,853
Building Improvements	1,688	1,708	1,688
Furniture and Equipment	8,994	6,906	6,823
Information and Communication Technology	6,923	3,941	3,895
Leased Assets	9,855	8,602	8,501
Library Resources	112	117	116
	<u>30,425</u>	<u>24,161</u>	<u>23,876</u>



#### 8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	5	7,244	2,151
Bank Call Account	639	12,782	2,649
Short-term Bank Deposits	-	-	36,000
Cash equivalents for Cash Flow Statement	644	20,026	40,800

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

#### 9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	2,168	123	-
Interest Receivable	300	59	626
Teacher Salaries Grant Receivable	16,037	15,834	14,805
	18,505	16,016	15,431
Receivables from Exchange Transactions	2,468	182	626
Receivables from Non-Exchange Transactions	16,037	15,834	14,805
	18,505	16,016	15,431

#### 10. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	35,617	-	52,538



# 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Land	91,000	-	-	-	-	91,000
Buildings	75,115	-	-	-	(2,853)	72,262
Building Improvements	45,666	-	-	-	(1,688)	43,978
Furniture and Equipment	73,637	14,736	-	-	(8,994)	79,379
Information and Communication Technology	7,350	21,841	-	-	(6,923)	22,268
Leased Assets	22,130	-	-	-	(9,855)	12,275
Library Resources	680	-	-	-	(112)	568
<b>Balance at 31 December 2018</b>	<b>315,578</b>	<b>36,577</b>	<b>-</b>	<b>-</b>	<b>(30,425)</b>	<b>321,730</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Land	91,000	-	91,000
Buildings	114,125	(41,863)	72,262
Building Improvements	60,246	(16,268)	43,978
Furniture and Equipment	147,639	(68,260)	79,379
Information and Communication Technology	55,855	(33,587)	22,268
Leased Assets	29,569	(17,294)	12,275
Library Resources	71,934	(71,366)	568
<b>Balance at 31 December 2018</b>	<b>570,368</b>	<b>(248,638)</b>	<b>321,730</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Land	91,000	-	-	-	-	91,000
Buildings	77,968	-	-	-	(2,853)	75,115
Building Improvements	47,354	-	-	-	(1,688)	45,666
Furniture and Equipment	74,421	6,039	-	-	(6,823)	73,637
Information and Communication Technology	11,245	-	-	-	(3,895)	7,350
Leased Assets	2,517	28,114	-	-	(8,501)	22,130
Library Resources	615	181	-	-	(116)	680
<b>Balance at 31 December 2017</b>	<b>305,120</b>	<b>34,334</b>	<b>-</b>	<b>-</b>	<b>(23,876)</b>	<b>315,578</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Land	91,000	-	91,000
Buildings	114,125	(39,010)	75,115
Building Improvements	60,246	(14,580)	45,666
Furniture and Equipment	132,902	(59,265)	73,637
Information and Communication Technology	33,027	(25,677)	7,350
Leased Assets	46,357	(24,227)	22,130
Library Resources	71,934	(71,254)	680
<b>Balance at 31 December 2017</b>	<b>549,591</b>	<b>(234,013)</b>	<b>315,578</b>

## 12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	5,819	7,325	6,643
Accruals	2,996	3,270	3,250
Employee Entitlements - salaries	16,037	15,834	14,805
Employee Entitlements - leave accrual	830	234	355
	<u>25,682</u>	<u>26,663</u>	<u>25,053</u>

Payables for Exchange Transactions	25,682	26,663	25,053
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>25,682</u>	<u>26,663</u>	<u>25,053</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income in Advance	2,739	-	-
	<u>2,739</u>	<u>-</u>	<u>-</u>

## 14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	29,495	4,875	27,893
Increase to the Provision During the Year	14,286	4,254	1,602
Use of the Provision During the Year	(29,675)	-	-
Provision at the End of the Year	<u>14,106</u>	<u>9,129</u>	<u>29,495</u>
Cyclical Maintenance - Current	-	9,129	24,376
Cyclical Maintenance - Term	14,106	-	5,119
	<u>14,106</u>	<u>9,129</u>	<u>29,495</u>

## 15. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	5,334	-	3,251
Non Current Liability	-	-	-
	<u>5,334</u>	<u>-</u>	<u>3,251</u>

In 2012 the Board signed an agreement with Programmed Maintenance Services (NZ) Ltd (the contractor) for an agreed programme of work covering a 7 year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2012, with regular maintenance in subsequent years. The agreement has an annual commitment of \$5,334. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
No Later than One Year	12,203	12,932	12,363
Later than One Year and no Later than Five Years	6,000	-	18,203
	<u>18,203</u>	<u>12,932</u>	<u>30,566</u>

## 17. Funds Owed (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 2 Refurbishment	<i>completed</i>	4,580	-		(4,580)	-
Totals		<u>4,580</u>	<u>-</u>	<u>-</u>	<u>(4,580)</u>	<u>-</u>

### Represented by:

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

-

-

-

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Block 2 Refurbishment	<i>in progress</i>	-	-	4,580	-	4,580
Totals		<u>-</u>	<u>-</u>	<u>4,580</u>	<u>-</u>	<u>4,580</u>

## 18. Related Party Transactions

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

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

## 19. Remuneration

### *Key management personnel compensation*

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,000	3,335
Full-time equivalent members	0.07	0.11
<i>Leadership Team</i>		
Remuneration	94,927	94,076
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	96,927	97,411
Total full-time equivalent personnel	1.07	1.11

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	90 - 100	90 - 100
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-

### *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
100 - 110	-	-
	0.00	0.00

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

## 20. 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	\$15,000	\$0
Number of People	1	0

## 21. 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.

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

### (b) Operating Commitments

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

#### (a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year		
Later than One Year and No Later than Five Years	-	2,083
Later than Five Years	-	-
	<u>-</u>	<u>2,083</u>

## 23. Managing Capital

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

## 24. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	644	20,026	40,800
Receivables	18,505	16,016	15,431
Investments - Term Deposits	35,617	-	52,538
Total Loans and Receivables	54,766	36,042	108,769

### Financial liabilities measured at amortised cost

Payables	25,682	26,663	25,053
Borrowings - Loans	-	-	-
Finance Leases	16,250	12,932	25,255
Painting Contract Liability	5,334	-	3,251
Total Financial Liabilities Measured at Amortised Cost	47,266	39,595	53,559

## 25. Events After Balance Date

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

## 26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## Independent Auditor's Report

### To the Readers of Orere Primary School's Financial Statements For the Year Ended 31 December 2018

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

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 28 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.

#### CHARTERED ACCOUNTANTS & ADVISORS

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Auckland 1143, New Zealand  
Telephone: +64 9 366 5000  
[williambuck.co.nz](http://williambuck.co.nz)

William Buck (NZ) Limited.

### **Breach of borrowing authority**

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with Regulation 12 of the Crown Entities (Financial Powers) Regulations 2005 in that no authority has been sought from the Ministers of Education and Finance for borrowing which, in aggregate, involves repayments of interest and capital in excess of one tenth of the Board's operational activities grant for the year. The extent of the unauthorised borrowing is assessed at \$5,817.

### **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 controls.
- 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 arise from the Public Audit Act 2001.

#### **Other information**

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

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

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

#### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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.

A handwritten signature in blue ink, appearing to read 'D Wright'.

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

# Analysis of Variance 2018

<b>Strategic Aim</b>	All students are able to access the NZ curriculum and will have their learning accelerated to ensure they are working at their age appropriate stage		
<b>Annual Aim</b>	To accelerate the learning of the 11 children achieving well below or below their age appropriate curriculum level in Writing		
<b>Target</b>	10 children 7 girls and 3 boys Of the 7 girls; 2 are Pasifika, 1 Māori, 1 Asian and the others are NZ Euro All 3 boys are NZ Euro		
<b>Baseline Data</b>	Analysis of school wide data in Nov 2017 identified concerns with 11 children. These children have already had extensive support with their learning but still have ongoing learning issues. The nature of the school context means children are identified by needs across the school. One child (Māori/boy) was allocated ICS funding and given an IEP so was not part of the target group monitored.		
<b>Actions What did we do?</b>	<b>Outcomes What happened?</b>	<b>Reasons for the variance Why did they happen?</b>	<b>Evaluation Where to next?</b>
Continue to moderate Writing within the school and set up opportunities to moderate within the CoL.	Moderation across the school happened every term. Moderation also happened twice in the year working with a Tools4Teachers facilitator and Kaiaua School.	We able to achieve this as we won \$5000 of PLD with Tolls4Teachers and invited Kaiaua to join us.	This was excellent PLD and grew the teacher's capacity to make judgements in Writing across the school. As a result, the quality of teaching and learning improved. We have applied to MOE for funding to continue PLD in 2019.
Develop Orere book standards and Editing Code for Writing	A book standards, and editing code was developed in Writing. However it was not used as well as it could have been	The teachers struggled with the variation in stationery between children and trying to support the children to unlearn bad habits from previous years. We also neede to teach the children the value of showing their thinking (errors) to improve learning.	School wide review of how stationery is purchased and a survey with parents to try and ensure all children start with the correct stationery in 2019.

<p>Develop school planning documents to support work happening in classrooms</p> <p>Target students in Writing to accelerate progress -ALL- Writing (MOE contract Year 2)- Dave and Louise to lead</p> <p>Use school wide data tracking system to make decisions around teaching and learning Using e-asTTle to track</p>	<p>Classroom curriculum for Writing was developed over several terms. Teachers began to use this with Year 5 - 8 children.</p> <p>Target students were monitored and discuss at a whole school level. A range of data was used to make decisions about the teaching and learning in the classroom. This was not as consistent as in Reading and Maths</p>	<p>Winning the PLD with Tools4Teachers changed our direction of tracking. We were focussed on changing teacher practise. We had more discussions around this and moderation of Writing rather than individual children results.</p>	<p>All teachers to use the Classroom curriculum planning in Writing in 2019. Meet once a term to share planning and discuss how document may need to be modified to suit needs.</p> <p>Ensure that while moderation and teacher practise continues to be the focus that we record individual information of children being tracked.</p>
<p><b>Results:</b></p> <p>Of the 10 children being tracked 3 have left the school. 4 children are below, and 3 children are at.</p>			
<p><b>Planning for next year:</b></p> <p>End of year data shows that the 24 children returning in 2019; 9 are below, 14 are at and 1 is above. We need to be looking at not only accelerating those children who are below but also those that are at, who could be working above. 2019...</p> <ul style="list-style-type: none"> <li>• apply for funding to continue PLD with Tools4Teachers</li> <li>• all teachers using classroom curriculum for planning and with the children</li> </ul>			

<b>Strategic Aim</b>	All students are able to access the NZ curriculum and will have their learning accelerated to ensure they are working at their age appropriate stage		
<b>Annual Aim</b>	To accelerate the learning of the 4 children achieving well below or below their age appropriate curriculum level in Reading		
<b>Target</b>	3 children; 2 girls and 1 boy All 3 children are NZ Euro		
<b>Baseline Data</b>	Analysis of school wide data in Nov 2017 identified concerns with 4 children. These children have already had extensive support with their learning but still have ongoing learning issues. The nature of the school context means children are identified by needs across the school. One child (Māori/boy) was allocated ICS funding and given an IEP so was not part of the target group monitored.		
<b>Actions What did we do?</b>	<b>Outcomes What happened?</b>	<b>Reasons for the variance Why did they happen?</b>	<b>Evaluation Where to next?</b>
Develop school planning documents to support work happening in classrooms	Nothing happened in Reading other than developing a Curriculum Achievement Plan	It was decided that work would be done around Vision, Values, Graduation Profile and Writing first and this took the whole year with only 3 staff to contribute.	While the work on documentation is slow. This is due to the fact that all the teachers are involved in the process, so it becomes something that is real and useable in the school. Classroom curriculum in Reading will be developed in 2019.
Target students in Reading, accelerate progress	These children were targeted and discussed regularly as were several other children that are being monitored to ensure they continue to make progress.		This is a valuable tool for teacher discussions around practise and to ensure all teachers know all children so can support their learning.

<p>Using NZCER with PAT and STAR to support analysis and discussion around using data to make decisions</p> <p>Use school wide data tracking system to make decisions around teaching and learning</p> <p>Using e-asTTle to track Reading.</p>	<p>Data was used throughout the year to make decisions.</p> <ul style="list-style-type: none"> <li>• guided reading chapter books purchased</li> <li>• more books purchased for Duffy programme</li> <li>• ensuring at risk readers being given extra opportunities to read- buddies, teacher aides, volunteers</li> <li>• 2019 PLD focus guided reading</li> <li>• STAR results have improved that only Year3-4 and any children with learning difficulties in reading will use STAR other children will use PAT Reading and e-asTTle</li> </ul>	<p>As children's reading has improved STAR is no longer giving useful information to senior class teacher for teaching and planning</p>	<p>While standardized testing data has improved significantly since 2017 the teachers have decided to keep testing twice a year to consolidate their understanding of using these test to support teaching and learning.</p>
<p><b>Results:</b></p> <p>Of the 3 children targeted 1 left during the year.</p> <p>The other 2 children, 1 is at and the other is well below (this child has learning needs)</p>			
<p><b>Planning for next year:</b></p> <p>End of year data shows that the 24 children returning in 2019; 1 is well below, 4 are below, 13 are at and 6 are above.</p> <p>We need to be looking at not only accelerating those children who are below but also those that are at, who could be working above.</p> <p>2019...</p> <ul style="list-style-type: none"> <li>• apply for funding to continue PLD with Tools4Teachers – focus guided reading</li> <li>• buy new guided reading resources- conneteds</li> <li>• develop and use classroom curriculum for planning and with the children</li> </ul>			

<b>Strategic Aim</b>	All students are able to access the NZ curriculum and will have their learning accelerated to ensure they are working at their age appropriate stage		
<b>Annual Aim</b>	To accelerate the learning of the 13 children achieving well below or below their age appropriate curriculum level in Mathematics		
<b>Target</b>	12 children 8 girls and 4 boys Of the 8 girls; 1 is Pasifika, 2 Māori, 1 Asian and the others are NZ Euro All 4 boys are NZ Euro		
<b>Baseline Data</b>	Analysis of school wide data in Nov 2017 identified concerns with 13 children. These children have already had extensive support with their learning but still have ongoing learning issues. The nature of the school context means children are identified by needs across the school. One child (Māori/boy) was allocated ICS funding and given an IEP so was not part of the target group monitored.		
<b>Actions What did we do?</b>	<b>Outcomes What happened?</b>	<b>Reasons for the variance Why did they happen?</b>	<b>Evaluation Where to next?</b>
Develop school planning documents to support work happening in classrooms.	Nothing happened in Maths other than developing a Curriculum Achievement Plan	It was decided that work would be done around Vision, Values, Graduation Profile and Writing first and this took the whole year with only 3 staff to contribute. As the school is using Prime Mathematics which is a text-based system it has been decided to leave this documentation till last.	Continue to use Prime as the basis of teaching and learning in Mathematics. Review in term 3 2019 for success and discuss school expectations for documentation.
Target students in Reading, Writing and Mathematics to accelerate progress	These children were targeted and discussed regularly as were several other children that are being monitored to ensure they continue to make progress.		This is a valuable tool for teacher discussions around practise and to ensure all teachers know all children so can support their learning.
Continue to implement PR1ME Mathematics across the			

<p>school and use e-asTTle to track progress</p> <p>Using NZCER with PAT and ST to support analysis and discussion around using data to make decisions</p> <p>Use school wide data tracking system to make decisions around teaching and learning</p> <p>Using e-asTTle to track Reading, Writing and Mathematics</p>	<p>Began using Prime K with Year 1 children.</p> <p>Retested children on Prime placement test to support judgements of next level.</p> <p>Some children have jumped levels.</p>		<p>Continue to strengthen teaching and learning in Prime. look at ways to provide extension for those children ready for example Mathex competitions.</p> <p>Look at using Prime summative test in 2019 as we have not used these yet.</p>
<p><b>Results:</b></p> <p>Of the 12 children targeted 2 left during the year.</p> <p>The other 10 children, 3 are below and 7 are at</p>			
<p><b>Planning for next year:</b></p> <p>End of year data shows that the 24 children returning in 2019; 4 are below, 18 are at and 2 are above.</p> <p>We need to be looking at not only accelerating those children who are below but also those that are at, who could be working above.</p> <p>2019...</p> <ul style="list-style-type: none"> <li>• review resources in school and purchase ne ones to support learning</li> <li>• develop and use classroom curriculum for planning and with the children</li> </ul>			