

TOKOMARU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 3046

Principal: Sonia Mudgway

School Address: 5 Tokomaru East Road, Tokomaru

School Postal Address: Private Bag, Tokomaru Post Centre, Tokomaru 4864, Tokomaru

School Phone: 06 329 8780

School Email: office@tokomaru.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
D Lawton	Chair Person	Elected	Jun 2019
S Mudgway	Principal	ex Officio	
W Richards	Parent Rep	Co-opted	Jun 2019
M Henry	Parent Rep	Elected	Jun 2019
L Thomas	Parent Rep	Elected	May 2018
M Scott	Staff Rep	Elected	Jun 2019
D Candy-Mason	Staff Rep	Elected	Feb 2018
C Earle	Minute Secretary	Appointed	

Accountant / Service Provider: Education Services Ltd

TOKOMARU SCHOOL

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 19	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Tokomaru 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.

DAVID IAN GRAHAM LAWTON

Full Name of Board Chairperson



Signature of Board Chairperson

Date:

17/5/19

Sonia Rochelle Midgway

Full Name of Principal



Signature of Principal

Date:

17/5/19

Tokomaru School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	882,083	603,323	710,264
Locally Raised Funds	3	52,555	10,700	40,708
Interest Earned		2,423	2,000	2,230
Gain on Sale of Property, Plant and Equipment		21	-	-
		<u>937,082</u>	<u>616,023</u>	<u>753,202</u>
Expenses				
Locally Raised Funds	3	37,660	9,957	26,091
Learning Resources	4	611,062	388,086	470,320
Administration	5	72,329	63,363	62,358
Finance Costs		2,081	1,958	2,509
Property	6	179,893	133,600	133,432
Depreciation	7	25,784	19,000	20,689
Loss on Disposal of Property, Plant and Equipment		-	-	3,356
		<u>928,809</u>	<u>615,964</u>	<u>718,755</u>
Net Surplus / (Deficit)		8,273	59	34,447
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>8,273</u></u>	<u><u>59</u></u>	<u><u>34,447</u></u>

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



Tokomaru School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	326,670	290,761	290,841
Total comprehensive revenue and expense for the year	8,273	59	34,447
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	4,214	-	1,382
Equity at 31 December	339,157	290,820	326,670
Retained Earnings	339,157	290,820	326,670
Equity at 31 December	339,157	290,820	326,670

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



Tokomaru School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	175,209	133,932	147,711
Accounts Receivable	9	39,238	23,991	34,915
GST Receivable		5,056	4,667	3,988
Prepayments		4,087	3,342	3,736
Investments	10	63,864	60,263	61,640
		<u>287,454</u>	<u>226,195</u>	<u>251,990</u>
Current Liabilities				
Accounts Payable	12	49,447	34,480	34,720
Revenue Received in Advance	13	501	-	19
Provision for Cyclical Maintenance	14	2,400	1,000	1,000
Finance Lease Liability - Current Portion	15	7,055	4,078	6,227
		<u>59,403</u>	<u>39,558</u>	<u>41,966</u>
Working Capital Surplus/(Deficit)		228,051	186,637	210,024
Non-current Assets				
Property, Plant and Equipment	11	159,764	145,246	153,332
		<u>159,764</u>	<u>145,246</u>	<u>153,332</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	40,592	30,890	24,063
Finance Lease Liability	15	8,066	10,173	12,623
		<u>48,658</u>	<u>41,063</u>	<u>36,686</u>
Net Assets		<u>339,157</u>	<u>290,820</u>	<u>326,670</u>
Equity		<u>339,157</u>	<u>290,820</u>	<u>326,670</u>

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



Tokomaru School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		240,008	169,854	178,447
Locally Raised Funds		53,037	10,700	40,727
Goods and Services Tax (net)		(1,068)	-	679
Payments to Employees		(97,784)	(72,400)	(68,031)
Payments to Suppliers		(133,532)	(74,020)	(95,218)
Cyclical Maintenance Payments in the year		(4,196)	-	-
Interest Paid		(2,081)	(1,958)	(2,509)
Interest Received		2,400	2,000	2,205
Net cash from / (to) the Operating Activities		56,784	34,176	56,300
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		9	-	-
Purchase of PPE (and Intangibles)		(26,050)	(16,000)	(24,239)
Purchase of Investments		(2,224)	-	(1,377)
Net cash from / (to) the Investing Activities		(28,265)	(16,000)	(25,616)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,214	-	1,382
Finance Lease Payments		(5,235)	(4,511)	(4,622)
Net cash from Financing Activities		(1,021)	(4,511)	(3,240)
Net increase/(decrease) in cash and cash equivalents		27,498	13,665	27,444
Cash and cash equivalents at the beginning of the year	8	147,711	120,267	120,267
Cash and cash equivalents at the end of the year	8	175,209	133,932	147,711

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.



Tokomaru School
Notes to the Financial Statements
For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Tokomaru 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 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 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 \$250 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	50 years
Furniture and Equipment	5-15 years
Information and Communication	3-5 years
Library Resources	12.5% DV

Leased assets are depreciated over the life of the lease.

l) 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. It's 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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	193,191	169,854	168,268
Teachers' salaries grants	527,223	326,996	413,155
Use of Land and Buildings grants	112,192	106,153	108,892
Resource teachers learning and behaviour grants	639	-	228
Other MoE Grants	27,261	320	19,721
Other government grants	21,577	-	-
	882,083	603,323	710,264

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	12,185	-	13,586
Bequests & Grants	10,459	-	6,000
Activities	16,568	300	7,293
Fundraising	2,823	-	3,879
School House	10,520	10,400	9,950
	52,555	10,700	40,708
Expenses			
Activities	21,692	350	11,274
Fundraising costs	3,838	-	5,363
School House	12,130	9,607	9,454
	37,660	9,957	26,091
<i>Surplus for the year Locally raised funds</i>	14,895	743	14,617

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	22,687	20,990	21,457
Library resources	19	300	213
Employee benefits - salaries	580,925	359,996	443,159
Staff development	7,431	6,800	4,157
Extra-curricular activities	-	-	1,334
	611,062	388,086	470,320



5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,254	4,250	4,130
Board of Trustees Fees	3,120	3,000	2,980
Board of Trustees Expenses	1,317	830	624
Communication	867	750	851
Consumables	4,722	1,450	1,379
Operating Lease	574	-	3,998
Other	6,216	5,900	5,218
Employee Benefits - Salaries	44,107	40,250	39,295
Insurance	2,952	2,733	2,433
Service Providers, Contractors and Consultancy	4,200	4,200	1,450
	72,329	63,363	62,358

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	4,165	3,400	4,061
Cyclical Maintenance Expense	22,125	6,497	6,370
Grounds	20,182	6,100	3,839
Heat, Light and Water	5,831	4,500	4,342
Rates	907	800	869
Repairs and Maintenance	7,520	4,150	5,059
Use of Land and Buildings	112,192	106,153	108,892
Consultancy And Contract Services	6,971	2,000	-
	179,893	133,600	133,432

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	1,310	1,203	1,310
Furniture and Equipment	11,526	9,305	10,132
Information and Communication Technology	4,820	2,925	3,185
Leased Assets	7,542	5,040	5,488
Library Resources	586	527	574
	25,784	19,000	20,689

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Westpac Current Account	34,155	22,159	6,799
Westpac Ready Access	141,054	111,773	140,912
Cash equivalents and bank overdraft for Cash Flow Statement	175,209	133,932	147,711

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 from the Ministry of Education	6,908	-	6,809
Interest Receivable	581	533	558
Teacher Salaries Grant Receivable	31,749	23,458	27,548
	<u>39,238</u>	<u>23,991</u>	<u>34,915</u>
Receivables from Exchange Transactions	581	533	558
Receivables from Non-Exchange Transactions	38,657	23,458	34,357
	<u>39,238</u>	<u>23,991</u>	<u>34,915</u>

10. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	63,864	60,263	61,640

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Land	20,000	-	-	-	-	20,000
Building Improvements	49,482	1,500	-	-	(1,310)	49,672
Furniture and Equipment	54,214	15,080	-	-	(11,526)	57,768
Information and Communication Tech	8,520	11,649	-	-	(4,820)	15,349
Leased Assets	17,650	4,292	(1,552)	-	(7,542)	12,848
Library Resources	3,466	1,247	-	-	(586)	4,127
Balance at 31 December 2018	<u>153,332</u>	<u>33,768</u>	<u>(1,552)</u>	<u>-</u>	<u>(25,784)</u>	<u>159,764</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Land	20,000	-	20,000
Building Improvements	66,982	(17,310)	49,672
Furniture and Equipment	160,496	(102,728)	57,768
Information and Communication	48,161	(32,812)	15,349
Leased Assets	26,589	(13,741)	12,848
Library Resources	23,540	(19,413)	4,127
Balance at 31 December 2018	<u>345,768</u>	<u>(186,004)</u>	<u>159,764</u>



2017	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	20,000	-	-	-	-	20,000
Building Improvements	50,792	-	-	-	(1,310)	49,482
Furniture and Equipment	48,131	18,515	(2,300)	-	(10,132)	54,214
Information and Communication Tech	8,780	2,925	-	-	(3,185)	8,520
Leased Assets	18,428	4,710	-	-	(5,488)	17,650
Library Resources	4,115	981	(1,056)	-	(574)	3,466
Balance at 31 December 2017	150,246	27,131	(3,356)	-	(20,689)	153,332

2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	20,000	-	20,000
Building Improvements	65,482	(16,000)	49,482
Furniture and Equipment	145,616	(91,402)	54,214
Information and Communication	36,512	(27,992)	8,520
Leased Assets	23,987	(6,337)	17,650
Library Resources	22,293	(18,827)	3,466
Balance at 31 December 2017	313,890	(160,558)	153,332

12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	9,097	2,816	1,596
Accruals	4,254	7,288	4,130
Capital accruals for PPE items	3,426	-	-
Employee Entitlements - salaries	31,749	23,458	27,548
Employee Entitlements - leave accrual	921	918	1,446
	49,447	34,480	34,720
Payables for Exchange Transactions	49,447	34,480	34,720
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	49,447	34,480	34,720

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue Received in Advance	501	-	19
	501	-	19



14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	25,063	25,393	18,693
Increase to the Provision During the Year	22,125	6,497	6,370
Use of the Provision During the Year	(4,196)	-	-
Provision at the End of the Year	42,992	31,890	25,063
Cyclical Maintenance - Current	2,400	1,000	1,000
Cyclical Maintenance - Term	40,592	30,890	24,063
	42,992	31,890	25,063

15. 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	8,355	4,078	6,227
Later than One Year and no Later than Five Years	8,905	10,173	12,623
	17,260	14,251	18,850

16. Funds Held (Owed) 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 \$
Special Needs Fencing	<i>completed</i>	-	8,201	8,201	-	-
Totals		-	8,201	8,201	-	-

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 \$
Rooms 3 & 4	<i>completed</i>	-	8,241	8,241	-	-
Totals		-	8,241	8,241	-	-



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, Deputy Principals and Heads of Departments.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,120	2,980
Full-time equivalent members	0.05	0.09
<i>Leadership Team</i>		
Remuneration	194,493	183,040
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	197,613	186,020
Total full-time equivalent personnel	2.05	2.09

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	90 - 100
Benefits and Other Emoluments	3 - 4	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.



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:

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities 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.

21. 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 photocopier;

	2018 Actual \$	2017 Actual \$
No later than One Year	2,684	2,937
Later than One Year and No Later than Five Years	5,368	8,052
Later than Five Years	-	-
	8,052	10,989

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	175,209	133,932	147,711
Receivables	39,238	23,991	34,915
Investments - Term Deposits	63,864	60,263	61,640
Total Loans and Receivables	<u>278,311</u>	<u>218,186</u>	<u>244,266</u>

Financial liabilities measured at amortised cost

Payables	49,447	34,480	34,720
Finance Leases	15,121	14,251	18,850
Total Financial Liabilities Measured at Amortised Cost	<u>64,568</u>	<u>48,731</u>	<u>53,570</u>

24. Events After Balance Date

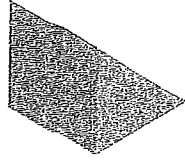
There were no significant events after the balance date that impact these financial statements.

25. Comparatives

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



Analysis of Variance Reporting – Writing 2018



School Name:	Tokomaru School	School Number	3046
Strategic Aim	Strategic Intention A: Promote continuous improvement in all areas of the curriculum achieving the highest levels of achievement and progress in Reading, Writing and Mathematics.		
Annual Aim	Global Target: to consistently improve the WRITING progress of all students to the expected Curriculum Level or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).		
Target	WRITING TARGET 2018: All current Year 3/4 or Year 8 (16 students) who were <i>Below or Well Below</i> the National Standard After 2 Years or At End of Year 7 in November 2017 will make more than one year's progress in relation to the Curriculum Expectation for Writing and will be achieving <i>At or Above</i> Expectation at the end of November 2018.		
Baseline Data	Baseline Data Against National Standards Dec 2017: Looking at the data, we noticed that the Year 2 and Year 7 cohorts had the largest numbers of students <i>Below or Well Below</i> the Standard. These students (Year 3/4 and 8 in 2018) will form the basis of our Writing Target Group. There is a total of 16 students, five of whom were in our 2017 Target Group and will continue to get additional assistance.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1. Target students will be identified early in 2018 and recorded on the Writing Action Plan document and in teacher's own planning.</p> <p>2. Target students will be discussed at Staff Meetings monthly (timetabled for) and recorded in Teacher Appraisals. Regular reflections will be recorded (via the Action Plan) and shared by teachers.</p> <p>3. Teacher Aide time will be allocated to support Target Students on a needs basis, and will be reviewed at least termly. The SENCO (Mel Bismark) will apply for RTLB support as/when needed.</p> <p>4. We will continue the work that was started in 2016 developing a consistent set of writing exemplars that will be used school wide (by teachers and students). These will cover different genres in writing.</p> <p>5. We will moderate writing samples (twice a year) as a staff and an example from each level will eventually be included in the final Tokomaru Writing Exemplar resource.</p>	<p>Writing Target Group Summary: In the Writing Focus Group, x1 has left Tokomaru, and x1 has not attended school this term. 10 of the group have had/are having intervention from RTLB, SLT or Teacher Aide support. For the remaining x14 students, although the Expectation in Writing shows no change, there has been significant movement in <u>achievement</u> of writing levels for 11/14. Three of them are Within Expectation.</p> <p>Females: In Writing, 6/9 students are Within Expectation, x1 of them a Maori student.</p> <p>Males: In Writing, 3/14 students are Within Expectation, x2 of them Maori students.</p> <p>Maori/Pacifica Students:</p> <p>NB: We have no students who identify as Pacifica in our Target Groups this year.</p> <p>In Writing, 3/5 students are Within Expectation.</p> <p>Writing Overall: I included the actual numbers of students (in the charts / graphs for the BOT – see red Charter</p>	<ul style="list-style-type: none"> Teachers are more likely to err on the side of caution when making interim OTJs, especially around writing. There is still further work to be done on developing a set of our own exemplars for writing, to ensure that we are able to moderate across the school accurately. Teachers regularly and informally discuss the needs of the children in their class with their colleagues, and suggest new resources that can assist them with their students. We have a strong sense of collegial support across all levels, and resources and ideas are willingly shared. We have identified a need to develop systems and expectations around writing 'samples' and the way we moderate writing (level the writing to gather data). 	<ul style="list-style-type: none"> Teachers will continue to identify 'at risk' students in their planning and assessment next year (even if they are not part of a formal school-wide target group). Action Plans for all target students in Writing will continue to be reviewed, and reflections written twice a term. Time will be set aside for Staff Meetings to conduct structure reflection sessions (using reflective questions prepared beforehand; Reflective Log). Walkthroughs and formal observations but the Principal may be focused on one or more target student. Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues. Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).

<p>6. Writing Sample data will continue to be added to our SMS system (eTap was introduced in 2017), which will therefore provide cumulative data over time for each student. This will help us identify areas of need within our teaching.</p> <p>7. In 2018 we will create genre workbooks that will be used for teaching purposes and be accessible to students for revision where required. These examples will be sorted by author's purpose and have a section for each genre. Each genre example will contain success criteria, structure and organisation info, graphic organisers and samples of writing appropriate to the level being taught (this was not done in 2017).</p>	<p>folder for EOY data report), as the percentages do not accurately reflect the real situation due to some of our cohorts being such small groups.</p> <ul style="list-style-type: none"> • Overall 67.6% At (Within) or Above (this is below the National Average of 71.2%) • Overall 73 students (out of 108) are working at the expected level. • Boys Within or Above Expectation is 59%, Girls 78%, Māori 70% • Of the x8 students Of Concern, only one started here at 5 years old, and he has a diagnosed learning condition, as well as very poor attendance (55% this year). 	<ul style="list-style-type: none"> • We will continue with Early Words programme run by teacher aides, training new support staff in 2019. • Reminders (and education) via the newsletter (for parents) about: -the importance of writing when the opportunity presents; identifying 'real life' writing situations such as shopping lists, application forms, notes etc. • Continue to have targeted professional learning (discussions, reading, visits) around Writing. • Mel (SENCO) continuing to involve parents, whanau, RTL service and outside agencies in the ongoing education of our most at risk children.
<p>8. We will continue to use devices and media in Literacy, as a source of motivation (and to support students with assistive technology requirements).</p> <p>9. We will continue involving the students in the decisions around their 'next steps' in Literacy.</p> <p>10. We will use The Hub (Bek Galloway) as part of our Literacy Programme, with all students having access to it via iPads or Chromebooks.</p>	<ul style="list-style-type: none"> • Of the x27 students At Risk, x16 of them did not start their schooling here, and x1 is ORS Funded (High Needs). • We now have x9 students working Above; we had x1 at Mid-Year. • Girls are outperforming boys and Female Maori students are experiencing greater success than their Male Maori peers. 	

11. Staff spent the day with Nathan Wallis hearing about his Brain Development research, and how we can relate this to the children in our classrooms and schools.

Planning for next year

Overall 67.6% At (Within) or Above (this is below the National Average of 71.2%).

Section 3: Progress Over Time

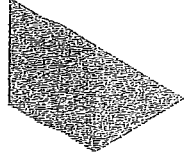
WRITING Data Over Time:	2014	2015	2016	2017	2018
At/Above:	85% 48/56	86% 58/67	71% 54/76	73% 72/99	68% 73/108

NOTE: While our percentages above do not show growth in all areas, our numbers of children meeting or exceeding the expectations do. It is hard, with such small cohorts to accurately represent progress using percentages.

In addition to the summary below, see the 'Where to next?' column (above) for the intentions in 2019.

- Continue to use an Action Plan for Target Students in the key areas identified in the Annual Goals.
- Continue to have targeted time at Staff Meetings for professional discussions about specific students, resources, issues etc.
- Look for specific PD that supports ongoing development in Literacy.
- Draft a guide for administering writing samples, and then moderate a selection of writing (samples) at least twice a year (as a whole staff).
- Continue to use e-assTle Writing
- Review the Running Record Expectations document
- Continue to fund Teacher Aide hours, over and above and MOE or RTLB contribution, in order to target those most at risk (train Ronnie in 2019).
- Maintain our commitment to targeting children as soon as any issue arises (ie; in their first three years at school).
- Look at targeting the 'At' achievers and accelerating their learning through Teacher Aide support (or similar).
- Regularly review the effectiveness of the Early Words Programme, Assistive Technology (work samples – see Action Plans) and RTDeaf intervention (IEP).

Analysis of Variance Reporting – Reading 2018



School Name	Tokomaru School	School Number	3046
Strategic Aim	<p>Strategic Intention A: Promote continuous improvement in all areas of the curriculum achieving the highest levels of achievement and progress in Reading, Writing and Mathematics.</p>		
Annual Aim	<p>Global Target: to consistently improve the READING progress of all students to the expected Curriculum Level or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).</p>		
Target	<p>READING TARGET 2018: All current Year 1/2/3/4 (17 students) who were Below or Well Below the National Standard After 1 Year or After 2 Years in November 2017 will make more than one year's progress in relation to the Curriculum Expectation for Reading and will be achieving At or Above Expectation at the end of November 2018.</p>		
Baseline Data	<p>Baseline Data Against National Standards Dec 2017:</p> <p>Looking at the data, we noticed that there are significantly more children not achieving the Standard in their first three years of school, than at any other level. As the children get older they are more likely to meet the required Standard. There are 17 students who have been at school for two years or less, who are Below or Well Below the Standard in Reading. These children will form the basis of our Reading Target Group.</p>		

Actions: <i>What did we do?</i>	Outcomes: <i>What happened?</i>	Reasons for the variance: <i>Why did it happen?</i>	Evaluation: <i>Where to next?</i>
<p>1. Target students were identified early in 2018 and recorded on the Reading Action Plan document and in teacher's own planning.</p> <p>2. Target students were discussed at Staff Meetings monthly (timetabled for- see minutes of recorded discussions) and recorded in Teacher Appraisals. Regular (at least termly) reflections were recorded (via the Action Plan) and shared by teachers.</p> <p>3. Teacher Aide (and parent volunteer) time was allocated to support Target Students on a 'needs basis', and was reviewed termly. The SENCO (Mel Scott) applied for RTLB support as/when needed throughout the year (see SENCO reports to the BOT 2018.</p> <p>4. The DP administered Six Year Nets (for those who cause concern). Data was added to eTap and the Reading Action Plan.</p> <p>5. We followed the newly reviewed Reading Curriculum Document and Running Record expectations sheet, and appropriate data was entered into eTap termly for all students.</p> <p>6. Reading data continued to be added to our SMS system (eTap was introduced in 2017), which will</p>	<p>Reading Target Group Summary: In the Reading Focus Group, x2 have left Tokomaru, leaving a group of 15 students. Of that 15, two have speech difficulties and two have a diagnosed learning/health issues. 7 of the group have had/are having intervention from RTLB, SLT or Teacher Aide support. 6/15 are now Within or Above Expectation. 13/15 have made significant progress (with their reading level).</p> <p>Females: In Reading, 6/9 students are Within Expectation, x1 of them a Maori student.</p> <p>Males: In Reading, 6/14 (x2 left) students are Within/Above Expectation, x3 of them Maori students.</p> <p>Maori/Pacific Students:</p> <p>NB: We have no students who identify as Pacifica in our Target Groups this year.</p> <p>In Reading, 4/5 (x1 left) students are Within/Above Expectation.</p> <p>Reading Overall: I included the actual numbers of students (in the charts / graphs for the BOT -- see red Charter</p>	<ul style="list-style-type: none"> There has been significant discussion at staff meetings about what a successful reading programme looks like; professional reading and discussion of the recent ERO publication 'Teaching Strategies That Work - Reading; most teachers attended the National Literacy Conference in October and came back with at least one idea they were going to try in their classrooms. Emphasis has been put on establishing the habit of daily home reading; students must have a book bag and keep a reading log (styles vary from class-to-class). Teachers share running record data and celebrate successes with reading progress or improvements in comprehension levels. All target students are identified on teachers planning, and are therefore known to the teacher. Because students (at risk) are discussed so regularly at a staff level, we are ALL aware of who they are (and can therefore help / support / make suggestions / have input in to their progress throughout the year. 	<ul style="list-style-type: none"> Teachers will continue to identify 'at risk' students in their planning and assessment next year (even if they are not part of a formal school-wide target group). Action Plans for all target students in Reading will continue to be reviewed, and reflections written twice a term. Time will be set aside for Staff Meetings to conduct structure reflection sessions (using reflective questions prepared beforehand; Reflective Log). Walkthroughs and formal observations but the Principal may be focused on one or more target student. Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues. Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).

<p>therefore provide cumulative data over time for each student. This will help us identify areas of need within our teaching.</p> <p>7. All teaching staff attended the National Literacy Conference (October in PN) with a focus on Reading Professional Development (one teacher presented at this conference).</p> <p>8. We continued to use devices and media in Literacy, as a source of motivation (and to support students with assistive technology requirements).</p> <p>9. We continued involving the students in the decisions around their 'next steps' in Literacy (like we do with the Learner Pathway).</p> <p>10. We continued to develop storage and purchasing systems for Literacy resources; in particular reading material; Mei Scott led a huge 'stocktake' and 'sort' of all lower level reading resources (in order to develop a priority purchasing list).</p> <p>11. We re-launched our temporary Library (ex. Dental Clinic) and made the Library available at selected break times for children to browse. Librarians were trained for this.</p> <p>12. We used The Hub (Bek Galloway) as part of our Literacy Programme, with all students having access to it via iPads or Chromebooks.</p>	<p>folder for EOY data report), as the percentages do not accurately reflect the real situation due to some of our cohorts being such small groups.</p> <ul style="list-style-type: none"> • Overall 78.8% At (Within) or Above (this is above the National Average of 77.8%). • We have x29 students working ABOVE expectation- at Mid-Year we had x13. • Overall 85 students (out of 108) are working at the expected level. This is up from 73 at Mid-Year. • Boys Within or Above Expectation is 72%, Girls 86%, Māori 78% • Six students whose progress is of concern: four of them didn't start their schooling here, and two have significant (diagnosed) needs. • Of our x23 Maori students, almost a third are working Above expectation. • Girls are slightly outperforming boys, and Maori students are experiencing similar success to their pakeha counterparts. 	<ul style="list-style-type: none"> • We will continue with Early Words programme run by teacher aides, training new support staff in 2019. • Reminders (and education) via the newsletter (for parents) about: -the importance of home reading, having a book bag and a reading log/diary. • Continue to have targeted professional learning (discussions, reading, visits) around Reading. • Mel (SENCO) continuing to involve parents, whanau, RTLB service and outside agencies in the ongoing education of our most at risk children.
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13. Staff spent the day with Nathan Wallis hearing about his Brain Development research, and how we can relate this to the children in our classrooms and schools.

14. Staff unpacked the ERO Document "Keeping Children Engaged and Achieving in Reading" (March 2018). We took a section of this research and reflected on "What didn't fit for me?" (See T3 Staff Mtg minutes for notes). This also linked into the Principal appraisal to explore and improve the quality of staff reflections.

Planning for next year

Overall 78.8% of our students are At (Within) or Above. This is above the National Average of 77.8%, although it is not 100% of our Target Students.

Section 3: Progress Over Time

READING Data Over Time:	2014	2015	2016	2017	2018
At/Above:	94% 53/56	92% 62/67	83% 63/76	74% 73/99	79% 85/108

NOTE: While our percentages above do not show growth in all areas, our numbers of children meeting or exceeding the expectations do. It is hard, with such small cohorts to accurately represent progress using percentages. In addition to the summary below, see the 'Where to next?' column (above) for the intentions in 2019.

- Continue to fund Teacher Aide hours, over and above and MOE or RTLB contribution, in order to target those most at risk (train Ronnie in 2019).
- Maintain our commitment to targeting children as soon as any issue arises (ie; in their first three years at school).
- Look at targeting the 'At' achievers and accelerating their learning through Teacher Aide support (or similar).
- Regularly review the effectiveness of the Early Words Programme, Assistive Technology (work samples – see Action Plans) and RTDeaf intervention (IEP).
- Continue to use an Action Plan for Target Students in the key areas identified in the Annual Goals.
- Continue to have targeted time at Staff Meetings for professional discussions about specific students, resources, issues etc.
- Look for specific PD that supports ongoing development in Literacy.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of **\$1003.00 ex. GST**.

The funding was spent on a Jump Jam licence & resources enabling us to use this resource with the whole school to promote regular physical activity. It was also used for transporting students to a range of competitive sporting events; Cluster Senior Athletics at Massey Athletics Track, Cluster Touch at Monrad Park and the Rippa Rugby Tournament at Oroua Downs), and for our (Cluster) contribution for use of the Massey Athletics facility.

Sonia Mudgway
Principal