

JAMES COOK SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: Mills Street, Marton

School Postal Address: Mills Street, Marton, 4710

School Phone: 06 327 8229

School Email: office@jamescook.school.nz

Ministry Number: 2368

JAMES COOK SCHOOL

Financial Statements - For the year ended 31 December 2017

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 18	Notes to the Financial Statements

James Cook School

Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

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

Jessamy Elizabeth Glasier

Full Name of Board Chairperson

Michelle Rangimarie Cameron

Full Name of Principal

J.E. Glasier

Signature of Board Chairperson

M. Cameron

Signature of Principal

03 May 2018

Date:

03 May 2018

Date:

James Cook School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,424,921	1,363,693	1,520,191
Locally Raised Funds	3	26,940	8,500	23,311
Interest Earned		18,926	15,000	21,509
Gain on Sale of Property, Plant and Equipment		1,856	-	-
		<u>1,472,643</u>	<u>1,387,193</u>	<u>1,565,011</u>
Expenses				
Locally Raised Funds	3	22,203	-	9,141
Learning Resources	4	1,044,402	1,056,724	1,094,292
Administration	5	75,998	68,974	80,082
Finance Costs		2,412	1,500	1,562
Property	6	261,422	234,985	281,885
Depreciation	7	30,262	25,010	26,754
Loss on Disposal of Property, Plant and Equipment		375	-	103
		<u>1,437,074</u>	<u>1,387,193</u>	<u>1,493,819</u>
Net Surplus / (Deficit)		35,569	-	71,192
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>35,569</u>	<u>-</u>	<u>71,192</u>

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



James Cook School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>799,310</u>	<u>799,310</u>	<u>728,118</u>
Total comprehensive revenue and expense for the year	35,569	-	71,192
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	8,361	-	-
Equity at 31 December	<u>843,240</u>	<u>799,310</u>	<u>799,310</u>
 Retained Earnings	 843,240	 799,310	 799,310
Equity at 31 December	<u>843,240</u>	<u>799,310</u>	<u>799,310</u>

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



James Cook School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	544,916	283,121	325,640
Accounts Receivable	9	75,313	85,532	63,586
GST Receivable		20,812	4,173	8,943
Prepayments		5,589	3,790	3,991
Inventories	10	2,710	1,696	1,612
Investments	11	465,928	448,612	393,126
		<u>1,115,268</u>	<u>826,924</u>	<u>796,898</u>
Current Liabilities				
Accounts Payable	13	104,743	107,579	81,574
Provision for Cyclical Maintenance	14	67,434	-	67,169
Finance Lease Liability - Current Portion	15	7,991	3,059	5,680
Funds held for Capital Works Projects	16	186,700	-	1,390
		<u>366,868</u>	<u>110,638</u>	<u>155,813</u>
Working Capital Surplus/(Deficit)		<u>748,400</u>	<u>716,286</u>	<u>641,085</u>
Non-current Assets				
Investments (more than 12 months)	11	-	-	65,000
Property, Plant and Equipment	12	134,235	112,228	119,349
		<u>134,235</u>	<u>112,228</u>	<u>184,349</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	18,533	29,204	17,000
Finance Lease Liability	15	20,862	-	9,124
		<u>39,395</u>	<u>29,204</u>	<u>26,124</u>
Net Assets		<u>843,240</u>	<u>799,310</u>	<u>799,310</u>
Equity		<u>843,240</u>	<u>799,310</u>	<u>799,310</u>

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



James Cook School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		442,524	426,918	464,455
Locally Raised Funds		19,988	500	25,349
Goods and Services Tax (net)		(11,869)	-	(4,770)
Payments to Employees		(279,197)	(215,998)	(253,465)
Payments to Suppliers		(138,598)	(240,203)	(173,818)
Interest Paid		(2,412)	(1,500)	(1,562)
Interest Received		22,098	15,000	18,976
Net cash from / (to) the Operating Activities		52,534	(15,283)	75,165
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	1,739
Purchase of PPE (and Intangibles)		(22,473)	(17,600)	(49,933)
Proceeds from Sale of Investments		-	-	9,514
Net cash from / (to) the Investing Activities		(22,473)	(17,600)	(38,680)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,361	-	4,584
Finance Lease Payments		(7,456)	(9,636)	(4,472)
Funds Held for Capital Works Projects		188,310	-	(1,440)
Net cash from Financing Activities		189,215	(9,636)	(1,328)
Net increase/(decrease) in cash and cash equivalents		219,276	(42,519)	35,157
Cash and cash equivalents at the beginning of the year	8	325,640	325,640	290,483
Cash and cash equivalents at the end of the year	8	544,916	283,121	325,640

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.



James Cook School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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



e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for 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 under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of 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 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:

Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication	4-5 years
Motor Vehicles	8 years
Library Resources	8 years

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. 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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	379,809	350,741	364,016
Teachers' salaries grants	806,000	810,280	881,800
Use of Land and Buildings grants	167,082	126,495	169,898
Msd Department	-	-	19,722
Resource teachers learning and behaviour grants	-	3,000	-
Other MoE Grants	72,030	73,177	84,755
	1,424,921	1,363,693	1,520,191

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	8,689	-	9,675
Fundraising	1,879	-	275
Trading	5,191	-	4,858
Activities	11,181	8,500	8,503
	26,940	8,500	23,311
Expenses			
Activities	15,465	-	351
Trading	3,283	-	6,297
Fundraising (costs of raising funds)	627	-	182
Van Account	2,828	-	2,311
	22,203	-	9,141
<i>Surplus for the year Locally raised funds</i>	4,737	8,500	14,170

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	21,605	59,850	23,402
Extra-curricular activities	16,334	10,300	14,374
Library resources	244	2,900	880
Employee benefits - salaries	999,189	966,574	1,051,004
Staff development	7,030	17,100	4,632
	1,044,402	1,056,724	1,094,292

5. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	4,095	4,200	4,035
Board of Trustees Fees	2,745	3,000	2,725
Board of Trustees Expenses	3,505	3,000	4,196
Communication	3,927	6,350	5,111
Consumables	8,890	11,600	9,960
Operating Lease	2,595	2,500	3,810
Other	5,903	7,620	4,605
Employee Benefits - Salaries	31,079	19,204	32,773
Insurance	5,219	5,000	5,247
Service Providers, Contractors and Consultancy	8,040	6,500	7,620
	75,998	68,974	80,082



6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,205	6,076	4,772
Cyclical Maintenance Expense	1,798	9,364	10,036
Grounds	3,199	2,450	1,290
Heat, Light and Water	7,305	9,000	8,106
Rates	1,760	6,000	3,344
Repairs and Maintenance	18,361	32,600	30,171
Use of Land and Buildings	167,082	126,495	169,898
Security	2,735	2,500	1,550
Employee Benefits - Salaries	54,977	40,500	52,718
	261,422	234,985	281,885

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 of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	3,263	3,027	3,238
Furniture and Equipment	8,146	8,892	9,512
Information and Communication Technology	3,753	6,583	7,042
Motor Vehicles	5,803	1,650	1,765
Leased Assets	8,903	4,491	4,804
Library Resources	394	367	393
	30,262	25,010	26,754

8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Westpac -00	544,854	283,059	325,578
Westpac -90	62	62	62
Cash equivalents and bank overdraft for Cash Flow Statement	544,916	283,121	325,640

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

Of the \$544,916 Cash and Cash Equivalents, \$192,960 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	6,928	-
Receivables from the Ministry of Education	6,175	-	565
Interest Receivable	7,351	7,990	10,523
Teacher Salaries Grant Receivable	61,787	70,614	52,498
	75,313	85,532	63,586
Receivables from Exchange Transactions	7,351	14,918	10,523
Receivables from Non-Exchange Transactions	67,962	70,614	53,063
	75,313	85,532	63,586



10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	2,710	1,696	1,612
	<u>2,710</u>	<u>1,696</u>	<u>1,612</u>

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	465,928	448,612	393,126
Non-current Asset			
Long-term Bank Deposits	-	-	65,000

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building Improvements	16,908	8,000	-	-	(3,263)	21,645
Furniture and Equipment	36,444	14,403	(375)	-	(8,146)	42,328
Information and Communication Tech	4,727	-	-	-	(3,753)	974
Motor Vehicles	45,322	-	-	-	(5,803)	39,518
Leased Assets	14,702	28,743	(5,693)	-	(8,903)	28,848
Library Resources	1,246	70	-	-	(394)	922
Balance at 31 December 2017	<u>119,349</u>	<u>51,216</u>	<u>(6,068)</u>	<u>-</u>	<u>(30,262)</u>	<u>134,235</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Building Improvements	102,931	(81,286)	21,645
Furniture and Equipment	218,401	(176,073)	42,328
Information and Communication	109,873	(108,899)	974
Motor Vehicles	46,436	(6,918)	39,518
Leased Assets	35,685	(6,837)	28,848
Library Resources	58,484	(57,562)	922
Balance at 31 December 2017	<u>571,810</u>	<u>(437,575)</u>	<u>134,235</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Building Improvements	20,146	-	-	-	(3,238)	16,908
Furniture and Equipment	43,085	2,872	-	-	(9,512)	36,445
Information and Communication Tech	11,142	626	-	-	(7,042)	4,726
Motor Vehicles	2,494	46,435	(1,842)	-	(1,765)	45,322
Leased Assets	12,563	6,943	-	-	(4,804)	14,702
Library Resources	1,639	-	-	-	(393)	1,246
Balance at 31 December 2016	<u>91,069</u>	<u>56,876</u>	<u>(1,842)</u>	<u>-</u>	<u>(26,754)</u>	<u>119,349</u>



12. Property, Plant and Equipment - continued

2016	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	94,930	(78,022)	16,908
Furniture and Equipment	204,867	(168,422)	36,445
Information and Communication	109,873	(105,147)	4,726
Motor Vehicles	46,435	(1,113)	45,322
Leased Assets	24,117	(9,415)	14,702
Library Resources	58,415	(57,169)	1,246
Balance at 31 December 2016	538,637	(419,288)	119,349

13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	17,886	1,656	4,116
Accruals	4,095	4,035	4,035
Employee Entitlements - salaries	61,787	70,614	52,498
Employee Entitlements - leave accrual	20,975	31,274	20,925
	104,743	107,579	81,574
Payables for Exchange Transactions	104,743	107,579	81,574
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	104,743	107,579	81,574

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	84,169	84,840	74,133
Increase to the Provision During the Year	9,100	9,364	10,036
Adjustment to the Provision	(7,302)	-	-
Use of the Provision During the Year	-	(65,000)	-
Provision at the End of the Year	85,967	29,204	84,169
Cyclical Maintenance - Current	67,434	-	67,169
Cyclical Maintenance - Term	18,533	29,204	17,000
	85,967	29,204	84,169

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:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	10,172	3,059	6,881
Later than One Year and no Later than Five Years	24,648	-	11,025
Future finance charges	(5,967)	-	(3,102)
	28,853	3,059	14,804



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:

		2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Alterations Block 1 & 4	<i>in progress</i>		(3,990)	50,839	3,559	-	43,290
Block 2 Toilet Upgrade	<i>completed</i>		2,205	-	2,205	-	-
Roll Growth Classroom	<i>in progress</i>		3,175	245,874	99,379	-	149,670
Roof Modification	<i>in progress</i>		-	-	6,260	-	(6,260)
Totals			1,390	296,713	111,403	-	186,700

Represented by:

Funds Held on Behalf of the Ministry of Education	192,960
Funds Due from the Ministry of Education	(6,260)
	<u>186,700</u>

		2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Dental Clinic Re-model	<i>completed</i>		(8,990)	-	(8,990)	-	-
Alterations Block 1 & 4	<i>in progress</i>		(2,550)	-	1,440	-	(3,990)
Block 2 Toilet Upgrade	<i>in progress</i>		2,205	-	-	-	2,205
Roll Growth Classroom	<i>in progress</i>		12,165	-	8,990	-	3,175
Totals			2,830	-	1,440	-	1,390

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.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	2,745	2,725
Full-time equivalent members	0.92	0.43
<i>Leadership Team</i>		
Remuneration	219,732	212,719
Full-time equivalent members	2.07	2.00
Total key management personnel remuneration	222,477	215,444
Total full-time equivalent personnel	2.99	2.43

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120-130
Benefits and Other Emoluments	3 - 4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
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:

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

20. Contingencies

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



21. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has entered into contract agreements for capital works as follows:

(a) \$338,760 contract to construct a roll growth classroom as agent for the Ministry of Education. The project is partially funded by the Ministry with the Board contributing \$100,000 and \$267,779 has been received of which \$118,109 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2016: \$338,760).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	333	523
Later than One Year and No Later than Five Years	-	332
Later than Five Years	-	-
	<u>333</u>	<u>855</u>

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	544,916	283,121	325,640
Receivables	75,313	85,532	63,586
Investments - Term Deposits	465,928	448,612	458,126
Total Loans and Receivables	<u>1,086,157</u>	<u>817,265</u>	<u>847,352</u>

Financial liabilities measured at amortised cost

Payables	104,743	107,579	81,574
Borrowings - Loans	-	-	-
Finance Leases	28,853	3,059	14,804
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>133,596</u>	<u>110,638</u>	<u>96,378</u>

24. Events After Balance Date

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



James Cook School

Members of the Board of Trustees 2017

Name	Position Held	Elected/Co-opted Board gained	Term Expires
Jessamy Glasier	Chair	Elected	May 2019
Stacey Howe		Elected	May 2019
Nevin Kuki		Elected	May 2019
Jannelle Gray	Staff Rep	Elected	May 2019
Jonathan Doggett		Appointed	May 2019
Ramari Rauhihi-Barlow		Appointed	May 2019
Shane Gribbon		Co-opted	May 2019
Michelle Cameron	Principal	-	-

Kiwi Sport Funding Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$2,651.45 (excluding GST). The funding was spent on Fundamental Movement and Football programme for whole school, staffing dedicated to developing specific skill in swimming and winter codes, venue hire (Indoor court for basketball) and transport for students to participate in regional sporting code competitions and Cluster events



Michelle Cameron
Principal

James Cook School

Mill Street, MARTON

Phone: (06) 327-8229 Fax: (06) 327 8829

Analysis of Variance 2017

Mission Statement:

"Achieving Excellence through Aroha, Endeavour and
Resolution"



Analysis of Variance 2017

Goal One: To raise student achievement in English, Mathematics and Physical Education.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
Provide professional development in English, Mathematics and TESOL to raise teacher capabilities to develop learning programmes, use formative assessment tools to monitor, measure and report on the rate of progress students are making.	<p>Plan regular teacher development session at staff meetings with focus on added value lessons and assessment information</p> <p>Implement systems to support collegial development.</p>	<p>Value added teacher lead development sessions occurred throughout year at staff meetings. Development areas focused on were : Peer Mediation Lead by Mrs Robynne Jamieson , Mathletics lead by Ms Sommai Hall, PR1ME mathematics lead by Ms Melanie Morris and Writing lead by Ms Sjaan Mekkelholt.</p> <p>Following systems implemented to support collegial development;</p> <p>Professional Learning Partners</p> <p><u>Purpose</u></p> <ul style="list-style-type: none"> - Across the curriculum knowledge to support accelerated learning and development of consistency - Keeping target students to the fore - Supporting colleague in their inquiry (Term 2 and 3 PLP will be complete in class visits) - Unpacking shared development text – 'Learning in the Fast Lane' 8 Ways to Put ALL Students on the Road to Academic Success' - Suzy Pepper Rollins <p><u>Support, progress and accountability documentation</u></p> <p>Minutes taken from each meeting need to show;</p> <ul style="list-style-type: none"> Target student support; strategies implemented, progress made, next steps Professional development discussions (main points) <p>Supplementary Inquiry Teams</p> <p><u>Purpose</u></p> <ul style="list-style-type: none"> Develop pedagogy Development consistency Disseminate information <p><u>Support, progress and accountability documentation</u></p> <p>Minutes taken from each meeting need to show;</p> <ul style="list-style-type: none"> Professional development discussions (main points) Decisions made Information sharing process Progress made and/or next steps <p>Engaging in SRCoL</p> <p>Teachers have attended the SRCoL staff meeting held to establish across school collegial relationships and build a shared understanding of SRCoL vision and achievement challenges. In Term 4 our allocated Within School Role has been appointed.</p>

Analysis of Variance 2017

Goal One: To raise student achievement in English, Mathematics and Physical Education.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
Provide professional development in English, Mathematics and TESOL to raise teacher capabilities to develop learning programmes, use formative assessment tools to monitor, measure and report on the rate of progress students are making.	<p>Strengthen implemented vocabulary acquisition teaching strategies across the curriculum</p> <p>Ensure oral language is visible. Student progress is evident and monitored.</p>	<p>Two English Curriculum Leaders were appointed in term 1 to monitor and report on student progress in oral language and vocabulary acquisition, reading and writing over the next two years. These roles are in their infancy. The need to understand what habitual practices are in place and the philosophy behind these was the necessary foreground explored. In class observation were conduct during writing sessions and teacher discussions about their programme in action were shared through SIT and PLP meetings. In summary, a range of pedagogy is evident across the school. Teachers reasons why they do what they do are driven by their need to manage their learners and coverage of curriculum rather than strength based best practice. Consistent</p> <p>NEXT STEPS:</p> <p>Establish shared philosophy and pedagogical that;</p> <ul style="list-style-type: none"> • is based on learner strengths and best practice • understands the strands of literacy; oral language, reading and writing are interdependent. <p>Build teacher confidence and capability in English strand of Writing by;</p> <ul style="list-style-type: none"> • focusing on knowledge of curriculum and the progressions • designing programmes that are flexible to accommodate learner strengths and needs. <p>Record student progress in oral language on SMS.</p>

Analysis of Variance 2017

Goal One: To raise student achievement in English, Mathematics and Physical Education.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
Provide professional development in English, Mathematics and TESOL to raise teacher capabilities to develop learning programmes, use formative assessment tools to monitor, measure and report on the rate of progress students are making.	<p>Facilitate Whānau Mathematics workshops</p> <p>Complete administration tasks for each teacher to have access to PACT resource</p> <p>Engage with PACT implementation team either as school and/or as CoLs</p> <p>Use PACT mathematics to make OTJs in 2017.</p>	<p><u>Mathematics Workshop</u> 'Magical Maths' evening held Term 2, 13th June at school 5.30-7pm. Focus; celebrating Mathematics in each day, introducing games and vocabulary that support conceptual development in Mathematics and sharing PRIME mathematics programme. Event well attended.</p> <p><u>PaCT</u> The Supplementary Inquiry Team Mathematics (SIT-M) explored PaCT Mathematics. The benefits of PaCT were easily identified. The initial administration set up is more time consuming than expected. PaCT was not used to make OTJs in Mathematics. Only two school are using PaCT across the SRCoL. A decision to implement yet to be made.</p> <p>The implementation of PR1ME mathematics programme across the school has been consolidated. Increasing the volume of work students covered in a year has had its challenges as students tend to need to revisit prior learning. The levels that students are working at have been entered on SMS. This will provide baseline information for tracking student progress longitudinally.</p> <p><u>NEXT STEPS</u></p> <p>Monitor the implementation of PR1ME mathematics across the school.</p> <p>Establish data collection points to assess the impact of PR1ME on student efficacy and accelerated progress/achievement longitudinally.</p>

Analysis of Variance 2017

Goal One: To raise student achievement in English, Mathematics and Physical Education.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
<p>Maintain and further develop intervention programmes Reading Recovery, TARP, ELLP, accelerated Mathematics, Home/School and wider community partnerships.</p>	<p>Support Reading Recovery teacher training</p> <p>Investigate Quick 60 reading Programme</p> <p>Train Support staff and Reading Recovery teacher in TARP</p>	<p>Reading Recovery Teacher completed second and final year of Reading Recovery training. As a result this intervention programme has been available at James Cook School. The intention of this intervention programme is to accelerate student progress in Reading and Writing to the average level of their classroom peers. Unfortunately the results from the 6 Year Net assessments indicate the need for this intervention is greater than the available spaces. This year eight students have or are currently receiving support through Reading Recovery. Four students have been discontinued from the programme. Two students made accelerated progress and successfully retained these gains in their classroom programmes. Two students were discontinued due to other influencing factors. Four students are currently engaged.</p> <p>Quick 60 Reading Programme Programme investigated. The programme could be implemented alongside Reading Recovery at a later date.</p> <p>TARP Training of a teacher aide completed in Terms 1, 2 and 3. Programme was implemented across Y7&8 and Y2&3 students needing reading mileage and specific vocabulary teaching. Encouraging progress through the Reading levels was made by students engaged in programme.</p> <p>NEXT STEPS Support another teacher to train in Reading Recovery. Train more support staff in implementation of TARP.</p>

Analysis of Variance 2017

Goal One: To raise student achievement in English, Mathematics and Physical Education.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
Maintain and further develop intervention programmes Reading Recovery, TARP, ELLP, accelerated Mathematics, Home/School and wider community partnerships.	<p>Implement Writers acceleration group and extension group</p> <p>Implement adaptation of MST acceleration programme</p> <p>Actively Support and engage in SRCoL</p>	<p>Writers Groups Acceleration Group</p> <p>4 year 8 students engaged in specific teaching for 3 40min sessions over 8 weeks. All learners were apprehensive as writers with limited crafting skills secure. Confidence to engage as a writer was the greatest growth area observed in focus teaching sessions and in classroom programme. Ability to connect with audience through a written text improved. Accelerated progress made— all students moved from NZC L2 to beginning L4.</p> <p><u>Extension</u></p> <p>Extra curricular sessions were held for 6 Y6-8 students identified as skilled writers. All students were achieving consistently at expected NZC levels. The propose of the group was to explore their passion for writing and identify ways to accelerate progress. The group met for a 1hour session for 8weeks. This definitely has potential to grow. Identify ways to support this extension on a more regular basis would nurture student passion and accelerate progress.</p> <p>Implementation of adapted MST acceleration programme</p> <p>In addition to withdrawal group of 4 Year 7 students engaged with MST programme implemented for 3 40minute sessions per week all teachers unpacked the text 'Learning in the fast Lane' which identified ways to accelerate learners within the classroom programme. All students engaged in the MST programme made progress however the acceleration rate could have been better.</p> <p>NEXT STEPS</p> <p>Review school systems to support establishment and implementation of regular writers acceleration and extension groups.</p> <p>Consolidate acceleration pedagogy in classroom practice by identifying class management systems and processes to support teachers and learners.</p>

Analysis of Variance 2017

Goal One: To raise student achievement in English, Mathematics and Physical Education.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
<p>Maintain and further develop intervention programmes Reading Recovery, TARP, ELLP, accelerated Mathematics, Home/School and wider community partnerships.</p>	<p>Actively Support and engage in SRCoL</p>	<p>Actively Support and engage in SRCoL All SRCoL teacher development, Staff and Board of Trustees meetings are well attended by James Cook School. Regular updates on SRCoL progress is communicated to Board of Trustees. A within school role teacher has been appointed and our school improvement targets closely align to SRCoL identified achievement challenges.</p> <p>NEXT STEPS Support Within School teacher to fulfil role responsibilities. Ensure needed data is shared SRCoL when requested. Engage fully in all SRCoL development sessions.</p>

Analysis of Variance 2017

Priority Student Achievement Improvement Targets for Writing

Improvement Targets

Raise the number of Year 6 students achieving at and above national standard.
 Raise the number of Pacifica students achieving at and above national standard.
 Raise the number of male students achieving at in national standards.

Description of Actions

- Ensure oral language is visible. Student progress is evident and monitored.
- Strengthen implemented vocabulary acquisition teaching strategies across the curriculum.
- Support Reading Recovery teacher training.
- Investigate Quick 60 reading programme
- Train Support staff and Reading Recovery teacher in TARP
- Implement Writers acceleration group and extension group

Areas of Strength NAG2A (b)(i)

Half of the students achieved at and above national standards in Writing (96 students-50%). Of these 96 students 52.2%-46 are of NZ European/Pakeha/ 39 students- 56.5% of Māori students achieved at and above with 53.6% achieving at and 2.9% achieving above. 8 students- 25% of Pacifica students achieved at national standard. 3-100% Asian students achieved at national standard expectations.

51% of Male students achieved at and above and 53.1% of female students achieved at and above national standard .

Areas of Improvement

Writing is a definite area of development. With only 50% of students achieving at and above. Amongst this number only 3 students - 1.6% achieved above expectations. This is a concern. The highest percentage of students achieving below expectation are Year 1 students (68%) and Year 5 students (59.2%).

Analysis of Variance 2017

Priority Student Achievement Improvement Targets for Writing

Progress Statement NAG2A (b)(i)

Raise the number of Year 6 students achieving at and above national standard.

In 2016, 66.7% of Year 5 student achieved below expectation. As a result the above improvement target was set. Although, progress in regards to student self efficacy in writing and willingness to write has improved as well as student ability and confidence to articulate ideas, the achievement towards expectation in writing is slow to realise across the school. 54.2 % of Year 6 students achieved at or above expectation (50%-12 at and 4.2%-1 above). 45.8% for Year 6 students achieved below (37.5%-9 below and 8.3%-2 well below). Compared to 2016 this is an improvement of 21.1%.

Raise the number of Pacifica students achieving at and above national standard.

In 2016 10 students– 37% of Pacifica students achieved at national standard. Regardless of the positive gains individual students made this year in the writing as a group our Pacifica students' achievement has not be at the accelerated rate needed for them to be achieving at expectation.

Raise the number of male students achieving at in national standards.

In 2016, 45.6% of male students were achieving at expectation by the end of the year. In 2017, 46.8% of male students achieved at and above (44.9%-48 at and 1.9%-1 above expectation. This is only a slight difference in the right direction of 1.2%.

Analysis of Variance 2017

Priority Student Achievement Improvement Targets for Mathematics

Improvement Targets

Raise the number of Māori and Pacifica students achieving at and above national standard.
 Raise the number of students in Year 3 and Year 7 achieving at and above national standard.

Description of Actions

Plan regular teacher development session at staff meetings with focus on added value lessons and assessment information.
 Strengthen implemented vocabulary acquisition teaching strategies across the curriculum.
 Implement adaptation of MST acceleration programme.
 Actively Support and engage in SRCoL.

Areas of Strength NAG2A (b)(i)

Most students achieved at and above national standards in Mathematics (126 students-65.6%). This is similar to 2016's 65%.
 Of these 126 students 71.6% -63 students of NZ European/Pakeha/Other European achieved at and above with 58% achieving at and 13.6% achieving above. 60.9% - 42 students of Māori students achieved at and above with 49.3% achieving at and 11.6% achieving above. 56.2% -18 students of Pacifica students achieved at and above National Standard with 53.1% achieving at and 3.1% achieving above. 100% -3 students of Asian students achieved at national standard expectations.

Areas of Improvement

66 students -34.4% of students achieved below and well below national standards. Of these 66 students 18 students- 28.5% of NZ European/Pakeha/Other European achieved below and well below with 20.5% achieving below and 8% achieving well below, 27 students- 39.1% of Māori achieved below and well below with 29% achieving below and 10.1% achieving well below and 14 students -43.8% of Pacifica achieved below and well below with 25% achieving below and 18.8% achieving well below.

A higher proportion of the Pacifica students achieved below expectation and 55.5% of Year 5 students did not achieve at expectation in Mathematics.

Analysis of Variance 2017

Priority Student Achievement Improvement Targets for Mathematics

Progress Statement NAG2A (b)(i)

Raise the number of Māori and Pacifica students achieving at and above national standard.

In 2016, 40.7% of Pacifica students and 66.8% of Māori students achieved at and above national standard. In 2017, 56.2% of Pacifica students achieving at and above is encouraging. 60.9% of Māori students achieved at and above national standard is down by 6.8%. This movement in the wrong direction for our Maori students is very disappointing. Explicit vocabulary teaching and progressive concept development through the implementation of PR1ME seem to be practices impacting more positively for our Pacifica learners. Continuing with these as well as identifying strategies to engage and accelerate Maori learners will need to be a focus.

Raise the number of students in Year 3 and Year 7 achieving at and above national standard.

In 2016, 47.8% of Year 2 students and 54.6% of Year 6 students achieved at and above national standard. As a result the above improvement target was set. In 2017, the targeted actions for improvement made a positive difference of 3.7% for our Year 3 and 7.3% Year 7 students.

Analysis of Variance 2017

Priority Student Achievement Improvement Targets for Whānau engagement

Improvement Targets

Increase opportunities for whānau to be involved in and engage with their child's learning.

Description of Actions

- Facilitate Whānau Mathematics, English, Arts workshops.
- Identify avenues to support Whānau to be more involved and engage in child's learning.
- Actively Support and engage in SRCoL.

Areas of Strength NAG2A (b)(i)

Facilitated curriculum workshops have been well attended and a cross section of the community represented at each. The understanding of what the teaching and learning shared in each of the curriculum workshops supported parents in understanding the breath of the curriculum.

Student engagement during workshops and days following them increased.

Across the SRCoL ideas and innovated strategies implemented to support community engagement were shared. All agreed that part whanau play for continued accelerated success is imperative.

Areas of Improvement

Ensuring community responsive approaches are employed to engage whanau hesitate to engage.
Finding ways to build cultural capital of school environment of all learners and their whanau.

Analysis of Variance 2017

Goal Three: To build active partnerships between home, school and the wider community.

Focus Strategy	Description of Actions	Outcomes for students and/or staff Review What was achieved? What was the actual impact on student achievement and staff development?
Develop the capability of communicating achievement to students and families/whānau. Strengthen whānau/fanau involvement and engagement with student learning.	Implement school and class systems that build student tūrangawaewae and community whānaungātanga	<p>Unpacked RICHER CORE CULTURE at whole school and class level in depth at beginning of year. Keeping each component to the fore each day as things arise vital.</p> <p>Term 4, 2016 and Term 1 2017 whole staff development days unpacking Courage in learning. Brené Brown research used as made text. Weekly aspects of Courage unpacked in class and across school. Newsletters, class displays and teacher reminders used to promote understanding and knowledge of Courage.</p> <p>Events and meetings held to support whānau connections and sense of belonging; Twilight Cricket and Kai Conferences Learning Expos Class assemblies Computers in Homes parent workshops Face to face meetings at beginning and end of school days Phone calls home by class teachers Attending Saturday sports and community events Matariki Celebrations – Room 1 whānau breakfast and whole school celebration Grandparent day T3 School Cross country T3 Brainwaves Parent Event T3</p>

Analysis of Variance 2017

Goal Three: To build active partnerships between home, school and the wider community.

Focus Strategy	Description of Actions	Outcomes for students and/or staff Review What was achieved? What was the actual impact on student achievement and staff development?
Develop the capability of communicating achievement to students and families/whānau. Strengthen whānau/fanau involvement and engagement with student learning.	Facilitate parent curriculum workshops - Mathematics/English/Arts/Te Reo Māori/ Physical Education	<p><u>Community Art Workshops</u> Wednesday 'Go for Art' community Art workshops held from 5-6pm for parents and students interested in creating artworks together and developing personal art skills. 14 sessions held. Numbers of attendees range from 4-12 on any given night.</p> <p><u>English</u> 'Milo and Marshmallow' evening held Term 2, 23rd May at school 5.30-7pm. Focus of evening to promote a passion for reading and demonstrate ways to support this happening, unpacked the importance of oral language and simply coming together to read and share a good tale or two. Event well attended.</p> <p><u>Mathematics</u> 'Magical Maths' evening held Term 2, 13th June at school 5.30-7pm. Focus; celebrating Mathematics in each day, introducing games and vocabulary that support conceptual development in Mathematics and sharing PRIME mathematics programme. Event well attended.</p> <p>Curriculum sharing events were not held in Physical Education or Te reo Māori.</p> <p>Next Steps: Plan Whanau curriculum unpacking events at least 2 per year.</p>

Analysis of Variance 2017

Goal Four: To create a safe emotional and physical environment that reflects our core culture and is conducive to learning.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
<p>Provide quality professional development to build and strengthen the core culture of the school.</p>	<p>Promote Peer Mediation Process to whānau</p> <p>Include refresher snippets to teachers at staff meetings</p> <p>Facilitate Mediator and Staff development with Peace Foundation coordinators.</p>	<p>Term 1 Staff development led by R. Jamieson – Cool Schools Peer Mediation – connecting this programme with Core Culture and Courage.</p> <p>Peace Foundation coordinator supported school development by working with School coordinator, peer mediators and teaching staff. Use of I statements, questioning and articulating emotions and steps to mediation process key focus.</p> <p>Peer mediators present certificates to peers at Monday morning assemblies. These certificates reinforce RICHER core culture and encourage students to show each virtue. These certificates are celebrated by whānau.</p>

Analysis of Variance 2017

Goal Four: To create a safe emotional and physical environment that reflects our core culture and is conducive to learning.

Focus Strategy	Description of Actions	Review What was achieved? What was the actual impact on student achievement and staff development?
Meet the commitments to the ten year property plan.	<p>Completed Roll Growth Classroom project</p> <p>Follow amended 5YA to complete identified projects</p> <p>Identify which area of student council improvement plans to develop first, access funding through community grants and plan development timeline.</p> <p>Form a Property Safety Team</p>	<p>Roll growth classroom well underway. Expected completion date February 2018.</p> <p>Completed Food Technology area at back of hall. Electrical appliances yet to be purchased. Raising of general purpose room roof preliminary drawings reviewed. Final drawing in process of being completed by architect.</p> <p>Site assessments of property completed for 10 Year property development plan projects. School in good condition. Projects identified for development in next 5YA once approved are: Pool development, playground drainage, breakout space behind Rooms 4&5.</p> <p>Student council plans shared with playground development company. These plans will be used as inspiration to develop both playground areas.</p> <p>Property Safety Team not established. Issue that have arisen have been dealt with to ensure environment is safe and students and staff are well cared for.</p> <p>NEXT STEP Establishing a centralised reporting area that supports school culture of shared responsibility for maintaining a safe environment.</p>