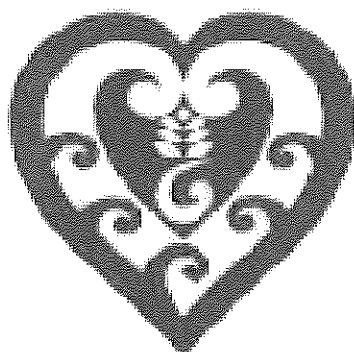


BANKS AVENUE SCHOOL



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number: 3289
Principal: Toni Burnside
School Address: 91 Banks Avenue, Dallington, Christchurch
School Postal Address: 91 Banks Avenue, Dallington, Christchurch 8061
School Phone: (03) 385 4163
School Email: office@banksave.school.nz

BANKS AVENUE SCHOOL

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Board of Trustees
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7</u>	Statement of Accounting Policies
<u>12</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Banks Avenue 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 reflect the financial position and operations of the school.

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

Kirk McKay

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

29.5.19

Date:

Joni Burnside

Full Name of Principal

[Signature]

Signature of Principal

29.5.19

Date:

Banks Avenue School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Kirk McKay	Chair Person	Elected	May 2019
Tony Burnside	Principal		
Noella Gould	Deputy Chair	Elected	May 2019
Glenn Bongartz	Parent Rep	Elected	May 2019
David Campbell	Parent Rep	Elected	Sept 2018
Paul O'Donovan	Parent Rep	Elected	May 2019
Michael Stewart	Parent Rep	Elected	May 2019
Helen Stowers	Staff Rep	Elected	May 2019

Banks Avenue 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	2,545,732	584,350	2,512,267
Locally Raised Funds	3	147,195	20,400	146,547
Interest Earned		19,978	15,000	18,102
Other Revenue		7,339	-	-
		<u>2,720,244</u>	<u>619,750</u>	<u>2,676,916</u>
Expenses				
Locally Raised Funds	3	59,190	-	83,487
Learning Resources	4	2,066,363	353,105	1,946,292
Administration	5	178,671	192,290	181,338
Finance Costs		5,053	-	2,654
Property	6	349,124	169,001	362,209
Depreciation	7	112,348	-	88,098
Loss on Disposal of Property, Plant and Equipment		906	-	3,753
		<u>2,771,655</u>	<u>714,396</u>	<u>2,667,831</u>
Net (Deficit) / Surplus		(51,411)	(94,646)	9,085
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(51,411)</u>	<u>(94,646)</u>	<u>9,085</u>

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

Banks Avenue School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	925,796	925,796	916,711
Total comprehensive revenue and expense for the year	(51,411)	(94,646)	9,085
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	8,900	-	-
Equity at 31 December	883,285	831,150	925,796
Retained Earnings	883,285	831,150	925,796
Equity at 31 December	883,285	831,150	925,796

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

Banks Avenue School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	641,901	437,383	64,867
Accounts Receivable	9	123,166	115,742	115,742
GST Receivable		9,006	15,166	15,166
Prepayments		7,687	6,145	6,145
Inventories	10	1,855	2,905	2,905
Investments	11	-	100,000	567,162
		<u>783,615</u>	<u>677,341</u>	<u>771,987</u>
Current Liabilities				
Accounts Payable	13	142,757	136,514	136,514
Revenue Received in Advance	14	12,755	955	955
Finance Lease Liability - Current Portion	15	36,036	34,517	34,517
		<u>191,548</u>	<u>171,986</u>	<u>171,986</u>
Working Capital Surplus/(Deficit)		592,067	505,355	600,001
Non-current Assets				
Property, Plant and Equipment	12	311,964	358,581	358,581
		<u>311,964</u>	<u>358,581</u>	<u>358,581</u>
Non-current Liabilities				
Finance Lease Liability	15	20,746	32,786	32,786
		<u>20,746</u>	<u>32,786</u>	<u>32,786</u>
Net Assets		<u>883,285</u>	<u>831,150</u>	<u>925,796</u>
Equity		<u>883,285</u>	<u>831,150</u>	<u>925,796</u>

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

Banks Avenue School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		637,536	584,350	629,951
Locally Raised Funds		156,609	20,400	147,965
Goods and Services Tax (net)		6,160	-	(24,861)
Payments to Employees		(396,414)	(390,034)	(320,280)
Payments to Suppliers		(341,143)	(324,362)	(381,099)
Interest Paid		-	-	(2,654)
Interest Received		20,434	15,000	19,554
Net cash from / (to) the Operating Activities		83,182	(94,646)	68,576
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(3,753)
Purchase of PPE (and Intangibles)		(53,162)	-	(45,241)
Sale of Investments		-	-	(19,658)
Proceeds from Sale of Investments		567,162	-	-
Net cash from / (to) the Investing Activities		514,000	-	(68,652)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,900	-	-
Finance Lease Payments		(29,049)	-	(28,972)
Net cash from Financing Activities		(20,149)	-	(28,972)
Net increase/(decrease) in cash and cash equivalents		577,033	(94,646)	(29,048)
Cash and cash equivalents at the beginning of the year	8	64,867	64,867	93,915
Cash and cash equivalents at the end of the year	8	641,901	(29,779)	64,867

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 omitted.

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

Banks Avenue School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

Banks Avenue 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. 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.

1.9. 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.

1.10. 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.

1.11. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

Property, plant and equipment 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 – Crown	10-75 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

1.12. Intangible Assets

Software costs

Computer software acquired by the School is 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.

1.13. 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.

1.14. 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.

1.15. Employment 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

1.16. Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

1.17. 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.18. 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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.19. 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).

1.20. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.21. 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.

1.22. 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.

1.23. Budget Figures

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

1.24. 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	566,927	555,340	551,613
Teachers' salaries grants	1,737,595	-	1,683,500
Use of Land and Buildings grants	169,646	-	189,184
Resource teachers learning and behaviour grants	2,537	-	2,586
Other MoE Grants	69,027	29,010	74,624
Other government grants	-	-	10,760
	<u>2,545,732</u>	<u>584,350</u>	<u>2,512,267</u>

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	22,741	16,000	51,111
Fundraising	-	-	6,980
Bequests & Grants	22,348	-	-
Other revenue	39,468	4,400	10,386
Transport Revenue	9,528	-	-
Activities	53,110	-	67,044
0	-	-	-
	<u>147,195</u>	<u>20,400</u>	<u>146,547</u>
Expenses			
Activities	47,813	-	63,601
Trading	10,527	-	10,566
Fundraising (costs of raising funds)	-	-	9,320
Other Expenses	850	-	-
	<u>59,190</u>	<u>-</u>	<u>83,487</u>
	<u>88,005</u>	<u>20,400</u>	<u>63,060</u>

Surplus for the year Locally raised funds

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	39,411	50,559	46,432
Information and communication technology	23,008	44,557	31,467
Library resources	990	1,555	475
Employee benefits - salaries	1,990,845	239,434	1,849,718
Resource/attached teacher costs	-	-	2,977
Staff development	12,109	17,000	15,223
	<u>2,066,363</u>	<u>353,105</u>	<u>1,946,292</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,092	3,600	3,528
Board of Trustees Fees	5,535	6,000	5,698
Board of Trustees Expenses	670	2,900	8,906
Communication	5,908	4,350	4,626
Consumables	13,881	16,100	10,881
Operating Lease	-	16,000	-
Legal Fees	-	300	-
Other	28,583	25,590	11,933
Employee Benefits - Salaries	109,314	108,000	111,162
Insurance	7,638	9,450	19,164
Service Providers, Contractors and Consultancy	3,050	-	5,440
	<u>178,671</u>	<u>192,290</u>	<u>181,338</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	13,019	11,000	11,363
Consultancy and Contract Services	36,697	36,700	33,640
Grounds	13,661	10,000	24,508
Heat, Light and Water	37,497	42,000	39,972
Rates	6,209	5,400	4,689
Repairs and Maintenance	26,299	19,301	14,183
Use of Land and Buildings	169,646	-	189,184
Security	2,026	2,000	-
Employee Benefits - Salaries	44,070	42,600	44,670
	<u>349,124</u>	<u>169,001</u>	<u>362,209</u>

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	19,475	-	3,420
Furniture and Equipment	30,055	-	32,091
Information and Communication Technology	20,571	-	19,385
Motor Vehicles	318	-	53
Leased Assets	37,515	-	28,249
Library Resources	4,414	-	4,900
	<u>112,348</u>	<u>-</u>	<u>88,098</u>

8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	400	-	400
Bank Current Account	23,411	437,383	26,834
Bank Call Account	618,090	-	37,633
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>641,901</u>	<u>437,383</u>	<u>64,867</u>

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

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	16,465	5,785	5,785
Interest Receivable	337	793	793
Teacher Salaries Grant Receivable	106,364	109,164	109,164
	<u>123,166</u>	<u>115,742</u>	<u>115,742</u>
Receivables from Exchange Transactions	16,802	6,578	6,578
Receivables from Non-Exchange Transactions	106,364	109,164	109,164
	<u>123,166</u>	<u>115,742</u>	<u>115,742</u>

10. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,855	2,905	2,905
	<u>1,855</u>	<u>2,905</u>	<u>2,905</u>

11. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset	-	-	-
Short-term Bank Deposits	-	567,162	567,162

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	126,284	-	-	-	(19,475)	106,809
Furniture and Equipment	77,714	20,019	-	-	(30,055)	67,678
Information and Communication	51,993	15,752	-	-	(20,571)	47,174
Motor Vehicles	1,538	-	-	-	(318)	1,220
Leased Assets	68,864	56,358	(29,520)	-	(37,515)	58,187
Library Resources	32,188	4,028	(906)	-	(4,414)	30,896
Balance at 31 December 2018	358,581	96,157	(30,426)	-	(112,348)	311,964

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	290,504	(183,695)	106,809
Furniture and Equipment	520,132	(452,454)	67,678
Information and Communication	328,231	(281,057)	47,174
Motor Vehicles	1,591	(371)	1,220
Leased Assets	107,054	(48,867)	58,187
Library Resources	98,395	(67,499)	30,896
Balance at 31 December 2018	1,345,907	(1,033,943)	311,964

The net carrying value of equipment held under a finance lease is \$58,187 (2017: \$68,864)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	129,704	-	-	-	(3,420)	126,284
Furniture and Equipment	97,091	12,714	-	-	(32,091)	77,714
Information and Communication	38,369	33,009	-	-	(19,385)	51,993
Motor Vehicles	-	1,591	-	-	(53)	1,538
Leased Assets	78,193	18,920	-	-	(28,249)	68,864
Library Resources	39,163	1,678	(3,753)	-	(4,900)	32,188
Balance at 31 December 2017	382,520	67,912	(3,753)	-	(88,098)	358,581

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	290,504	(164,220)	126,284
Furniture and Equipment	500,113	(422,399)	77,714
Information and Communication	312,479	(260,486)	51,993
Motor Vehicles	1,591	(53)	1,538
Leased Assets	131,094	(62,230)	68,864
Library Resources	97,100	(64,912)	32,188
Balance at 31 December 2017	1,332,881	(974,300)	358,581

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	9,972	9,947	9,947
Accruals	4,393	5,595	5,595
Banking staffing overuse	14,080	-	-
Employee Entitlements - salaries	107,486	109,164	109,164
Employee Entitlements - leave accrual	6,826	11,808	11,808
	<u>142,757</u>	<u>136,514</u>	<u>136,514</u>
Payables for Exchange Transactions	142,757	136,514	136,514
	<u>142,757</u>	<u>136,514</u>	<u>136,514</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	-	955	955
Other	12,755	-	-
	<u>12,755</u>	<u>955</u>	<u>955</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	38,556	34,517	34,517
Later than One Year and no Later than Five Years	21,274	32,786	32,786
Later than Five Years	-	-	-
	<u>59,830</u>	<u>67,303</u>	<u>67,303</u>

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,535	5,698
Full-time equivalent members	-	0.18
<i>Leadership Team</i>		
Remuneration	318,872	307,604
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	324,407	313,302
Total full-time equivalent personnel	3.00	3.18

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	140 - 150	130-140
Benefits and Other Emoluments	0 - 10	0-10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

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

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt. At the present time, the School is working with the Ministry of Education to create a cyclical maintenance plan for future maintenance. Until such time as a plan has been developed and approved by the Ministry, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

20. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

(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 a photocopier and computer laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	741
Later than One Year and No Later than Five Years	-	247
Later than Five Years	-	-
	<u>-</u>	<u>988</u>

21. Managing Capital

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

22. Financial Instruments

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

Loans and Receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	641,901	437,383	64,867
Receivables	123,166	115,742	115,742
Investments - Term Deposits	-	567,162	567,162
Total Loans and Receivables	<u>765,067</u>	<u>1,120,287</u>	<u>747,771</u>

Financial liabilities measured at amortised cost

Payables	142,757	136,514	136,514
Finance Leases	56,782	67,303	67,303
Total Financial Liabilities Measured at Amortised Cost	<u>199,539</u>	<u>203,817</u>	<u>203,817</u>

23. Events After Balance Date

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

24. Comparatives

Banks Avenue School changed financial service provider in 2018 and, due to this change, some prior year figures may not be directly comparable.

**INDEPENDENT AUDIT REPORT TO THE READERS OF
BANKS AVENUE SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Banks Avenue School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 20 that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - financial position as at 31 December 2018; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 29 May 2019. This is the date at which our opinion is expressed.

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

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Kiwisport notice and Board of trustees listing, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand

Year 3			8	11%	58	82%	5	7%	19 % 71
Year 4	4	6%	10	14%	31	44%	25	36%	18% 70
Year 5	2	5%	5	11%	12	27%	25	57%	13% 48
Year 6	2	5%	5	11%	12	27%	25	57%	12% 44

Maths

Maths 2018	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	3	1.5%	31	15.3%	130	64.4%	38	18.8%	202 53%
Female	1	.6%	22	12.2%	132	73.3%	25	13.9%	180 47%
Total	4	1%	53	13.9%	262	68.6%	63	16.5%	382
Year 0					2	17%	10	83%	3% 12
Year 1			1	1%	69	99%			18% 70
Year 2			3	5%	57	85%	7	10%	18% 67
Year 3			11	15%	58	82%	2	3%	19% 71
Year 4	2	3%	11	16%	40	57%	17	24%	18% 70
Year 5	1	2%	16	33%	22	46%	9	19%	13% 48
Year 6	1	2%	11	25%	14	32%	18	41%	12% 44

2018 Analysis of Variance

End Year Progress Report of Target Groups

December 2018

What is a Student Achievement Target?

A student achievement target is a goal set for a particular group of children in each year. It could be a reading, writing or numeracy goal. The Ministry of Education requires all schools to send at least one student achievement target to them by the 1st March each year.

What's New This Year?

Each team will work together to select 2 target groups for their team and set interventions. This year the goals will not be assessed against the National Standards but will be assessed against curriculum levels.

Overview Of Our Target Reporting

- 2017 end of year school-wide assessment data is analysed at Senior Management level and at team level for reading, writing and mathematics. All teachers are involved in this process.
- Team Leaders with their teams look closely at their team's achievement data and select 2 targets for 2018. Target groups can be for remedial (students who are working below the expected level) or for extension.
- Teams led by their Team Leaders plan interventions to assist students in reaching the set target by the end of the year.
- Interim Reports take place mid-year. During the term Team Leaders meet with their teachers and reflect on how their target students are going? What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at leadership meetings.
- At the end of the year assessment data for each target group is analysed and teams reflect on whether or not the interventions have worked. Have the children achieved the targets? What's made a difference? Where to next? Analysis of Variance is completed for all targets by the Team Leaders with support from Senior Management.
- 2018 end of year school-wide student achievement data is analysed and target groups selected for 2019.

Summary Of End Year Progress Reports

Team Totara (Y0-2)

S.M.A.R.T Goal - Reading

By the end of Term 2, 2018, eleven children will have acquired a bank of 25+ sight words which they will be able to recall fluently either in isolation or in text.

How did they do?

No. of Chn	Left	Target Met	Did Not Meet Target
11	0	10	1

The data in the table above shows that 10 of our students met the target and one did not. For the child that did not meet the target we feel there is a learning difference. Referrals to MoE have been made.

Interventions that are making a difference

- Regular practice with Marie (Learning Assistant).
- Children could see progress on graphs so this was motivating for them.
- *Fast words* was a daily with three hits a day on these words.

Things that hindered progress

- A lot more behaviour which takes the teachers away from these children.
- Children are only just now seeing themselves as learners. They were relatively passive earlier in the year.
- The help that we asked from the RTL service did not happen.

Next Steps

- To continue with fast words. The link between the writing and reading is important.
- We need to work together on how to solve the behaviour problems.

Team Kahikatea (Years 2-4)

S.M.A.R.T Goal (Target) - Reading

By the end of 2018, **six** Year 3 students will have made accelerated progress (*more than a year*) and be working at curriculum level 2B (*Gold level of the colour wheel*) and **five** Year 2 students will have made accelerated progress (*more than a year*) and be working at curriculum level 1A (*Turquoise level of the colour wheel*). This group includes 4 priority students and 1 ESOL student.

S.M.A.R.T Goal (Target) - Writing - MoE Target

By the end of 2018, **seven** Year 3 students will have made accelerated progress (*more than a year*) and be achieving at curriculum level 2B and **two** Year 2 students will have made accelerated progress (*more than a year*) and be achieving at curriculum Level 1A. This group includes 3 priority students and 2 ESOL students.

How did they do?

Target	No. of Chn	Left	Target Met	Did Not Meet Target
Reading	11	2	6	3
Writing	9	3	4	2
Total	20	4 (one child in both groups)	10	5

Reading Target Results

From the 11 children in the Reading Target group, 6 children met the target and 3 did not. Two children have left the school. All three of the children who did not meet the target made progress.

Writing Target Results

4 out of 9 children met the writing target, 2 did not meet the target and 3 children left the school. One of the two children who did not meet the target, a RTLit referral has been made and this child is also being assessed by an MoE Psychologist. Even with parental support at home and Reading Recovery this child still struggled to meet the target. The next step is to identify whether this child has a coding issue. RTLit referral has been made for this child and for the other child who also did not meet the target.

Interventions that made a difference

- Keeping teaching fresh by changing the teacher, who is teaching the low groups.
- Buddy reading system-this has had a good impact on tutors as well as the readers.
- Reading with target children individually and writing with the teacher
- Reinforcement of wearing of glasses
- Exposing children to buddies who had higher quality writing. These students were able to help with ideas and spelling which can be roadblocks for these students.
- Free writing-children being able to write what they like.
- Double grouping children so they are getting 50% more guided lessons
- DEAR-Drop Everything and Read
- Group referral to RTLB helped us to be more aware of the specific needs of this group.
- Daily poetry sessions using Jill Eggleton poems.

Things that hindered progress

- We were hoping for more interventions from the RTLB.
- Lack of parent support for some children.
- Behaviour issues.

Next Steps

- To provide parent education around literacy.
- Extra funding for more Learning Assistant help for these children, as the Learning Assistants have been working more with our behaviour kids.

Team Miro (Years 4-6)

S.M.A.R.T Goal - Writing

By the end of 2018, **nine** Year 5 students will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3B for writing and **four** Year 6 students will have made accelerated progress (*more than a year*) and be achieving at curriculum Level 3P. This group includes two Pasifika and two Māori students.

S.M.A.R.T Goal - Maths - MoE target

By the end November 2018, **seven** Year 5 students will have made accelerated progress (*more than a year*) and be achieving at curriculum level 3B for mathematics and **four** Year 6 students will have made accelerated progress (*more than a year*) and be achieving at curriculum Level 3P. These students are all boys.

Target	No. of Chn	Left	Target Met	Did Not Meet Target
Writing	13	2	4	7
Maths	11	2	2	7
TOTAL	24	4	6	14

Writing Target Results

- The graph above shows that out of 13 students, 4 met the target, 7 did not and 2 students left the school. Some of the children who did not meet the target made good progress but not 2 years progress.

Maths Target Results

- Out of 11 students, 2 met the target, 7 did not and 2 students have left the school. From the 7 students who did not meet the target:
 - 3 have made huge progress and confidence in maths is improving, they just didn't quite make it. One child has ADHD so finds it difficult to take on feedback, One tries hard but has had some grief to work through and for the others behaviour and non engagement are the key factors to not meeting the target.

Interventions that are making a difference for writing and maths

- Daily individual support for these students.
- RTLB group referral, for low writers, help give strategies to the teacher on targeting the specific writing needs of these students.
- Devices have helped, as some of these children have difficulty in the process of handwriting.
- Feedback both oral and through google docs has kept these children focused.
- Reflection meetings with Tracey made children accountable.
- Maths sites like prodigy and Sumdog have engaged these students

Things that are hindering progress

- Behaviour is a huge barrier. Sometimes because of the child's behaviour and sometimes because the teachers time is taken up with other children's behaviour in the class and away from the targeted students.
- Lack of independence. These students find it hard and avoidance is a well developed habit.

- It is hard for some of these students to retain what is taught.
- DMIC was not for these students. Their social groupings are a huge barrier.
- Limited reading ability affects the comprehension of problems.

Next Steps

- To keep these children in the target group for 2019.
- To personalise learning specifically for these children (not necessarily DMIC).

Summary of Overall Data for 2018

From a total of 55 students, 26 (48%) students met the target, 20 (36%) did not and 9 (16%) left the school.

Target Children From 2017 - How did they do during 2018?

54 children were involved in target groups in 2017. 19 of these children left the school during or at the end of the year. Below are the achievement results the other 35 students.

Team Totara Reading

No. Of Target Students in 2017	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
12	1	7	4
Results For 2018	2	8 children achieving <i>at</i> the expected curriculum level and 2 children achieving <i>above</i> the expected curriculum level.	

For 2018, 8 children were achieving at the expected curriculum level and 2 children achieved above the expected level.

Team Kahikatea Writing - *Below to At*

No. Of Target Students in 2017	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
17	2	7	8
Results For 2018	4	7 children are achieving <i>at</i> the expected curriculum level	6 children are achieving <i>below</i> the expected curriculum level

Team Kahikatea Maths - *Below to At*

No. Of Target Students in 2017	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
10	0	6	4

Results For 2018	1	5 children achieved <i>at</i> the expected curriculum level and 1 child achieved <i>above</i> the expected curriculum level	3 children are achieving <i>below</i> the expected curriculum level
------------------	---	---	---

For writing, all the children, who met or did not meet the target, are sitting on the same achievement level as last year meaning they have sustained the progress made. All children have made one years progress.

For maths, Of the 6 children who met the target, 3 children have sustained the level achieved, 1 child has progressed more than a year to be sitting *above* the expected curriculum level and 2 children who met the target last year have dropped back to be sitting *below* the expected level. Of the 3 children who did not meet the target last year, 2 of them are now achieving *at* the expected level now and one is still sitting *below*.

Team Miro Writing - *Below to At*

No. Of Target Students In 2017	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
10	1	5	4
Results For 2018	7	2 children are achieving <i>at</i> the expected curriculum level	1 child is achieving <i>below</i> the expected curriculum level

Team Miro Maths - *Below to At*

No. Of Target Students In 2017	Number Who Left	Number Who Met Target	Number Who Did Not Meet Target
8		5	3
Results For 2018	5	1 child achieved <i>above</i> the expected curriculum level	2 children are achieving <i>below</i> the expected curriculum level

For writing, there were only 3 children left in the school at the end of 2018. The others in this group were Year 6 students in 2017. Of these 3 children 1 child who achieved the target sustained this level throughout 2018. The other two children did not meet the target last year, however one child made significant progress to end this year achieving *at* the expected level. The third child has made a years progress so is still achieving *below*.

For maths, 1 child who met the target last year has progressed throughout 2018 to be achieving above the expected curriculum level. 1 child has made a years progress so is still achieving below and the other child who met the target last year did not sustain that progress and is now achieving below.

Members of the Board of Trustees 2018 -2019

Chairperson	Mr Kirk McKay
Treasurer	Mr Paul O Donovan
Staff Representative	Mrs Helen Stowers
Principal	Toni Burnside

Trustees

Mr Mike Stewart
Mr Glenn Bongartz
Ms Noella Gould

Secretary

Mrs Colleen Lucas

Assurances

EEO (Equal Employment Opportunities)

The school adheres an EEO policy. All staff are surveyed during the year and a report is compiled for the Board.

Extract from EEO Report showing 2017 and 2018 comparison.

This data was collected in June of 2018 (May of 2017). All 35 (34) staff members were asked to take part in the survey. 32 out of 35 (24 out of 35) staff members or 91% (70.5%) returned the survey. One person indicated they did not wish to fill in the form and one did not state their birthdate.

The results show that of the respondents:

- *27 (24) are female and 4 are male (0)*
- *The age range of the staff is from 24 (23) to 68 (69) years old and 49 (53) is the average age of staff members.*
- *27 (22) are New Zealand European and 4 (2) are from other ethnic groups.*

28 (20) stated they had no disability and 4 (4) stated that they lived with the effects of injury, long term illness or disability.

Kiwi Sport

Kiwi sport is a Government funded initiative to support children's participation in organised sport. In 2018 we received \$5265.90. This funding was used to pay for a Sport Canterbury facilitator to work each with children across the school in a number of different sporting contexts. The amount paid exceeded the Kiwi sport grant we receive from the MOE. We had on average 380 children benefit from this initiative.