

# **Riverina School**

## **Annual Report for the year ended 31 December 2018**

<b>Ministry Number:</b>	1466
<b>Principal:</b>	Carol Dickinson
<b>School Address:</b>	30 Millen Avenue, Auckland
<b>School Postal Address:</b>	30 Millen Avenue, Auckland 2010
<b>School Phone:</b>	09 527 7377
<b>School Email:</b>	admin@riverina.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Riverina School

# Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	Term expired/expires
Tracey Wignell	Board Chair	June 2018
Caroline Chawkie	Principal	March 2018
Joycelyn Tauevihi	Board Member/Board Chair	May 2019
Tai Fa'alogo	Board Member	May 2019
Shelly Besley	Board Member	May 2019
Milena Cavour	Board Member	May 2019
Carol Dickinson	Staff Rep/Principal	May 2019
Davin Maui	Board Member	May 2019
Arinam Goundar	Staff Rep	May 2019

# **Riverina School**

## **Annual Report**

For the year ended 31 December 2018

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**Riverina School**  
**Statement of Responsibility**  
For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

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

Joycelyn Tin Tarevhi

Full Name of Board Chairperson

CAROL DICKINSON

Full Name of Principal

Joycelyn Tin Tarevhi

Signature of Board Chairperson

CD

Signature of Principal

31/05/2019.

Date:

31/05/2019

Date:

# Riverina School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,194,058	1,804,303	2,268,188
Locally Raised Funds	3	62,572	44,000	49,458
Interest Earned		1,445	7,000	4,766
Other Revenue		18,525	-	56,406
		<hr/>	<hr/>	<hr/>
		2,276,600	1,855,303	2,378,818
<b>Expenses</b>				
Locally Raised Funds	3	17,402	16,400	7,624
Learning Resources	4	1,056,116	975,262	1,194,857
Administration	5	143,740	139,913	158,781
Finance Costs		3,209	-	2,383
Property	6	1,021,651	723,269	1,095,754
Depreciation	7	101,610	69,537	121,735
Loss on Disposal of Property, Plant and Equipment		409	-	3,831
		<hr/>	<hr/>	<hr/>
		2,344,137	1,924,381	2,584,965
<b>Net Surplus / (Deficit) for the year</b>		(67,537)	(69,078)	(206,147)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/>	<hr/>	<hr/>
		(67,537)	(69,078)	(206,147)

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

**Riverina School****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Balance at 1 January</b>	<b>1,264,383</b>	<b>1,264,383</b>	<b>1,467,068</b>
Total comprehensive revenue and expense for the year	(67,537)	(69,078)	(206,147)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	4,276	-	3,462
<b>Equity at 31 December</b>	<b>1,201,122</b>	<b>1,195,305</b>	<b>1,264,383</b>
 Retained Earnings	 1,201,122	 1,195,305	 1,264,383
<b>Equity at 31 December</b>	<b>1,201,122</b>	<b>1,195,305</b>	<b>1,264,383</b>

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

# Riverina School

## Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	101,265	20,594	38,950
Accounts Receivable	9	114,258	81,975	85,264
GST Receivable		-	7,300	7,324
Prepayments		-	3,500	4,934
Inventories	10	10,194	10,000	10,234
Investments	11	11,537	25,000	51,174
		<u>237,254</u>	<u>148,369</u>	<u>197,880</u>
<b>Current Liabilities</b>				
GST Payable		9,490	-	-
Accounts Payable	13	75,701	78,000	78,780
Provision for Cyclical Maintenance	14	22,000	-	57,894
Finance Lease Liability - Current Portion	15	12,328	10,012	10,012
Funds Held for Capital Works Projects	16	11,710	-	(6,861)
Funds for RLIT Services	17	2,530	-	-
Funds Held on Behalf of Kiwisport Cluster	18	-	6,409	6,409
		<u>133,759</u>	<u>94,421</u>	<u>146,234</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>103,495</b>	<b>53,948</b>	<b>51,646</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,199,289	1,238,917	1,291,954
Capital Works in Progress		69,661	80,000	45,969
		<u>1,268,950</u>	<u>1,318,917</u>	<u>1,337,923</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	153,512	163,214	100,828
Finance Lease Liability	15	17,811	14,346	24,358
		<u>171,323</u>	<u>177,560</u>	<u>125,186</u>
<b>Net Assets</b>		<u><b>1,201,122</b></u>	<u><b>1,195,305</b></u>	<u><b>1,264,383</b></u>
<b>Equity</b>				
		<u><b>1,201,122</b></u>	<u><b>1,195,305</b></u>	<u><b>1,264,383</b></u>

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

# Riverina School

## Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		335,629	330,641	393,987
Locally Raised Funds		85,809	50,800	112,607
Goods and Services Tax (net)		16,814	400	453
Payments to Employees		(229,287)	(152,154)	(319,951)
Payments to Suppliers		(167,057)	(250,897)	(282,536)
Interest Paid		(3,209)	-	(2,383)
Interest Received		2,288	6,225	3,929
Net cash from / (to) the Operating Activities		40,987	(14,985)	(93,894)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	(17,111)	-
Purchase of PPE (and Intangibles)		(25,569)	(98,055)	(59,651)
Proceeds from sale of Investments		39,637	(25,000)	(40,347)
Net cash from / (to) the Investing Activities		14,068	(140,166)	(99,998)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		4,276	-	3,462
Finance Lease Payments		(11,708)	27,968	(6,331)
Funds Administered on Behalf of Third Parties		(3,879)	-	12,135
Funds Held for Capital Works Projects		18,571	-	(6,861)
Net cash from / (to) Financing Activities		7,260	27,968	2,405
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>62,315</b>	<b>(127,183)</b>	<b>(191,487)</b>
Cash and cash equivalents at the beginning of the year	8	38,950	147,777	230,437
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>101,265</b>	<b>20,594</b>	<b>38,950</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

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



## Riverina School

# Notes to the Financial Statements

For the year ended 31 December 2018

### 1. Statement of Accounting Policies

#### **Reporting Entity**

Riverina 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.

#### **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 12.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### *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 operating 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.

### **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.

#### **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.

#### **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.

#### **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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 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.

### 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.

### 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.

### 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 Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

### 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 \$2,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### *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:

Buildings - School	40 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Library resources	12.5% Diminishing value

### **Impairment of property, plant, and equipment**

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 are 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.

### **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.

### **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.

## Riverina School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### *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.

### **Revenue Received in Advance**

Revenue received in advance relates to fees 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

### **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.

### **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).

### **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.

### **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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

### **Budget Figures**

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

### **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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 2 Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	321,174	317,641	337,719
Teachers' salaries grants	927,936	885,771	949,093
Use of Land and Buildings grants	894,879	580,891	914,879
Other MoE Grants	50,069	20,000	66,497
	<u>2,194,058</u>	<u>1,804,303</u>	<u>2,268,188</u>

### 3 Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	5,302	7,000	4,866
Fundraising	13,645	2,500	4,000
Bequests	-	-	652
Trading	12,365	7,000	13,026
Activities	<u>31,260</u>	<u>27,500</u>	<u>26,914</u>
	62,572	44,000	49,458
<b>Expenses</b>			
Activities	5,075	5,000	2,635
Trading	8,812	11,000	4,119
Fundraising costs	2,965	400	-
Other Expenses	<u>550</u>	<u>-</u>	<u>870</u>
	17,402	16,400	7,624
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>45,170</u>	<u>27,600</u>	<u>41,834</u>

### 4 Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	10,137	32,937	43,643
Library resources	889	1,000	982
Employee benefits - salaries	1,030,444	926,325	1,134,134
Staff development	<u>14,646</u>	<u>15,000</u>	<u>16,098</u>
	<u>1,056,116</u>	<u>975,262</u>	<u>1,194,857</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 5 Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,577	5,310	5,310
Board of Trustees Fees	3,761	6,000	4,274
Board of Trustees Expenses	7,661	9,790	14,027
Communication	5,226	4,853	5,398
Operating Lease	3,038	9,000	7,737
Other	6,207	3,960	7,627
Employee Benefits - Salaries	94,360	86,000	99,630
Insurance	3,612	5,000	4,182
Service Providers, Contractors and Consultancy	11,298	10,000	10,596
	<u>143,740</u>	<u>139,913</u>	<u>158,781</u>

### 6 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,581	4,000	3,705
Consultancy and Contract Services	28,557	29,557	27,916
Cyclical Maintenance Expense	16,790	23,057	18,898
Grounds	12,038	9,850	53,069
Heat, Light and Water	21,604	24,200	22,079
Repairs and Maintenance	15,891	23,714	27,163
Use of Land and Buildings	894,879	580,891	914,879
Employee Benefits - Salaries	27,311	28,000	28,045
	<u>1,021,651</u>	<u>723,269</u>	<u>1,095,754</u>

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

### 7 Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	51,241	36,447	68,221
Furniture and Equipment	8,827	6,320	10,399
Information and Communication Technology	26,405	18,690	32,815
Leased Assets	12,504	7,550	7,500
Library Resources	2,633	530	2,800
	<u>101,610</u>	<u>69,537</u>	<u>121,735</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 8 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	431	430	430
Bank Current Account	50,834	20,164	38,520
Short-term Bank Deposits	50,000	-	-
Cash and cash equivalents for Cash Flow Statement	101,265	20,594	38,950

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	3,370	8,000	8,082
Receivables from the Ministry of Education	-	-	3,185
Interest Receivable	132	975	975
Bank Staffing Underuse	45,843	7,000	7,044
Teacher Salaries Grant Receivable	64,913	66,000	65,978
	114,258	81,975	85,264
Receivables from Exchange Transactions	3,502	8,975	9,057
Receivables from Non-Exchange Transactions	110,756	73,000	76,207
	114,258	81,975	85,264

### 10 Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	2,293	1,500	1,701
School Uniforms	7,901	8,500	8,533
	10,194	10,000	10,234

### 11 Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	11,537	25,000	51,174
	11,537	25,000	51,174



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	1,166,178	-	-	-	(51,241)	1,114,937
Furniture and equipment	25,328	-	-	-	(8,827)	16,501
Information and communication technology	47,746	-	-	-	(26,405)	21,341
Leased assets	33,103	7,477	-	-	(12,504)	28,076
Library resources	19,599	1,877	(409)	-	(2,633)	18,434
Balance at 31 December 2018	1,291,954	9,354	(409)	-	(101,610)	1,199,289

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	1,616,074	(501,137)	1,114,937
Furniture and equipment	365,030	(348,529)	16,501
Information and communication technology	196,178	(174,837)	21,341
Leased assets	48,990	(20,914)	28,076
Library resources	60,454	(42,020)	18,434
Balance at 31 December 2018	2,286,726	(1,087,437)	1,199,289

The net carrying value of equipment held under a finance lease is \$28,076 (2017: \$33,103).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	1,234,399	-	-	-	(68,221)	1,166,178
Furniture and equipment	35,727	-	-	-	(10,399)	25,328
Information and communication technology	71,481	9,080	-	-	(32,815)	47,746
Leased assets	8,008	32,595	-	-	(7,500)	33,103
Library resources	21,628	4,602	(3,831)	-	(2,800)	19,599
Balance at 31 December 2017	1,371,243	46,277	(3,831)	-	(121,735)	1,291,954

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	1,616,074	(449,896)	1,166,178
Furniture and equipment	497,807	(472,479)	25,328
Information and communication technology	394,887	(347,141)	47,746
Motor vehicles	17,111	(17,111)	-
Leased assets	41,513	(8,410)	33,103
Library resources	59,825	(40,226)	19,599
Balance at 31 December 2017	2,627,217	(1,335,263)	1,291,954

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	-	5,000	5,053
Accruals	16,483	4,600	4,610
Employee Entitlements - salaries	59,218	66,000	66,970
Employee Entitlements - leave accrual	-	2,400	2,147
	<u>75,701</u>	<u>78,000</u>	<u>78,780</u>
Payables for Exchange Transactions	75,701	78,000	78,780
	<u>75,701</u>	<u>78,000</u>	<u>78,780</u>

The carrying value of payables approximates their fair value.

### 14 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	158,722	158,722	141,824
Increase to the Provision During the Year	16,790	23,057	18,898
Use of the Provision During the Year	-	(18,565)	(2,000)
Provision at the End of the Year	<u>175,512</u>	<u>163,214</u>	<u>158,722</u>
Cyclical Maintenance - Current	22,000	-	57,894
Cyclical Maintenance - Term	<u>153,512</u>	<u>163,214</u>	<u>100,828</u>
	<u>175,512</u>	<u>163,214</u>	<u>158,722</u>

### 15 Finance Lease Liability

The school has entered into a number of finance lease agreements for computer equipment.  
Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	14,588	-	12,779
Later than One Year and no Later than Five Years	<u>19,507</u>	<u>-</u>	<u>27,683</u>
	<u>34,095</u>	<u>-</u>	<u>40,462</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 16 Funds Held for Capital Works Projects

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

				BOT Contribution/ (Write-off to R&M)	
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Toilets Rm 6,7,8,9,11	<i>In progress</i>	(4,317)	-	5,534	(9,851)
Roofing	<i>In progress</i>	-	-	2,147	(2,147)
Toilets Rm12	<i>In progress</i>	(2,544)	114,307	88,055	23,708
Totals		(6,861)	114,307	95,736	11,710

Represented by:

Funds Held on Behalf of the Ministry of Education

11,710

11,710

				BOT Contribution/ (Write-off to R&M)	
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Toilets Rm 6,7,8,9,11	<i>in progress</i>	-	-	6,861	(6,861)
Totals		-	-	6,861	(6,861)

## 17 Funds for RLIT Services

Riverina School is the lead school funded by the Ministry of Education to provide the services of Reading and Literacy to its cluster of schools.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds held at beginning of the year	-	-	-
<i>Revenue</i>			
Teachers' Salary Grant	11,864	-	-
Administration Grant	9,887	-	-
	21,751	-	-
Total funds available	21,751	-	-
<i>Expenses</i>			
Employee Benefit - Salaries	3,215	-	-
Administration	1,354	-	-
Learning Support	1,580	-	-
Year 11-13	2,000	-	-
Travel	7,359	-	-
Other Expenses	3,609	-	-
	19,117	-	-
Purchase of Assets	104	-	-
Funds Held at Year End	2,530	-	-

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 18 Funds Held on Behalf of Kiwisport Cluster

Riverina School was the lead school and held the funds on behalf of the Kiwisport cluster, a group of schools funded by the Ministry of Education to share sports participation..

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	6,409	6,409	6,409
Funds Spent on Behalf of the Cluster	6,409	-	-
Funds Held at Year End	-	6,409	6,409

### 19 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.

### 20 Remuneration

#### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,761	4,274
Full-time equivalent members	0.04	0.08
<i>Leadership Team</i>		
Remuneration	226,952	292,770
Full-time equivalent members	2.80	3.00
Total key management personnel remuneration	230,713	297,044
Total full-time equivalent personnel	2.84	3.08

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.

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

#### Principal 1

##### Salaries and Other Short-term Employee Benefits:

	2018 Actual \$000	2017 Actual \$000
Salary and Other Payments	20 - 30	110-120
Benefits and Other Emoluments	-	0-10
Termination Benefits	-	-

#### Principal 2

##### Salaries and Other Short-term Employee Benefits:

	2018 Actual \$000	2017 Actual \$000
Salary and Other Payments	60 - 70	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

#### Other Employees

No other employee received total remuneration over \$100,000 (2017: Nil).

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

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 21 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

## 22 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018.

(Contingent liabilities and assets as 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.

## 23 Commitments

### (a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

## 24 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.

## 25 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Loans and Receivables</b>			
Cash and Cash Equivalents	101,265	20,594	38,950
Receivables	114,258	81,975	85,264
Investments - Term Deposits	11,537	25,000	51,174
<b>Total Loans and Receivables</b>	<b>227,060</b>	<b>127,569</b>	<b>175,388</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	75,701	78,000	78,780
Finance Leases	30,139	24,358	34,370
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>105,840</b>	<b>102,358</b>	<b>113,150</b>

## 26 Events After Balance Date

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



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## RIVERINA SCHOOL

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### Kiwisport Funding 2018

Kiwisport is a Government funding initiative to support students participation in organised sport. In 2018 the school recieved a total Kiwisport funding of \$1857.76 (excluding GST). In 2018 Kiwisport funding enabled Riverina to provide sporting experiences across the school and all students benefitted.

- Release for team coaches to attend sports torments
- Release time for sports coordinator to train students as Sports Leaders e.g. organise the equipment and provide opportunities at lunchtimes for the whole school to participate in
- Using a school van to transport students to events when there was a lack of parental support
- Hireage of Panmure pools for our Swimming Carnival.
- Entering into competitions for our HPPA cluster group e,g, Cross Country.
- Providing parkour training- movement and skills programme for the whole school.

Carol Dickinson

Principal  
Riverina School

# Analysis of Variance Reporting



<b>School Name:</b>	Riverina School	<b>School Number:</b>	1466
<b>Strategic Aim:</b>	<b>FOCUS: Maths</b> Teaching and learning programmes based on the New Zealand National Curriculum will be designed and implemented in ways that engage and motivate our Riverina students, providing them ALL with opportunities to achieve for success ... "Every Child, Every Opportunity".		
<b>Annual Aim:</b>	To improve every child's learning and achievement by having high expectations of them in order to increase the number of students achieving at or above the expected level in Maths.		
<b>Target:</b>	We aim for 90% of students to be at or above the Expected Level in Maths.  In specific: <ul style="list-style-type: none"> <li>• All students identified at the start of 2019 as achieving "Well Below" the Expected Level in Maths will make accelerated progress.</li> <li>• All students identified at the start of 2019 as achieving "Below" the Expected Level in Maths will make accelerated progress lifting their achievement to At or Above by the end of the year.</li> <li>• Maori and Pasifika boys identified at the start of 2019 as achieving "Below" the Expected Level in Maths will make accelerated progress lifting their achievement to At or Above by the end of the year.</li> </ul>		
<b>Baseline Data:</b>	82% of the students school-wide were achieving at or above expected level in Maths in 2017.  84% of the girls were achieving at or above the Expected Level in Maths in 2017. 80% of the boys were achieving at or above the Expected Level in Maths in 2017. 74% of Maori students were achieving at or above the Expected Level in Maths in 2017. 79% of Pasifika students were achieving at or above the Expected Level in Maths in 2017.		



## Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Following beginning &amp; mid-year data, teachers formulated rapid action plans to cater for below and well below students.</p> <p>Deliberate acts of teaching were implemented to address the needs of the targeted students.</p> <p>Analysed and utilised PAT, GLOSS, JAM information to plan and meet students' needs.</p> <p>Continued with: Mutukaroa Programme Bi-yearly analysis of student data and reporting to the BoT Monitoring of Maths</p>	<p><b>80% of the students</b> school-wide were writing at or above expected national levels compared to <b>82%</b> in 2017.</p> <p><b>68% of Maori students</b> achieved at or above expected levels in Maths compared to <b>74%</b> in 2017.</p> <p><b>83% of boys</b> achieved at or above expected levels in Maths compared to <b>79%</b> of girls. Whereas in 2017, girls were <b>84%</b> at or above, compared to the boys who were <b>80%</b> at or above.</p> <p><b>Of the 6 Year 1 students who were our focus</b> (4 Maori, 1 Pasifika &amp; 1 Other), 2 left our school, 1 Pasifika and 1 Maori student (special needs) moved from well below to below, thus making accelerated progress, and 2 Maori girls reached the expected level!</p> <p>In 2018, <b>81%</b> of Year 2 students achieved at or above the expected level. The same students achieved <b>74%</b> as Year 1s in 2017. An improvement of <b>7%</b>!</p> <p><b>Of the 6 Year 2 students who were our focus</b>, 3 left our school, 1 moved from well below to below, 1 reached the expected level and 1 remained well below (HLN-student).</p>	<p>Effective classroom teaching differentiated to meet students' needs based on analysis of data</p> <p>A percentage of our Maori students who were either below or well below were transient students with special needs.</p> <p>A percentage of our girls who achieved at or above in Maths in 2017, left our school due to housing reasons.</p> <p>This has been due to better monitoring of our targeted students, and utilising the rapid action plan more effectively.</p> <p>Greater focus on number knowledge, and regular revision to help consolidate thinking and understanding.</p>	<p>Continue with close monitoring of students, paying particular attention to our targeted students.</p> <p>Plan more problem solving activities using mixed ability grouping. Plan more authentic tasks, with hands on activities using materials. Encourage growth mindset that everyone can do Maths.</p> <p>Encourage greater focus on strand teaching.</p> <p>Teaching of the fraction strand: to incorporate more fractions into everyday activities, and using fraction terminology e.g. three quarters etc.</p> <p>Continue with: Mutukaroa Programme Bi-yearly analysis of student data and reporting to the BoT</p>



## Tātaritanga raraunga

### Planning for next year:

Target: 90% of all students achieving at or above in Maths by the end of 2019.

All students identified at the start of 2019 as achieving 'well below' the Expected Level in Maths will make accelerated progress.

All students identified at the start of 2019 as achieving 'below' the Expected Level in Maths will make accelerated progress lifting their achievement to 'at or 'above' standard in Maths by the end of the year.

2019

Monitor 5 Year 3 students (2 Maori and 3 Pasifika)

# Analysis of Variance Reporting



<b>School Name:</b>	Riverina	<b>School Number:</b>	1466
<b>Strategic Aim:</b>	<b>FOCUS: Reading</b> Teaching and learning programmes based on the New Zealand National Curriculum will be designed and implemented in ways that engage and motivate our Riverina students, providing them ALL with opportunities to achieve for success. "Every Child, Every Opportunity."		
<b>Annual Aim:</b>	To improve every child's learning and achievement by having high expectations of them in order to increase the number of students achieving at or above the Expected Level in Reading.		
<b>Target:</b>	We aim for 90% of students to be at or above the Expected Level in Reading.  In specific: <ul style="list-style-type: none"> <li>• All students identified at the start of 2019 as achieving "Well Below" the Expected Level in Reading will make accelerated progress.</li> <li>• All students identified at the start of 2019 as achieving "Below" the Expected Level in Reading will make accelerated progress lifting their achievement to At or Above by the end of the year.</li> <li>• Maori and Pasifika boys identified at the start of 2019 as achieving "Below" the Expected Level in Reading will make accelerated progress lifting their achievement to At or Above by the end of the year.</li> </ul>		
<b>Baseline Data:</b>	83% of the students school-wide were Reading at or above Expected Level in 2017.  89% of the girls were reading at or above the Expected Level in 2017. 77% of the boys were reading at or above the Expected Level in 2017. 68% of Maori students were achieving at or above the Expected Level in 2018. 89% of Pasifika students were achieving at or above the Expected Level in 2018.		



## Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Assessment data was discussed with staff and the outcomes of the Reading achievement. Teachers discussed OTJ assessment data.</p> <p>All Teachers' specific focus was on teaching techniques in Reading and deliberate acts of teaching were planned for the targeted students.</p> <p>Years 3, 4 and 5 students were enrolled in the Summer Learning Project.</p> <p>More resources were purchased to meet the needs of the students</p> <p>Continued with: Mutukaroa Programme Bi-yearly analysis of student data and reporting to the BoT Monitoring of Reading Breakfast Reading Club Rainbow Reading</p>	<p>84% achieved at or above the Expected Level compared to 83% in 2017.</p> <p>87% of the girls were at or above the standard compared to 79% of the boys. An increase by 2% in boys' reading compared to last year.</p> <p>86% of the Pasifika students were at or above the standard compared to 71% of the Maori students.</p> <p>5 Year 3 students (2 Maori and 2 Pasifika) will need targeted support to accelerate progress.</p>	<p>Successful teaching in small intervention groups to deliver focused teaching in an environment set for success. Regular reading</p> <p>Boys reading improved by ICT integration e.g. studyladder, Epic, reading PM ebooks etc.</p> <p>Monitoring of Reading programme using tracker sheets (Junior classes) More effective communication with parents through the Mutukaroa programme</p> <p>Of the 5 Year 3 students all were special needs or those receiving specialised support programmes (ELL, RTLit, RTLB).</p>	<p>Review assessment data with staff and set targets. Liaise effectively with the parents of targeted students for better home-school partnerships.</p> <p>Ensure effectiveness of curriculum adaptation plans for the targeted students, especially our boys.</p> <p>Continue with: Careful monitoring of below and well below students, with particular emphasis on Maori and Pasifika students. Ensure that the accelerated progress gained is maintained. Mutukaroa Programme Bi-yearly analysis of student data and reporting to the BoT Monitoring of Reading Purchasing of boy friendly texts ICT integration</p>

### Planning for next year:

Target: 90% of all students achieving at or above in Reading by the end of 2019

All students identified at the start of 2019 as achieving 'well below' the Expected Level in Reading will make accelerated progress.

All students identified at the start of 2019 as achieving 'below' the Expected Level in Reading will make accelerated progress lifting their achievement to 'at' or 'above' standard in Reading by the end of the year.

5 Year 3 students (2 Maori, 2 Pasifika) will need targeted support to accelerate progress, (all 5 being students with learning support needs).



# Analysis of Variance Reporting



<b>School Name:</b>	Riverina	<b>School Number:</b>	1466
<b>Strategic Aim:</b>	<b>FOCUS: Writing</b> Teaching and learning programmes based on the New Zealand National Curriculum will be designed and implemented in ways that engage and motivate our Riverina students, providing them ALL with opportunities to achieve for success ... "Every Child, Every Opportunity".		
<b>Annual Aim:</b>	To improve every child's learning and achievement by having high expectations of them in order to increase the number of students achieving at or above the Expected Level in Writing.		
<b>Target:</b>	We aim for 85% of students to be at or above the Expected Level in Writing.  In specific: <ul style="list-style-type: none"> <li>• All students identified at the start of 2018 as achieving "Well Below" the Expected Level in Writing will make accelerated progress.</li> <li>• All students identified at the start of 2018 as achieving "Below" the Expected Level in Writing will make accelerated progress lifting their achievement to At or Above by the end of the year.</li> <li>• Maori and Pasifika boys identified at the start of 2018 as achieving "Below" the Expected Level in Writing will make accelerated progress lifting their achievement to At or Above by the end of the year.</li> </ul>		
<b>Baseline Data:</b>	<i>71% of the students school-wide were writing at or above expected Level in 2017. This whole school achievement percentage was 3.4% lower than the national trend data in 2016.</i>  <i>85% of the girls were writing at or above expected the Expected Level in 2017.</i> <i>56% of the boys were writing at or above expected the Expected Level in 2017.</i> <i>57% of Maori students were achieving at or above expected the Expected Level in 2017.</i> <i>76% of Pasifika students were achieving at or above expected the Expected Level in 2017.</i>		



## Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Assessment data was discussed with staff and the outcomes of the Writing achievement were discussed. Teachers participated in moderation of writing and discussed OTJ assessment data.</p> <p>Particular learning needs of targeted students were determined, in particular:</p> <p>7 Year 1 students, which included 4 Maori students.</p> <p>6 Year 3 students, which included 3 Maori students.</p> <p>In-school and outside facilitator professional development regarding writing across the curriculum linked to teachers' performance management system.</p> <p>Ways to engage boys into writing through Science based activities and cooperative writing.</p> <p>Discussion and practise of culturally responsive pedagogy with evidence of success for and with Maori students.</p> <p>Monitoring in staff/team meetings to discuss progress of targeted students.</p>	<p><b>77% of the students</b> school-wide were writing at or above expected national levels compared to <b>71%</b> in 2017. <b>An improvement of 6%.</b></p> <p>Of the 7 Year 1 students, 2 left our school, 3 achieved standard (2 Maori students), one was below the Expected Level, and 1 was well below (higher learning needs). However, all 5 students made accelerated progress.</p> <p><b>68% of Maori students</b> were achieving at or above expected levels in Writing, compared to <b>57%</b> in 2017, an increase by <b>11%.</b></p> <p><b>70% of boys</b> were achieving at or above expected levels in Writing, compared to <b>56%</b> in 2017. <b>An increase by of 14%!</b></p>	<p>Through teacher inquiry and close monitoring of these students, use of rich learning tasks, authentic experiences and cooperative writing. Also two classes participated in a paired writing programme with success.</p> <p>Through careful monitoring and greater teacher support and resources.</p> <p>Science-based writing was very popular with students, especially boys as they enjoyed conducting experiments and writing about them. We also tried 'dice writing' which all the students loved, boys in particular.</p> <p>Of the 26 who did not make standard, 16 were either under the guidance of RTLB, RT Lit, speech therapist or were higher learning needs students.</p>	<p>Our whole school PD will continue to be on Writing, (STEM). Review assessment data with staff and set targets. Teacher inquiry will again focus on writing. Continue to build teacher capability to inquire into data and practice in order to analyse gaps and accelerate progress in Writing. Continue to have high expectations for our Maori students.</p> <p>Further improve liaison with the parents of targeted students for better home-school partnerships. Ensure effectiveness of curriculum adaptation plans for the targeted students. Continued with: Mutukaroa Programme Bi-yearly analysis of student data and reporting to the BoT Monitoring of Writing</p>
<b>Planning for next year:</b>			

## Tātaritanga raraunga

Target: 85% of all students achieving at or above in writing by the end of 2019

All students identified at the start of 2019 as achieving 'well below' the Expected Levels in Writing will make accelerated progress.

All students identified at the start of 2019 as achieving 'below' the Expected Levels in Writing will make accelerated progress lifting their achievement to 'at' or 'above' standard in Writing by the end of the year.

Maori students and boys will again be priority selection for target students in writing for 2019.

\*7 Year 3 students (4 Maori, 3 Pasifika) will need close monitoring to make accelerated progress. All of these students have learning support needs or identified needs.