

ANCHORAGE PARK SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	Swan Crescent, Pakuranga, Auckland
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ANCHORAGE PARK SCHOOL

Financial Statements - For the year ended 31 December 2017

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Anchorage Park School

Statement of Responsibility

For the year ended 31 December 2017

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

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

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


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

Anne Lorraine Howell
Full Name of Board Chairperson


Signature of Board Chairperson

7-5-2018
Date:

Belinda Jayne Johnston
Full Name of Principal


Signature of Principal

7/5/2018
Date:

Anchorage Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,856,348	1,400,738	1,557,487
Locally Raised Funds	3	73,122	45,500	96,047
Interest Earned		8,226	3,000	5,928
		<u>1,937,696</u>	<u>1,449,238</u>	<u>1,659,462</u>
Expenses				
Locally Raised Funds	3	22,927	13,000	23,886
International Students	5	-	-	-
Learning Resources	4	768,473	692,700	757,392
Administration	5	179,290	164,753	173,870
Property	6	876,270	509,794	580,279
Depreciation	7	44,562	30,000	70,344
Loss on Disposal of Property, Plant and Equipment		254	-	-
		<u>1,891,776</u>	<u>1,410,247</u>	<u>1,605,771</u>
Net Surplus / (Deficit) for the year		45,920	38,991	53,691
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		45,920	38,991	53,691

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

Anchorage Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	275,806	275,806	222,115
Total comprehensive revenue and expense for the year	45,920	38,991	53,691
Equity at 31 December	321,726	314,797	275,806
Retained Earnings	321,726	314,797	275,806
Equity at 31 December	321,726	314,797	275,806

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

Anchorage Park School
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	33,176	29,390	14,723
Accounts Receivable	9	52,831	50,000	47,612
Prepayments		-	2,000	1,625
Inventories	10	18,340	20,000	20,540
Investments	11	230,000	240,000	180,000
		<u>334,347</u>	<u>341,390</u>	<u>264,500</u>
Current Liabilities				
GST Payable		5,229	2,000	1,041
Accounts Payable	13	63,069	70,000	61,739
Revenue Received in Advance	14	4,454	5,000	4,534
Provision for Cyclical Maintenance	15	24,041	12,107	12,107
Finance Lease Liability - Current Portion	16	5,215	4,209	4,209
Funds held for Capital Works Projects	17	13,992	8,628	(9,394)
Funds for RTLB services	18	434	434	434
		<u>116,434</u>	<u>102,378</u>	<u>74,670</u>
Working Capital Surplus/(Deficit)		217,913	239,012	189,830
Non-current Assets				
Property, Plant and Equipment	12	159,457	136,234	150,634
		<u>159,457</u>	<u>136,234</u>	<u>150,634</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	49,681	57,023	57,023
Finance Lease Liability	16	5,963	3,426	7,635
		<u>55,644</u>	<u>60,449</u>	<u>64,658</u>
Net Assets		321,726	314,797	275,806
Equity		321,726	314,797	275,806

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

Anchorage Park School

Statement of Cash Flows

For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		337,619	310,069	316,252
Locally Raised Funds		72,903	45,775	89,265
Goods and Services Tax (net)		4,188	959	(6,277)
Payments to Employees		(182,525)	(147,820)	(154,673)
Payments to Suppliers		(139,054)	(135,680)	(160,563)
Interest Received		6,241	3,151	5,865
Net cash from / (to) the Operating Activities		99,372	76,454	89,869
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(254)	-	21,002
Purchase of PPE (and Intangibles)		(50,975)	(15,600)	(78,169)
Purchase of Investments		(50,000)	(60,000)	(59,000)
Net cash from / (to) the Investing Activities		(101,229)	(75,600)	(116,167)
Cash flows from Financing Activities				
Finance Lease Payments		(3,076)	(4,209)	(1,493)
Funds Held for Capital Works Projects		23,386	18,022	(17,588)
Net cash from Financing Activities		20,310	13,813	(19,081)
Net increase/(decrease) in cash and cash equivalents		18,453	14,667	(45,379)
Cash and cash equivalents at the beginning of the year	8	14,723	14,723	60,102
Cash and cash equivalents at the end of the year	8	33,176	29,390	14,723

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

Anchorage Park School

Notes to the Financial Statements **For the year ended 31 December 2017**

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 15.

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 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for

at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

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

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	5–15 years
Information and communication technology	4–5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) 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.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) 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).

r) 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.

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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	309,021	284,569	263,776
Teachers' salaries grants	736,238	650,000	719,220
Use of Land and Buildings grants	782,491	440,669	522,015
Other government grants	28,598	25,500	52,476
	<u>1,856,348</u>	<u>1,400,738</u>	<u>1,557,487</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	6,090	5,000	13,482
Fundraising	3,010	5,000	2,557
Trading	16,731	11,000	13,810
Activities	47,291	24,500	66,198
	<u>73,122</u>	<u>45,500</u>	<u>96,047</u>
Expenses			
Activities	6,163	2,000	13,205
Trading	15,194	9,000	9,010
Fundraising (costs of raising funds)	1,570	2,000	1,671
	<u>22,927</u>	<u>13,000</u>	<u>23,886</u>
Surplus for the year Locally raised funds	<u>50,195</u>	<u>32,500</u>	<u>72,161</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	7,630	10,000	4,994
Information and communication technology	1,930	2,800	9,297
Library resources	1,237	2,200	2,858
Employee benefits - salaries	740,312	660,000	720,870
Resource/attached teacher costs	8,763	4,700	5,299
Staff development	8,601	13,000	14,074
	<u>768,473</u>	<u>692,700</u>	<u>757,392</u>

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,820	6,800	5,680
Board of Trustees Fees	3,145	4,820	3,170
Board of Trustees Expenses	1,926	-	6,149
Communication	4,192	2,500	3,263
Operating Lease	2,160	6,500	2,160
Other	9,374	11,150	9,151
Employee Benefits - Salaries	130,667	117,283	128,857
Insurance	1,625	1,700	1,683
Service Providers, Contractors and Consultancy	20,381	14,000	13,757
	<u>179,290</u>	<u>164,753</u>	<u>173,870</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,112	500	4,756
Consultancy and Contract Services	9,338	24,000	28,391
Cyclical Maintenance Expense	4,592	-	(22,367)
Grounds	2,687	1,700	1,536
Heat, Light and Water	15,454	11,800	13,924
Repairs and Maintenance	9,556	6,300	6,854
Use of Land and Buildings	782,491	440,669	522,015
Security	-	1,100	-
Employee Benefits - Salaries	49,040	23,725	25,170
	<u>876,270</u>	<u>509,794</u>	<u>580,279</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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	-	-	-
Building Improvements	1,825	1,400	29,736
Furniture and Equipment	18,122	13,000	19,106
Information and Communication Technology	16,926	13,000	17,217
Textbooks	1,893	1,400	1,462
Leased Assets	4,730	-	1,657
Library Resources	1,066	1,200	1,166
	<u>44,562</u>	<u>30,000</u>	<u>70,344</u>

8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	-	-
Bank Current Account	6,132	9,390	14,296
Bank Call Account	27,044	20,000	427
Short-term Bank Deposits	-	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	33,176	29,390	14,723

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

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,948	2,000	1,809
Interest Receivable	3,136	1,000	1,151
Teacher Salaries Grant Receivable	47,747	47,000	44,652
	52,831	50,000	47,612
Receivables from Exchange Transactions	5,084	3,000	2,960
Receivables from Non-Exchange Transactions	47,747	47,000	44,652
	52,831	50,000	47,612

10. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	18,340	20,000	20,540
	18,340	20,000	20,540

11. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	230,000	240,000	180,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	13,592	11,313		-	(1,825)	23,080
Furniture and Equipment	79,758	16,324	-	-	(18,122)	77,960
Information and Communication	35,725	19,049	-	-	(16,926)	37,848
Textbooks	1,721	2,439			(1,893)	2,267
Leased Assets	11,680	5,372	(1,480)		(4,730)	10,842
Library Resources	8,158	622	(254)	-	(1,066)	7,460
Balance at 31 December 2017	150,634	55,119	(1,734)	-	(44,562)	159,457

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	266,271	(243,192)	23,079
Furniture and Equipment	192,638	(114,677)	77,961
Information and Communication	90,820	(52,972)	37,848
Textbooks	44,325	(42,058)	2,267
Leased Assets	15,747	(4,905)	10,842
Library Resources	48,285	(40,825)	7,460
Balance at 31 December 2017	658,086	(498,629)	159,457

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	43,328				(29,736)	13,592
Furniture and Equipment	67,520	31,346			(19,106)	79,760
Information and Communication	28,713	24,228			(17,217)	35,724
Technology						
Textbooks	1,260	1,922			(1,462)	1,720
Leased Assets	-	13,337			(1,657)	11,680
Library Resources	9,653	673	(1,003)		(1,166)	8,157
Balance at 31 December 2016	150,474	71,506	(1,003)	-	(70,344)	150,633

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	254,959	(241,367)	13,592
Furniture and Equipment	176,313	(96,555)	79,758
Information and Communication Technology	71,771	(36,046)	35,725
Motor Vehicles	-	-	-
Textbooks	41,886	(40,165)	1,721
Leased Assets	13,337	(1,657)	11,680
Library Resources	49,514	(41,356)	8,158
Balance at 31 December 2016	607,780	(457,146)	150,634

13. Accounts Payable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	11,754	17,500	14,775
Employee Entitlements - salaries	47,747	50,000	44,652
Employee Entitlements - leave accrual	3,568	2,500	2,312
	<u>63,069</u>	<u>70,000</u>	<u>61,739</u>
Payables for Exchange Transactions	62,866	70,000	61,530
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	203		213
Payables for Non-exchange Transactions - Other			
	<u>63,069</u>	<u>70,000</u>	<u>61,743</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other	4,454	5,000	4,534
	<u>4,454</u>	<u>5,000</u>	<u>4,534</u>

15. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	69,130	69,130	91,497
Increase to the Provision During the Year	4,592	-	-
Adjustment to the Provision	-	-	(22,367)
Use of the Provision During the Year	-	(30,280)	
Provision at the End of the Year	<u>73,722</u>	<u>38,850</u>	<u>69,130</u>
Cyclical Maintenance - Current	24,041	12,107	12,107
Cyclical Maintenance - Term	49,681	57,023	57,023
	<u>73,722</u>	<u>69,130</u>	<u>69,130</u>

16. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	5,215	4,209	4,209
Later than One Year and no Later than Five Years	5,963	3,426	7,635
Later than Five Years	-	-	-
	<u>11,178</u>	<u>7,635</u>	<u>11,844</u>

17. 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:

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2017	\$	\$	\$		\$
Hall Carpark	<i>in progress</i>	7,055	-	-	-	7,055
LCN Project	<i>in progress</i>	1,573	-	-	-	1,573
Property Project	<i>in progress</i>	(18,022)	31,163	(7,777)	-	5,364
Totals		(9,394)	31,163	(7,777)	-	13,992

Represented by:

Funds Held on Behalf of the Ministry of Education	13,992
Funds Due from the Ministry of Education	-
	<u>13,992</u>

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2016	\$	\$	\$		\$
Hall Carpark	<i>in progress</i>	7,055	-	-	-	7,055
LCN Project	<i>in progress</i>	1,573	-	-	-	1,573
Property Project	<i>in progress</i>	-	-	18,022	-	(18,022)
Totals		8,628	-	18,022	-	(9,394)

18. Funds for RTLB Services

Anchorage Park School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds held at beginning of the year	434	434	-
Revenue			
Other Revenue	-	-	1,237
	-	-	1,237
Total funds available	434	434	1,237
Expenses			
Other Expenses	-	-	681
	-	-	681
Purchase of Assets	-	-	122
Funds Held at Year End	434	434	434

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.

	2017 Actual \$	2016 Actual \$
Board Members		
Remuneration	3,145	3,170
Full-time equivalent members	0.16	0.11
Leadership Team		
Remuneration	296,404	287,298
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	299,549	290,468
Total full-time equivalent personnel	3.16	3.11

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
-	-	-
	0.00	0.00

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

23. Commitments

(a) Capital Commitments

As at 31 December 2017, there were no material capital commitments entered into.
(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier;

	2017 Actual \$	2016 Actual \$
No later than One Year	2,160	2,486
Later than One Year and No Later than Five Years	1,440	3,600
Later than Five Years	-	-
	<u>3,600</u>	<u>6,086</u>

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:

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	33,176	29,390	14,723
Receivables	52,831	50,000	47,612
Investments - Term Deposits	230,000	240,000	-
Total Loans and Receivables	<u>316,007</u>	<u>319,390</u>	<u>62,335</u>

Financial liabilities measured at amortised cost

Payables	62,866	70,000	61,530
Finance Leases	11,178	7,635	11,844
Total Financial Liabilities Measured at Amortised Cost	<u>74,044</u>	<u>77,635</u>	<u>73,374</u>

26. Events After Balance Date

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

Anchorage Park School

Members of the Board of Trustees

As at 31 December 2017

Name	Position	End of Term in Office
Anne Howell	Chairperson	09 June 2019
Lynne Keohane	Principal	09 June 2019
Susie Crenfeldt (Allen)	Staff Representative	09 June 2019
Mariana Martin	Board Member	09 June 2019
Juliann Te Young	Board Member	09 June 2019
Nathaniel Flick	Board Member	09 June 2019
Johanna McCamish	Board Member	09 June 2019
Val Soutar	Board Member	09 June 2019
Kirsty Johnson	Board Member	09 June 2019



National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	11/02/2018
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School Name:	ANCHORAGE PARK	School Number:	1204
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NAG2A (b)(i) Areas of Strength

National Standard area(s): MATHEMATICS

MATHEMATICS:

72% of all students are achieving at or above expectation in Maths

76% of Pasifika students and 76% of boys are achieving at or above expectation

Discussion: Support for teachers from the Maths Specialist Teacher and the implementation targeted Intervention Programme has contributed to improvement in teaching and learning practices

NAG2A (b)(i) Areas for Improvement

National Standard area(s): MATHEMATICS, READING, WRITING

MATHEMATICS

Analysis of the data shows that 25% of students (18 Maori, 8 Pasifika, NZE/Other 16) are achieving below expectations with 3% well below. Further intervention & continued in class support is needed for these students in 2018.

READING

Analysis of data shows that there are several students after 1 year and in Years 3 - 6 that have benefited from additional support – this support needs to continue in 2018 if rates of progress are to be maintained and accelerated



WRITING

Analysis of data shows that students in Years 3 - 4 have benefited from additional support – this support needs to continue in 2018 if rates of progress are to be maintained and accelerated

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

MATHEMATICS / READING / WRITING

Ongoing assessment and analysis of assessment data from standardised tests, observations, OTJs in teams.

Ongoing monitoring / tracking of students making slow progress and at risk of not meeting expectation levels. Using this information to identify issues and address concerns in a more timely manner

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Smaller class sizes Year 1 – 3

Assistance will be sought from external agencies - RLTLB & RTLiT for specialist support for those students achieving well below expectation in Literacy / Mathematics

READING

Continued reading support through Reading Recovery, Quick 60, Teacher Aide in class support, peer support through Rocket Reading, greater use of literacy apps – Sunshine Online, PM Readers Online.

WRITING

Intervention programme – Accelerating Learning in Literacy (ALL) & Supplementary Inquiry Team support programme (Terms 2 – 3) for students below expectation

MATHEMATICS:

Intervention programme – Maths Specialist Teacher (MST) & Supplementary Inquiry Team support programme (Terms 1 – mid Term 4) for students below expectation

NAG2A (b) (iv) Progress Statement

MATHEMATICS:

72% of all students are achieving at or above expectation in Maths (75.2 % in 2015)

Data from the Maths Intervention Programme (MST) showed 80% of students made accelerated progress

Students who remained within the same National Standard band made maturational progress and are close to moving forward on the 4 point scale

READING

66% of all students are achieving at or above expectation (75% in 2016)

Students who remained within the same National Standard band made progress and are close to moving forward on the 4 point scale

WRITING

75% of all students are achieving at or above expectation (80.2 % in 2016)



Data from the Accelerating Literacy Learning (ALL) intervention programme showed 3 of the 6 students (50%) made accelerated progress. The 3 students who remained within the same National Standard band moved sub levels and are close to moving forward on the 4 point scale.

NOTE:

100% of students in Year 6 who have attended our school since age 5 are at or above the National Standard for Writing and Reading

Analysis of Variance Reporting



School Name:	ANCHORAGE PARK	School Number: 1204
Strategic Aim:	<i>All students are able to access the New Zealand Curriculum as evidenced by achievement in relation to both their differentiated learning needs and National Standards.</i>	
Annual Aim:	Students who are at risk of not achieving in relation to the National Standards will have made accelerated (more than one year) progress over the year. Increase the number of students achieving at or above the National Standards for Mathematics, WRITING and Reading.	
Target:	WRITING <ul style="list-style-type: none"> - Students at each year level who were identified as achieving below or well below expected levels in 2016 will make more than one year's progress in relation to the National Standard in 2017 - To increase the number of students achieving at or above National Standards levels 	
Baseline Data:	<u>End 2016</u> <u>Well below</u> = 5 - (5 Maori) <u>Below</u> = 22 - (7 Maori, 7 Pasifika, 8 NZE/Other) <u>At</u> = 84 - (23 Maori, 27 Pasifika, 10 NZE/Other) <u>Above</u> = 18 - (6 Maori, 2 Pasifika, 10 NZE/Other) – 9 boys, 9 girls	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reviewed Writing progressions and redeveloped these into 'student speak' so that students can more easily check their own progress and set appropriate goals</p> <p>Teachers used 'teaching as inquiry' and e-learning resources along with regular team / staff meetings to discuss and monitor student progress / differentiated programmes / support for target groups and individual students at risk of not achieving</p> <p>Continued use of literacy apps, and teacher aide in class support programmes</p> <p>Implemented ALL- Accelerating Learning in Literacy (MOE Contract) in Years 3-6 in 2nd half of year to support 6 students identified as achieving below the National Standard</p> <p>Reviewed Curriculum and Achievement Plan (CaAP)</p> <p>PLD for all class teachers</p> <p>– Murray Gadd – Writing</p> <p>– Apple Ed apps – Stuart Hale</p>	<p><u>Analysis of school-wide writing data from Overall Teacher Judgments in November 2017 showed:</u></p> <ul style="list-style-type: none"> • 125/167 (75%) of all students are progressing and achieving in line with the National Standards. <p><u>Achieving at or above the National Standard:</u></p> <ul style="list-style-type: none"> - NZE/Other – 65 / 77 (84%) - Pasifika -33 / 39 (85%) - Maori – 29 / 51 (57%) - Girls – 60 / 77 (78%) - Boys – 64 / 89 (72%) <p>(1 boy & 2 girls are achieving well above the National Standard)</p> <p>Maori students (51) – 1 well below & 22 below / just below the Nat. Std.</p> <p>Pasifika Students (39) 0 well below & 6 below the Nat. Standard.</p> <p>NZE/Other students (76) 1 well below & 12 below/just below the National Standard</p> <p><u>Accelerating Literacy Learning (ALL)</u></p> <p>Of the 6 Year 3 & 4 students who participated in the ALL programme – 3 made accelerated progress - 2 moving from below to at National Standard expectation and 1 moving from well below to just below National Standard expectation.</p> <p>The 3 students who remained within the same National Standard band moved sub levels and made maturational progress - they are close to moving forward on the 4 point National Standard Scale.</p>	<p>Higher levels than expected of absences due to illness, ongoing health issues and difficult family circumstances impacted on learning progress.</p> <p>7 of the 40 students below the National Standard enrolled in Years 3-6 in the 2nd half of the year in Years 3 - 6</p>	<p>Smaller class sizes in Years 1-3 and more in class teacher aide support for all classes.</p> <p>Monitor attendance more closely for patterns etc and follow up with outside agencies incl SWIS & PHN</p> <p>Continued use and integration of language experience and e-learning to support learning especially for those students at risk of not achieving</p> <p>Continued provision and ongoing monitoring of progress, literacy support and in class teacher aide support across all year levels</p> <p>Implement ALL – Accelerating Literacy Learning Programme in Writing (3rd year programme - MOE contract) in 2018</p> <p>Continue to focus on implementation of culturally responsive practices to facilitate & improve learning and relationships using: Ka Hikitia, Tataiako, Pasifika Education Plan</p> <p><u>Use ERO publications as reference:</u></p> <ul style="list-style-type: none"> - Educationally Powerful Connections with parents & whanau - Using Internal Evaluation for improvement

Planning for next year:

Reapply for ALL – Accelerating Literacy Learning (MOE contract) with a focus on students who are achieving below expectation

Analysis & moderation of writing samples with colleagues from 2 local, similar sized, multicultural schools

Continue the implementation of culturally responsive practices to facilitate learning relationships

Continue to strengthen the transition to school programme

Blogging, 'seesaw' app in senior classes to involve more families (esp Maori families) in their children's learning

Use ERO publications as reference when reviewing current programmes:

-Educationally Powerful Connections with Parents & Whanau

-Using Internal Evaluation for improvement

Analysis of Variance Reporting



School Name:	ANCHORAGE PARK	School Number: 1204
Strategic Aim:	<i>All students are able to access the New Zealand Curriculum as evidenced by achievement in relation to both their differentiated learning needs and National Standards.</i>	
Annual Aim:	<ul style="list-style-type: none"> • Students who are at risk of not achieving in relation to the National Standards will have made accelerated (more than one year) progress over the year. • Increase the number of students achieving at or above the National Standards for MATHEMATICS, Writing and Reading. 	
Target:	<ol style="list-style-type: none"> 1. Year 1-5 students in 2016 who were well below or below the National Standard for Mathematics will have achieved accelerated (more than one year) progress over the year and will be achieving at the National Standard by the end of the current year 2017. 2. To increase the number of students achieving at or above National Standards levels. 	
Baseline Data:	<p><u>End 2016</u> <u>Below</u> = 21 (9 Maori, 7 Pasifika, 5 NZE/Other) – 9 boys & 12 girls <u>At</u> = 76 (27 Maori, 23 Pasifika, 26 NZE / Other) 47 boys, 29 girls <u>Above</u> = 32(5 Maori, 8 Pasifika, 19 NZE / Other) – 19 boys, 13 girls</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reviewed and analysed the assessment data. Identified individual students and their learning needs.</p> <p>Developed targeted programmes to meet the needs of these students and monitored progress regularly throughout the year</p> <p>Implemented 1st year of Maths Support & Intervention Programme (MST) for 30 students in Year 4-6 who were below National Standard</p> <p>Regular team & supplementary inquiry team meetings to discuss and review progress along with monitoring of progress of targeted students in all classes every 3 weeks</p> <p>Continued use of Maths apps, and teacher aide in class support programmes</p> <p>Reviewed & implemented Curriculum and Achievement Plan (CaAP)</p>	<p>Data from the Maths Specialist Teacher Intervention Programme (MST) showed 24/30 (80%) students made accelerated progress.</p> <p>6/30 (20%) students who remained within the same National Standard band made maturational progress and are close to moving forward on the 4 point National Standard Scale.</p> <p><i>Analysis of school-wide Mathematics data from Overall Teacher Judgments in November 2017 showed:</i></p> <ul style="list-style-type: none"> - 83 /167 (50%) of all students are achieving at the National Standard - 37/167 (22%) are above - 42/167 (25%) are below (18 Maori, 8 Pasifika, 16 NZE/Other) - 5/167 (3%) are well below (2 Maori, 1 Pasifika, 2 NZE/Other) - 50 / 77 (65%) girls and 70 / 90 (78%) of boys are achieving at or above the National Standard - 22 boys are above & 2 are well above; 15 girls are above) <p>Maori – 7 are above, 24 are at (61%) Pasifika – 4 are above, 26 are at (77%) NZE/Other – 2 are well above, 24 are above, 33 are at (76%)</p>	<p>Maths Specialist Teacher programme (MST) was implemented as a withdrawal programme in the Year 4-6 classes taught by the Maths Specialist Teacher in Terms 1-4. Classroom teachers were supported by the MST teacher in implementing this intervention.</p> <p>Higher levels than expected of absences due to illness, ongoing health issues and difficult family circumstances impacted on learning progress.</p> <p>14 of the 42 students who were below National Standard - 8 enrolled in the 1st half of the year and 6 in the 2nd half year in Years 3 - 6</p>	<p>Continued use and integration of everyday experiences & e-learning to support learning especially for those students at risk of not achieving</p> <p>Smaller class sizes in Years 1-3 and more in class teacher aide support for all classes.</p> <p>Monitor attendance more closely for patterns etc and follow up with outside agencies incl SWIS & PHN</p> <p>Implement 2nd year of MST - Maths Specialist Teacher Programme (MOE contract) for whole year</p> <p>-Continue to focus on implementation of culturally responsive practices to facilitate & improve learning and relationships using: Ka Hikitia, Tataiako, Pasifika Education Plan, 'Kia hiwa ra',</p> <p><i>Use ERO publications as reference when reviewing current programmes:</i></p> <p>-Educationally Powerful Connections with Parents & Whanau</p> <p>-Using Internal Evaluation for improvement</p>

Planning for next year:

Planning for 2018:

Implement Accelerating Learning in Maths – 2nd year of Maths Specialist Teacher (MST) Programme (MOE contract)
Continue to focus on implementation of culturally responsive practices to facilitate learning relationships
Blogging & 'seesaw' app (or similar) to involve more families (esp Maori & Pasifika families) in their children's learning

Use ERO publications as reference when reviewing current programmes:

- Educationally Powerful Connections with Parents & Whanau
- Using Internal Evaluation for improvement

Analysis of Variance Reporting



School Name:	ANCHORAGE PARK	School Number: 1204
Strategic Aim:	<p><u>Strategic Aim:</u> All students are able to access the NZ Curriculum as evidenced by achievement in relation to both their differentiated learning needs and National Standards</p>	
Annual Aim: Reading	<p>Students who are at risk of not achieving in relation to the National Standards will have made accelerated (more than one year) progress over the year</p> <p>To increase the number of students achieving at or above the National Standards for READING, Writing, Mathematics</p>	
Target:	<p><u>Reading</u> The identified groups of Year 1 – 5 students from 2016 who are achieving well below or below expected levels will have made more than one year's progress in 2017</p> <p>The group of Year 1 – 5 students 2016 identified as being at or above their chronological age and their respective National Standard in 2016 will maintain their rate of progress and be reading above or well above their chronological age and the National Standard for their year level in 2017</p>	
Baseline Data:	<p><u>End 2016</u> <u>Well below</u> = 9 (6 Maori, 2 Pasifika) – 7 boys & 2 girls <u>Below</u> = 26 (8 Maori, 11 Pasifika, 7 NZE/Other) – 14 boys & 12 girls <u>At</u> = 50 (12 Maori, 18 Pasifika, 20 NZE / Other) 27 boys, 23 girls <u>Above</u> = 44 (11 Maori, 7 Pasifika, 26 NZE / Other) – 27 boys, 17 girls</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reviewed Reading progressions and redeveloped these into 'student speak' so that students can more easily check their own progress and set appropriate goals</p> <p>Ongoing individual and team reviews of assessment data and identification of the individual students and their learning needs</p> <p>Teachers used 'teaching as inquiry' and e-learning skills and strategies to develop, implement, monitor & assess programmes to meet the needs of these students</p> <p>Regular team / staff meetings to discuss student progress / differentiated programmes / support for target groups and individual students</p> <p>Continued Sunshine Online, Reading Recovery, Quick 60 Reading programme, use of literacy apps, and teacher aide in class support for programmes</p> <p>Specialist support from RTLb including PLD for teachers</p> <p>Purchased PM Online and additional resources</p> <p>Continued 'Reading Before School' initiative</p>	<p>Analysis of school-wide reading data from Overall Teacher Judgments in 2017 showed: 111/167 (66%) of all students are progressing and achieving in line with the National Standards.</p> <p>- 25 / 39 (64%) Pasifika students; - 28 / 51 (55%) Maori students - 58 / 77 (75%) NZE / Other</p> <p>- 49 / 77 (64%) girls and - 43 / 90 (48%) of boys are achieving at or above the National Standard – of these, 7 boys & 4 girls, 3 Maori & 2 Pasifika students are achieving well above the National Standard</p> <p>Maori students (51) – 4 are well below & 19 are below the National Standard.</p> <p>Pasifika Students (39) 0 are well below and 14 are below the National Standard</p> <p>NZE/Other students (76) 3 are well below and 16 are below the National Standard</p> <p>Those students who were 'well below' participated in the Quick 60 reading programme and received in class teacher aide support, and specialist support through RTLb or Reading Recovery</p>	<p>Absences through illness, ongoing health related issues and difficult family circumstances impacted on attendance and learning progress.</p> <p>Of the 32 students in Years 1-3 who were below the National Standard at their anniversary date, 6 were just 'below' and 2 moved to 'at' standard within 2 months of their anniversary date.</p> <p>For 11 of these students English is their second language.</p> <p>Of the 16 students in Years 4 – 6 who were 'below' the National Standard, all made maturational progress but remained within the 'below' National Standard age band</p>	<p>Smaller class sizes in Years 1-3 and more in class teacher aide support for all classes.</p> <p>Continue to use and integrate e-learning to support learning</p> <p>Monitor attendance more closely for patterns etc and follow up with outside agencies incl SWIS & PHN</p> <p>Continue to refine 'teaching as inquiry' skills and strategies including data analysis skills with particular focus on improving progress and achievement for all students across the school.</p> <p>Continue provision and ongoing monitoring of learning support programmes – Reading Recovery, Literacy Support Programme, in class teacher aide support, & external support through RTLb and RTLb.</p> <p>Consider implementing Accelerating Literacy Learning Intervention with a focus on Reading in 2018 and 'Reading Together' Parent Support programme</p> <p>Continue to focus on implementation of culturally responsive practices to facilitate & improve learning and relationships using:</p> <ul style="list-style-type: none"> - Ka Hikitia, Tataiako, Pasifika Education Plan, ERO - Educationally Powerful Connections with parents & whanau

Planning for next year: 2018

Access external support (RTLB & RTLiT) as appropriate

Smaller class sizes in Years 1-3

Focus on implementation of culturally responsive practices to facilitate effective learning relationships

Continue peer support through 'Rocket Reading' before school programme

Continue to strengthen the transition to school programme

Implement blogging & 'seesaw' app (or similar) to involve more families (esp Maori families) in their children's learning

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.