

# RUAKAKA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	1094
<b>Principal:</b>	Marilyn Dunn
<b>School Address:</b>	12 Sandford Road
<b>School Postal Address:</b>	12 Sandford Road, RUAKAKA , 0171
<b>School Phone:</b>	09 432 7503
<b>School Email:</b>	irenep@ruakaka.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
James McCullough	Chairperson	Elected	Jun 2019
Marilyn Heather Dunn	Principal	ex Officio	
Steve York	Parent Rep	Elected	Jun 2019
Maudie Teani Armstrong	Parent Rep	Elected	Jun 2019
Henry Coll	Parent Rep	Elected	Jun 2019
Frances Henri Toko	Parent Rep	Co-opted	Jun 2019
Ryan Matthew Green	Staff Rep	Elected	Jun 2019

<b>Accountant / Service Provider:</b>	Education Services Ltd
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# **RUAKAKA SCHOOL**

Annual Report - For the year ended 31 December 2018

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# Ruakaka 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.

Henry Edward Coll  
Full Name of Board Chairperson

MARILYN HEATHER DUNN  
Full Name of Principal

H E Coll  
Signature of Board Chairperson

M H Dunn  
Signature of Principal

30/5/19  
Date:

30/5/19  
Date:

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

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	2,460,763	1,960,489	2,287,961
Locally Raised Funds	3	71,506	66,558	95,104
Interest Earned		13,087	8,500	12,707
Gain on Sale of Property, Plant and Equipment		5,344	-	-
		<hr/> 2,550,700	<hr/> 2,035,547	<hr/> 2,395,772
<b>Expenses</b>				
Locally Raised Funds	3	50,104	32,900	48,306
Learning Resources	4	1,725,614	1,413,299	1,511,394
Administration	5	140,211	135,293	132,932
Finance Costs		1,277	180	364
Property	6	499,741	432,666	477,198
Depreciation	7	88,040	83,350	63,039
Loss on Disposal of Property, Plant and Equipment		5,263	-	1,140
		<hr/> 2,510,250	<hr/> 2,097,688	<hr/> 2,234,373
<b>Net Surplus / (Deficit)</b>		40,450	(62,141)	161,399
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/> 40,450	<hr/> <hr/> (62,141)	<hr/> <hr/> 161,399

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

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

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	640,473	473,361	479,074
Total comprehensive revenue and expense for the year	40,450	(62,141)	161,399
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	3,232	-	-
<b>Equity at 31 December</b>	684,155	411,220	640,473
Retained Earnings	684,155	411,220	640,473
<b>Equity at 31 December</b>	684,155	411,220	640,473

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

**Ruakaka School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	224,472	80,018	347,949
Accounts Receivable	9	137,868	58,332	87,812
GST Receivable		9,237	9,718	1,513
Prepayments		1,761	1,466	2,892
Inventories	10	3,576	1,752	6,507
Investments	11	163,008	64,244	108,826
Funds owed for Capital Works Projects	18	99	-	20,066
		540,021	215,530	575,565
<b>Current Liabilities</b>				
Accounts Payable	13	132,606	86,048	114,094
Revenue Received in Advance	14	605	7,194	4,240
Provision for Cyclical Maintenance	15	17,348	12,262	24,685
Finance Lease Liability - Current Portion	16	6,747	-	5,228
Funds held in Trust	17	-	-	(87)
		157,306	105,504	148,160
<b>Working Capital Surplus/(Deficit)</b>		382,715	110,026	427,405
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	330,560	312,447	240,481
		330,560	312,447	240,481
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	22,134	11,253	18,255
Finance Lease Liability	16	6,986	-	9,158
		29,120	11,253	27,413
<b>Net Assets</b>		684,155	411,220	640,473
<b>Equity</b>		684,155	411,220	640,473

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

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

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		675,782	642,081	767,015
Locally Raised Funds		60,783	66,558	92,622
Goods and Services Tax (net)		(7,724)	-	8,205
Payments to Employees		(439,986)	(444,676)	(414,108)
Payments to Suppliers		(227,250)	(212,271)	(236,488)
Cyclical Maintenance Payments in the year		-	(14,500)	-
Interest Paid		(1,277)	(180)	(364)
Interest Received		13,876	8,500	10,483
Net cash from / (to) the Operating Activities		74,204	45,512	227,365
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(168,321)	(214,360)	(51,190)
Purchase of Investments		(50,000)	-	(108,826)
Proceeds from Sale of Investments		-	-	64,244
Net cash from / (to) the Investing Activities		(218,321)	(214,360)	(95,772)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,232	37,050	-
Finance Lease Payments		(2,646)	(3,600)	(657)
Funds Administered on Behalf of Third Parties		87	-	(87)
Funds Held for Capital Works Projects		19,967	-	1,684
Net cash from Financing Activities		20,640	33,450	940
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(123,477)</b>	<b>(135,398)</b>	<b>132,533</b>
Cash and cash equivalents at the beginning of the year	8	347,949	215,416	215,416
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>224,472</b>	<b>80,018</b>	<b>347,949</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 excluded.

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

# **Ruakaka School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2018**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

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

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

###### ***Critical Accounting Estimates And Assumptions***

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

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



#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

##### **Other Grants**

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

##### **Donations, Gifts and Bequests**

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

##### **Interest Revenue**

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

#### **d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

**i) Inventories**

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

**j) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

**k) Property, Plant and Equipment**

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

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

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

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

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

#### **Leased Assets**

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

#### **Depreciation**

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	15 years
Furniture and Equipment	5-20 years
Information and Communication	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

#### **l) Intangible Assets**

##### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

##### **Non cash generating assets**

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

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

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

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

#### **n) Accounts Payable**

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

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

##### *Long-term employee entitlements*

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

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

#### **p) Revenue Received in Advance**

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

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

#### **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **t) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	454,651	444,326	413,474
Teachers' salaries grants	1,369,665	992,519	1,179,004
Use of Land and Buildings grants	384,629	325,409	372,855
Resource teachers learning and behaviour grants	21,487	16,335	3,055
Other MoE Grants	160,490	145,900	249,322
Transport grants	69,841	36,000	40,401
Other government grants	-	-	29,850
	<b>2,460,763</b>	<b>1,960,489</b>	<b>2,287,961</b>

## 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	19,193	38,000	28,746
Bequests & Grants	8,889	-	20,627
Activities	10,526	2,500	16,903
Trading	8,732	8,500	6,674
Fundraising	2,062	200	1,239
After School Care	22,104	17,358	20,915
	<b>71,506</b>	<b>66,558</b>	<b>95,104</b>
<b>Expenses</b>			
Activities	25,824	10,900	30,209
Trading	8,088	8,000	2,854
Fundraising costs	129	-	-
After School Care	16,063	14,000	15,243
	<b>50,104</b>	<b>32,900</b>	<b>48,306</b>
<i>Surplus for the year Locally raised funds</i>	<b>21,402</b>	<b>33,658</b>	<b>46,798</b>

## 4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	61,733	65,075	50,139
Library resources	1,102	800	1,042
Employee benefits - salaries	1,639,914	1,314,474	1,437,623
Staff development	18,990	17,600	10,645
R&m & Purchases <\$500	3,875	15,350	11,945
	<b>1,725,614</b>	<b>1,413,299</b>	<b>1,511,394</b>

## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,750	4,800	4,579
Board of Trustees Fees	3,020	3,500	3,240
Board of Trustees Expenses	6,144	6,465	3,366
Communication	3,769	3,950	3,838
Consumables	15,752	11,500	14,242
Operating Lease	95	3,600	3,448
Other	8,448	10,200	7,515
Employee Benefits - Salaries	84,316	79,778	80,717
Insurance	3,249	500	2,567
Service Providers, Contractors and Consultancy	10,668	11,000	9,420
	<u>140,211</u>	<u>135,293</u>	<u>132,932</u>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	11,691	7,700	11,333
Cyclical Maintenance Expense	(3,458)	7,307	6,177
Grounds	10,197	3,950	3,488
Heat, Light and Water	16,797	11,500	15,466
Repairs and Maintenance	12,093	10,100	4,804
Use of Land and Buildings	384,629	325,409	372,855
Security	1,787	1,500	1,304
Employee Benefits - Salaries	66,005	65,200	61,771
	<u>499,741</u>	<u>432,666</u>	<u>477,198</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)	\$
Buildings	737	974	737
Building Improvements	3,955	4,436	3,355
Furniture and Equipment	24,062	31,334	23,698
Information and Communication Technology	52,004	42,699	32,294
Leased Assets	6,531	2,983	2,256
Library Resources	751	924	699
	<u>88,040</u>	<u>83,350</u>	<u>63,039</u>

## 8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	40	-	40
ASB 01 Main Account	79,739	72,717	119,893
ASB 61 Business Saver	7,332	7,301	7,318
Short-term Bank Deposits	137,361	-	220,698
Cash equivalents for Cash Flow Statement	<u>224,472</u>	<u>80,018</u>	<u>347,949</u>

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



## 9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	39,621	4,894	10,868
Receivables from the Ministry of Education	4,527	-	427
Interest Receivable	1,795	360	2,584
Teacher Salaries Grant Receivable	91,925	53,078	73,933
	<u>137,868</u>	<u>58,332</u>	<u>87,812</u>

Receivables from Exchange Transactions	41,416	5,254	13,452
Receivables from Non-Exchange Transactions	96,452	53,078	74,360
	<u>137,868</u>	<u>58,332</u>	<u>87,812</u>

## 10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	3,576	1,752	6,507
	<u>3,576</u>	<u>1,752</u>	<u>6,507</u>

## 11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	163,008	64,244	108,826



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Buildings	4,392	-	-	-	(737)	<b>3,654</b>
Building Improvements	33,252	50,000	-	-	(3,955)	<b>79,297</b>
Furniture and Equipment	129,796	16,398	(3,055)	-	(24,062)	<b>119,077</b>
Information and Communication Tech	56,197	111,822	(2,864)	-	(52,004)	<b>113,151</b>
Leased Assets	13,608	5,393	-	-	(6,531)	<b>12,470</b>
Library Resources	3,236	426	-	-	(751)	<b>2,911</b>
<b>Balance at 31 December 2018</b>	<b>240,481</b>	<b>184,039</b>	<b>(5,919)</b>	<b>-</b>	<b>(88,040)</b>	<b>330,560</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Buildings	11,052	(7,398)	<b>3,654</b>
Building Improvements	100,309	(21,012)	<b>79,297</b>
Furniture and Equipment	295,747	(176,670)	<b>119,077</b>
Information and Communication	249,854	(136,703)	<b>113,151</b>
Leased Assets	21,889	(9,419)	<b>12,470</b>
Library Resources	57,413	(54,502)	<b>2,911</b>
<b>Balance at 31 December 2018</b>	<b>736,264</b>	<b>(405,704)</b>	<b>330,560</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Buildings	5,129	-	-	-	(737)	<b>4,392</b>
Building Improvements	36,607	-	-	-	(3,355)	<b>33,252</b>
Furniture and Equipment	122,839	30,881	(226)	-	(23,698)	<b>129,796</b>
Information and Communication Tech	68,116	21,289	(914)	-	(32,294)	<b>56,197</b>
Leased Assets	2,093	13,771	-	-	(2,256)	<b>13,608</b>
Library Resources	3,828	107	-	-	(699)	<b>3,236</b>
<b>Balance at 31 December 2017</b>	<b>238,612</b>	<b>66,048</b>	<b>(1,140)</b>	<b>-</b>	<b>(63,039)</b>	<b>240,481</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Buildings	11,053	(6,661)	<b>4,392</b>
Building Improvements	50,308	(17,056)	<b>33,252</b>
Furniture and Equipment	324,981	(195,185)	<b>129,796</b>
Information and Communication	230,246	(174,049)	<b>56,197</b>
Leased Assets	16,496	(2,888)	<b>13,608</b>
Library Resources	56,987	(53,751)	<b>3,236</b>
<b>Balance at 31 December 2017</b>	<b>690,071</b>	<b>(449,590)</b>	<b>240,481</b>

### 13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	20,376	20,569	27,169
Accruals	4,750	5,188	4,579
Capital accruals for PPE items	11,413	-	1,250
Employee Entitlements - salaries	91,925	53,078	73,933
Employee Entitlements - leave accrual	4,142	7,213	7,163
	<u>132,606</u>	<u>86,048</u>	<u>114,094</u>
Payables for Exchange Transactions	132,606	86,048	114,094
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>132,606</u>	<u>86,048</u>	<u>114,094</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue Received In Advance	605	7,194	4,240
	<u>605</u>	<u>7,194</u>	<u>4,240</u>

### 15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	42,940	16,208	36,763
Increase/(decrease) to the Provision During the Year	(3,458)	7,307	6,177
Provision at the End of the Year	<u>39,482</u>	<u>23,515</u>	<u>42,940</u>
Cyclical Maintenance - Current	17,348	12,262	24,685
Cyclical Maintenance - Term	22,134	11,253	18,255
	<u>39,482</u>	<u>23,515</u>	<u>42,940</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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	6,747	-	5,228
Later than One Year and no Later than Five Years	6,986	-	9,158
	<u>13,733</u>	<u>-</u>	<u>14,386</u>

## 17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	(87)
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	-	(87)

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

## 18. Funds Owed (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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Modifications	<i>completed</i>	20,066	20,332	266	-	-
Room 12 Project	<i>in progress</i>	-	9,123	9,222	-	99
Replace Wastewater Pump	<i>completed</i>	-	20,027	20,027	-	-
Totals		20,066	49,482	29,515	-	99

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	99
	99

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Modifications	<i>in progress</i>	21,750	427,422	425,738	-	20,066
Totals		21,750	427,422	425,738	-	20,066

## 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	3,020	3,240
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	521,998	510,924
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	525,018	514,164
Total full-time equivalent personnel	5.10	5.10

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

### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	0.00
	1.00	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:

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

## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

### (b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	72
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	72

## 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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	224,472	80,018	347,949
Receivables	137,868	58,332	87,812
Investments - Term Deposits	163,008	64,244	108,826
Total Loans and Receivables	525,348	202,594	544,587

### Financial liabilities measured at amortised cost

Payables	132,606	86,048	114,094
Borrowings - Loans	-	-	-
Finance Leases	13,733	-	14,386
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	146,339	86,048	128,480

## **26. Events After Balance Date**

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

## **27. Comparatives**

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

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF RUAKAKA SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Ruakaka School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31/5/19. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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



## **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.



- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises of the Kiwisport Report, National Standards Commentary Reporting and the Members of the Board of Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

## Independence

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

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



.....  
**Sungesh Singh**  
**UHY Haines Norton (Auckland) Limited**  
**On behalf of the Auditor-General**  
**Auckland, New Zealand**

# KiwiSport Statement for Ruakaka School 2018

This is a statement of income and expenditure for KiwiSport for 2018.

## Income

<b>Total Income</b>	<b>\$3,4080</b>
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## Expenditure

<b>Activity</b>	<b>Amount Spent</b>
Transport to Senior swimming sports	\$268
Winter Sports tournament OTP transport	\$435
Whangarei Youth Summit for year 6 children	\$350
Youth Summit Transport to Kensington Stadium	\$191
Cross country transport to Ruakaka Camp Ground	\$391
Northland Equestrian - Riding	\$435
Northland Equestrian - Riding	\$435
Northland Equestrian - Riding	\$435
Nolan Keith - Fishing travel	\$82
Bream Bay Charters - Fish Trip	\$435
<b>Total Expenditure</b>	<b>\$3,457</b>



# **RUAKAKA SCHOOL**

## **ANALYSIS OF VARIANCE REPORT**

### **2018**

#### **SCHOOL – WIDE GOALS 2018**

**Targets for improving student progress and achievement**

- 1. To raise the rate of progress for all students, in particular those deemed at risk of not achieving at the expected level of the New Zealand Curriculum in Numeracy.*

#### **Target 2018**

**80% of Year 0 - 2 students will reach the required Numeracy stage for their age in Number Knowledge by the end of the year.**

**80% of all year 3-6 students will reach the required Numeracy stage for their age in Number.**

**Target groups: Year 3 Māori boys, Year 4 Māori (male and female), Year 6 Maori girls.**

- 2. To raise the rate of progress for all students, in particular those deemed at risk of not achieving at the expected level of the New Zealand Curriculum in writing.*

#### **Target 2 2018**

**70% of all children will achieve at or above the expected curriculum level in writing.**

**Target groups – All students and all Maori students (excluding those children identified with Special Needs).**

**Analysis of Variance 2018**  
**OTJ' Overall Teacher Judgement**



In this report:

- Summative Assessment reported to BOT yearly timetable
- Formative Assessment options
- School Wide Targets for Term 4
- Student Summative results for Numeracy
- Interventions to accelerate progress

## Summative Assessment – Non Negotiable

The following assessment requirements are to be completed within the timeframes below, by all teachers for 2018. (Summative). This School Wide Assessment allows us to compare results for the first half of the year with the second half of the year to determine progress for each student.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Writing</b>	<b>Writing</b> <b>Yr 1 – 3</b> NZ Curriculum Matrix <b>Recount</b>  <b>Writing</b> <b>Yr 4 - 6</b> Writing AstTle <b>Room 5, 6, 11, 12</b> <b>Persuade</b>  <b>Room 13, 14</b> <b>Describe a process</b>		<b>Writing</b> <b>Yr 1 – 3</b> NZ Curriculum Matrix <b>Recount</b>  <b>Writing</b> <b>Yr 4 - 6</b> Writing AstTle <b>Room 5, 6, 11, 12</b> <b>Persuade</b>  <b>Room 13, 14</b> <b>Imaginative Recount</b>	
<b>Numeracy</b>		<b>Numeracy</b> Stage 3 and below JAM  Stage 4 and above GLOSS		<b>Numeracy</b> Stage 3 and below JAM  Stage 4 and above GLOSS
<b>Reading</b>	<b>Reading</b>  Running Record/Probe		<b>Reading</b>  Running Record/Probe	
<b>Reports</b>		<b>Mid Year Report</b> End of Term 2		<b>End of Year Report</b> End of Term 4
<b>Interviews</b>		<b>Parent Interviews</b> End of Term 2 after Mid Year Reports are completed		

## Formative Assessment – Optional

The following assessment is optional for teachers to use as they need in the classroom to assist them in making their overall OTJ.

<b>Writing</b>	Assessment Resource Bank (ARBS) PaCT In class observations In class learning conversations Writing samples Use of Writing Exemplars Teacher reflections Collegial Discussions Feedback/Feedforward – Next Steps PAT Spelling Schonell Spelling Test Francine Johnston Test Joy Allcock Tests Jolly Phonics Tests Essential Spelling Lists Hand Writing Samples
<b>Numeracy</b>	PAT Maths E AsTTle Maths Assessment Resource Bank (ARBS) Prime Maths Basic Facts Place Value Study Ladder Maths Buddy NumPA IKAN E Ako In class observations In class learning conversations Maths samples Use of Maths exemplars Teacher reflections Collegial Discussions Feedback/Feedforwrd – Next Steps
<b>Reading</b>	PaCT PAT Reading E AsTTle Reading Assessment Resource Bank (ARBS) STAR In class observations In class learning conversations Teacher reflections Collegial Discussions Feedback/Feedforwrd – Next Steps

### ***How do we make our OTJ's at Ruakaka School?***

Data is gathered from several sources of information to form an **overall teacher judgement**. The data is collected from three key areas as identified by the ministry of education...

- Tools- standardised tests
- Observation processes-such as book samples, work samples, ARB samples (assessment resource bank), observations in class/groups etc.
- Learning Conversations- with each student, interviews, explanations, discussions etc.

Students who have less than 40 weeks at school are not included in this data. The following data gives the BOT a glimpse of where the school currently sits in relation to the NZ Curriculum. This data is used to identify cohorts/targets in need, a list of priority learners is kept school wide to track their progress, remedial programme recommendations are made to SENCO, professional development is identified for staff and inquiry into teacher practice is sort.

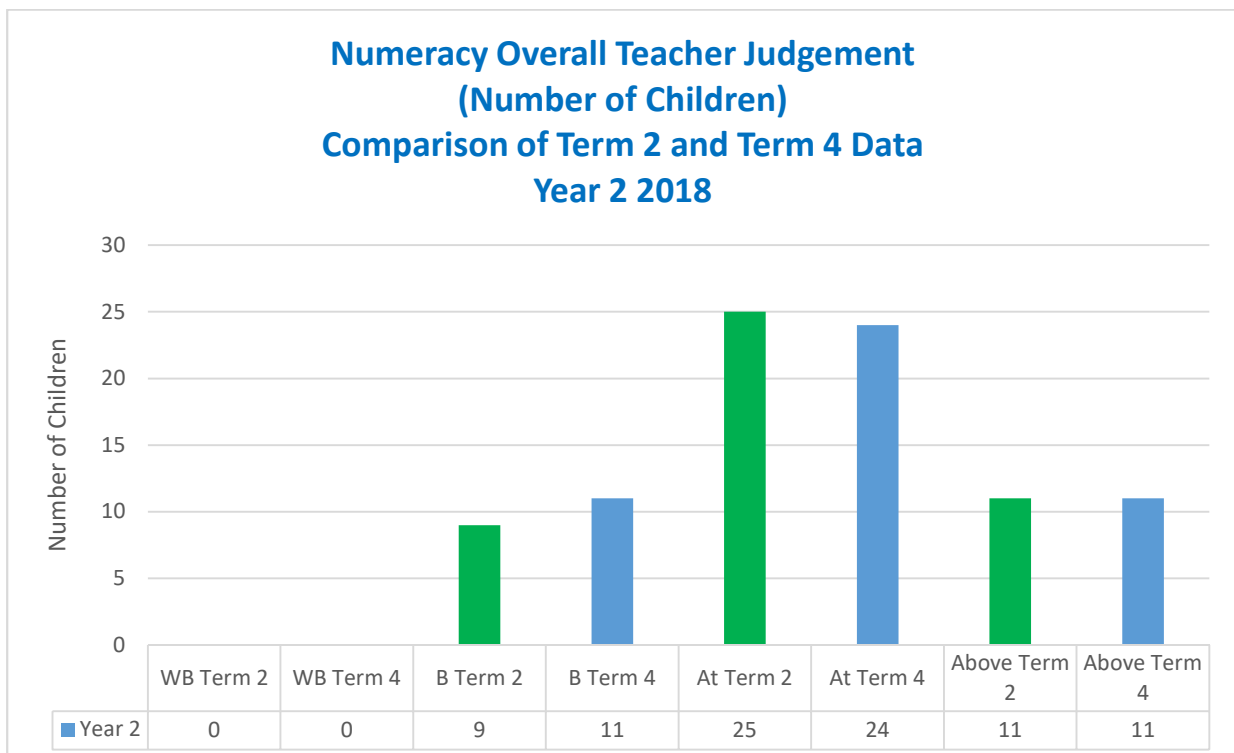
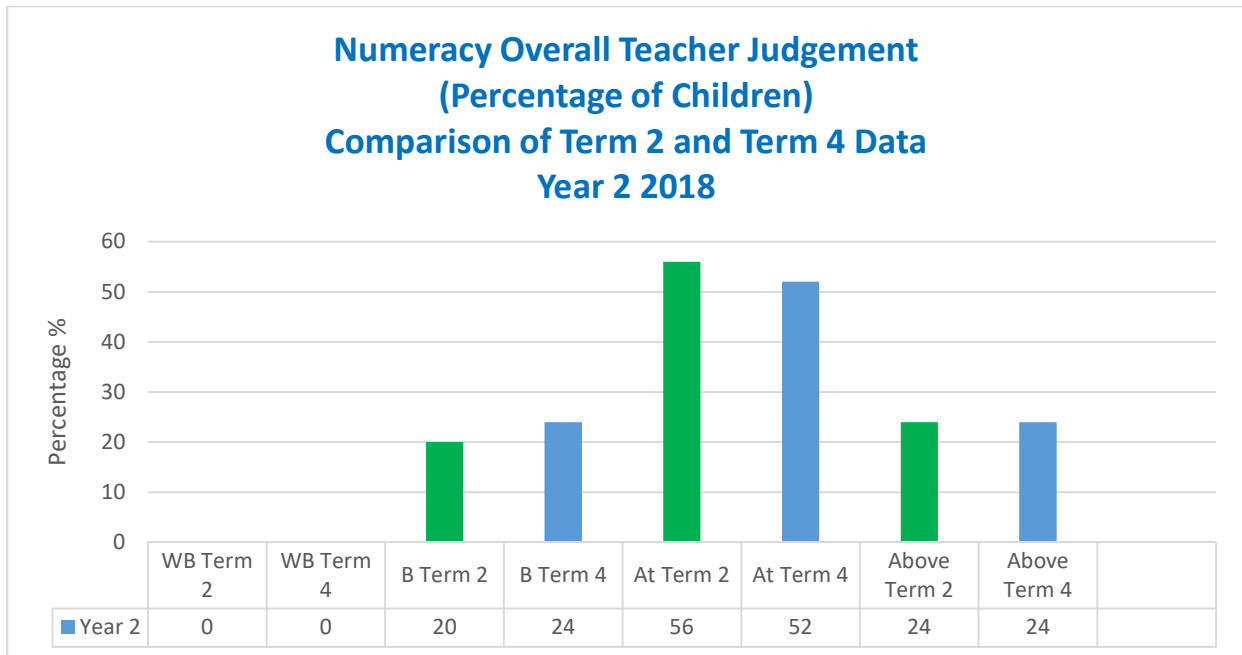
Each syndicate is involved in identifying how they plan to lift achievement especially those deemed at risk/well below. This group of students is identified as the 'Target Group'.



## Numeracy School Wide Target

80% of Year 0 - 2 students will reach the required Numeracy stage for their age in Number Knowledge by the end of the year.

80% of all year 3-6 students will reach the required numeracy stage for their age in Number.



## Shifts Year 2

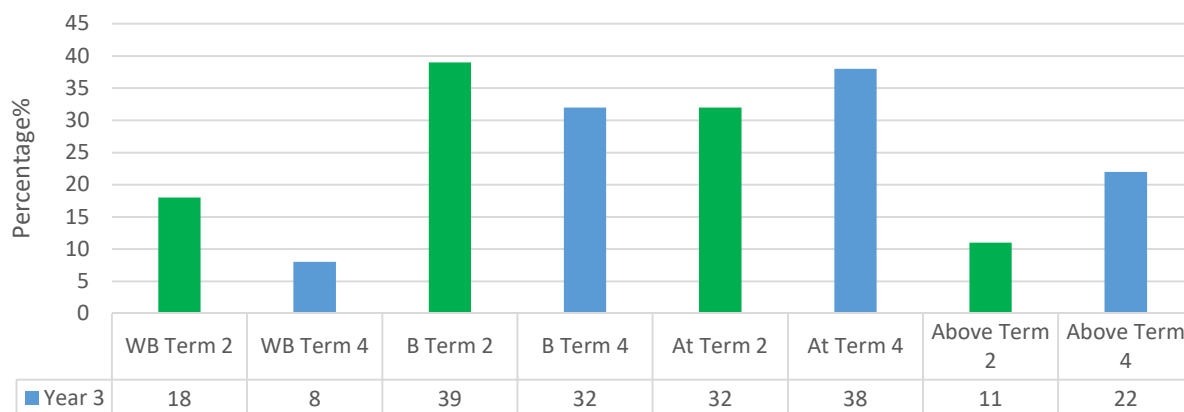
Below Term 2	Below Term 4	Shift %
20	24	-4
At Term 2	At Term 4	Shift %
56	52	-4
Above Term 2	Above Term 4	Shift %
24	24	0

Below Term 2	Below Term 4	# Chn
9	11	-2
At Term 2	At Term 4	# Chn
25	24	-1
Above Term 2	Above Term 4	# Chn
11	11	0

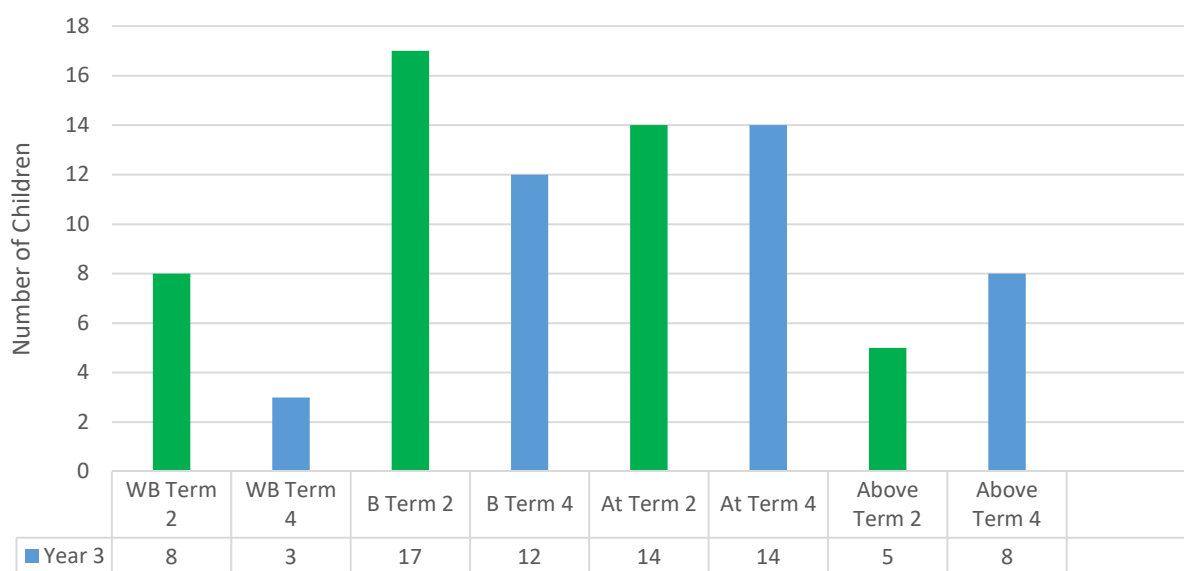
### Analysis

Term 2 data shows 80% of children were 'at' or 'above' in Numeracy. In term 4, 76% of children are now 'at' or 'above' in Numeracy

**Numeracy Overall Teacher Judgement  
(Percentage of Children)  
Comparison of Term 2 and Term 4 Data  
Year 3 2018**



**Numeracy Overall Teacher Judgement  
(Number of Children)  
Comparison of Term 2 and Term 4 Data  
Year 3 2018**



### Shifts Year 3

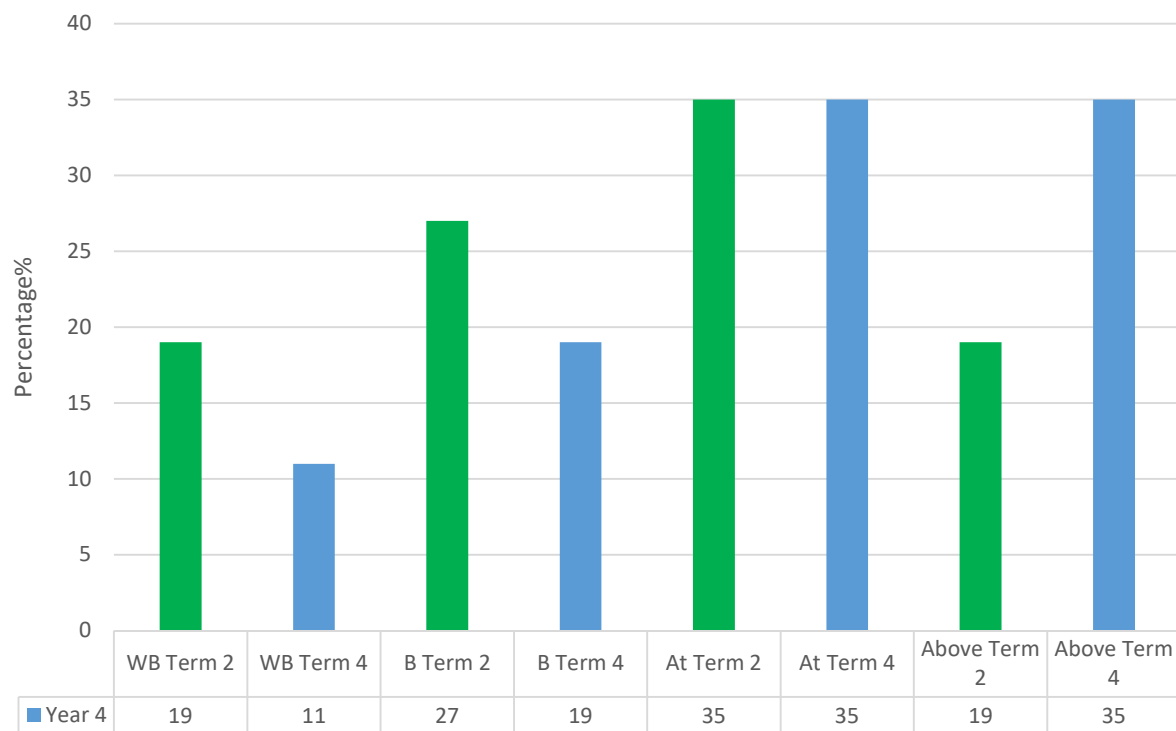
Well Below Term 2	Well Below Term 4	Shift %
18	8	+10
Below Term 2	Below Term 4	Shift %
39	32	+7
At Term 2	At Term 4	Shift %
32	38	+6
Above Term 2	Above Term 4	Shift %
11	22	+11

Well Below Term 2	Well Below Term 4	# Chn
8	3	+5
Below Term 2	Below Term 4	# Chn
17	12	+5
At Term 2	At Term 4	# Chn
14	14	0
Above Term 2	Above Term 4	# Chn
5	8	+3

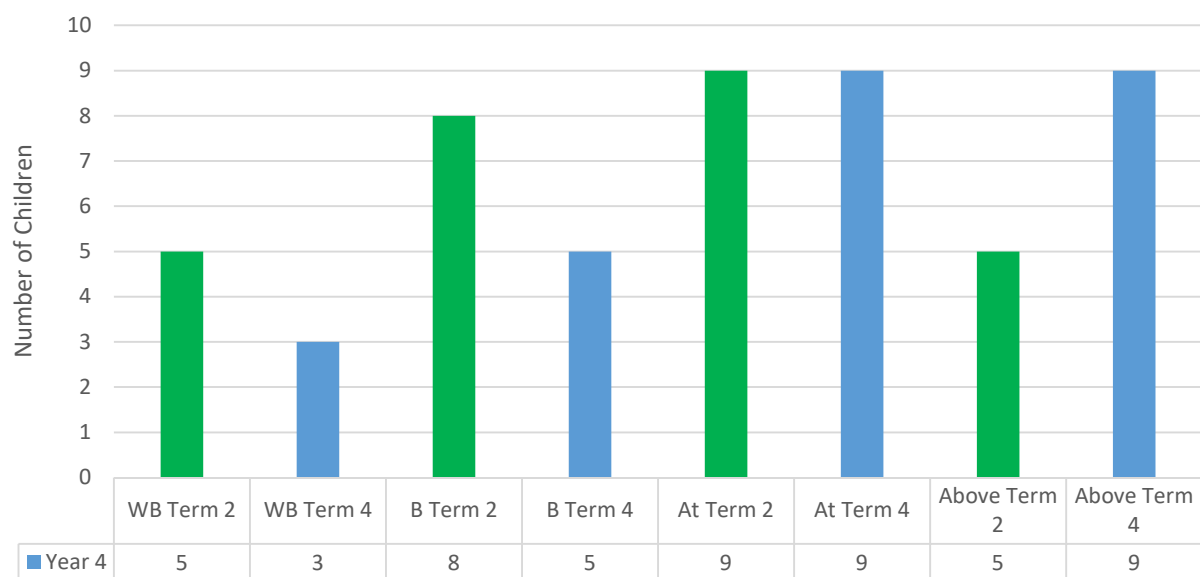
### Analysis

Term 2 data shows 43% of children were 'at' or 'above' in Numeracy. In term 4, 60% of children are now 'at' or 'above' in Numeracy

**Numeracy Overall Teacher Judgement  
(Percentage of Children)  
Comparison of Term 2 and Term 4 Data  
Year 4 2018**



**Numeracy Overall Teacher Judgement  
(Number of Children)  
Comparison of Term 2 and Term 4 Data  
Year 4 2018**



## Shifts Year 4

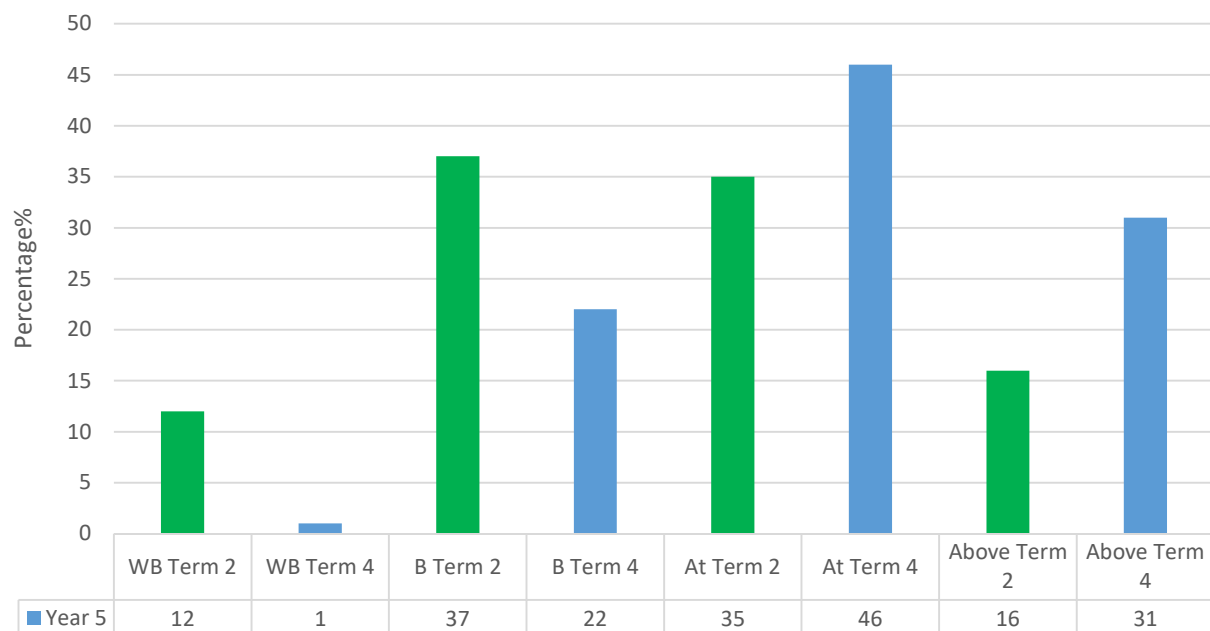
Well Below Term 2	Well Below Term 4	Shift %
19	11	+8
Below Term 2	Below Term 4	Shift %
27	19	+8
At Term 2	At Term 4	Shift %
35	35	0
Above Term 2	Above Term 4	Shift %
19	35	+16

Well Below Term 2	Well Below Term 4	# Chn
5	3	+2
Below Term 2	Below Term 4	# Chn
8	5	+3
At Term 2	At Term 4	# Chn
9	9	0
Above Term 2	Above Term 4	# Chn
5	9	+4

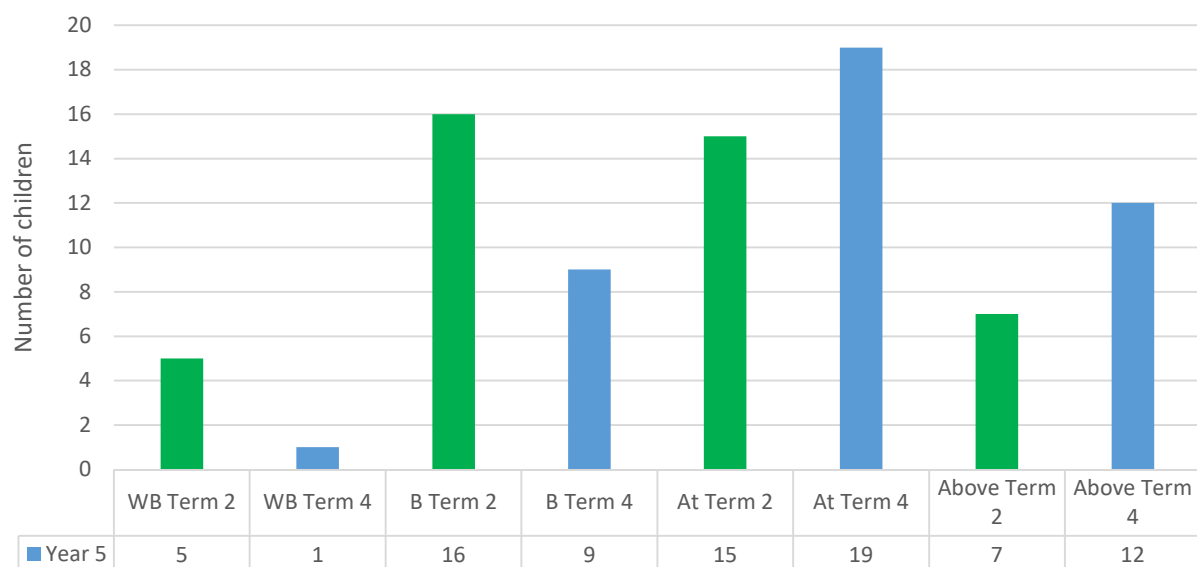
### Analysis

Term 2 data shows 54% of children were 'at' or 'above' in Numeracy. In term 4, 70% of children are now 'at' or 'above' in Numeracy

**Numeracy Overall Teacher Judgement  
(Percentage of Children)  
Comparison of Term 2 and Term 4 Data  
Year 5 2018**



**Numeracy Overall Teacher Judgement  
(Number of Children)  
Comparison of Term 2 and Term 4 Data  
Year 5 2018**



## Shifts Year 5

Well Below Term 2	Well Below Term 4	Shift %
12	1	+11
Below Term 2	Below Term 4	Shift %
37	22	+15
At Term 2	At Term 4	Shift %
35	46	+11
Above Term 2	Above Term 4	Shift %
16	31	+15

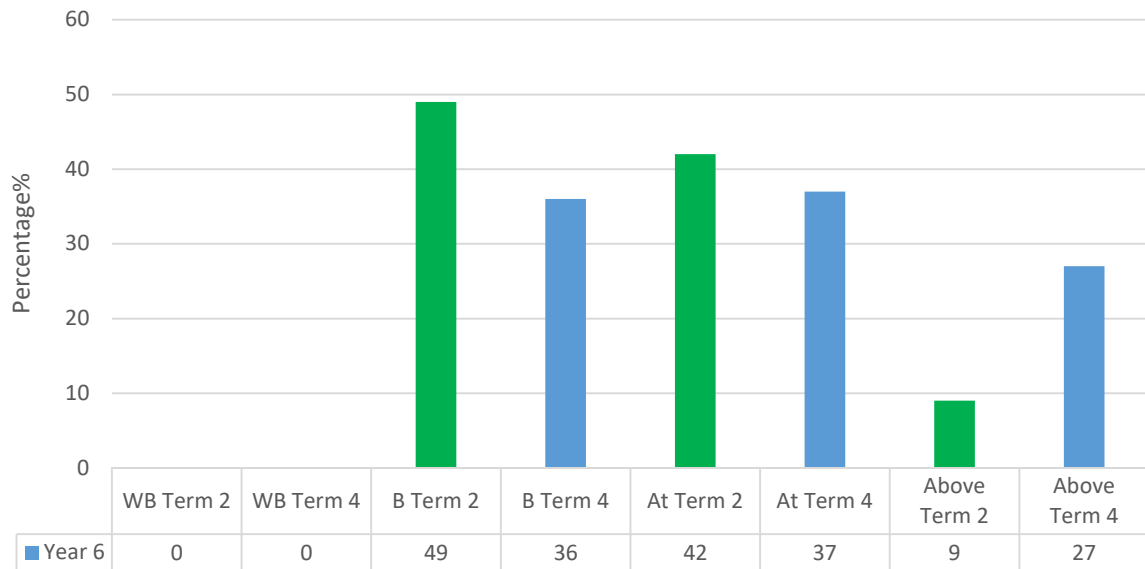
Well Below Term 2	Well Below Term 4	# Chn
5	1	+4
Below Term 2	Below Term 4	# Chn
16	9	+7
At Term 2	At Term 4	# Chn
15	19	+4
Above Term 2	Above Term 4	# Chn
7	12	+5

### Analysis

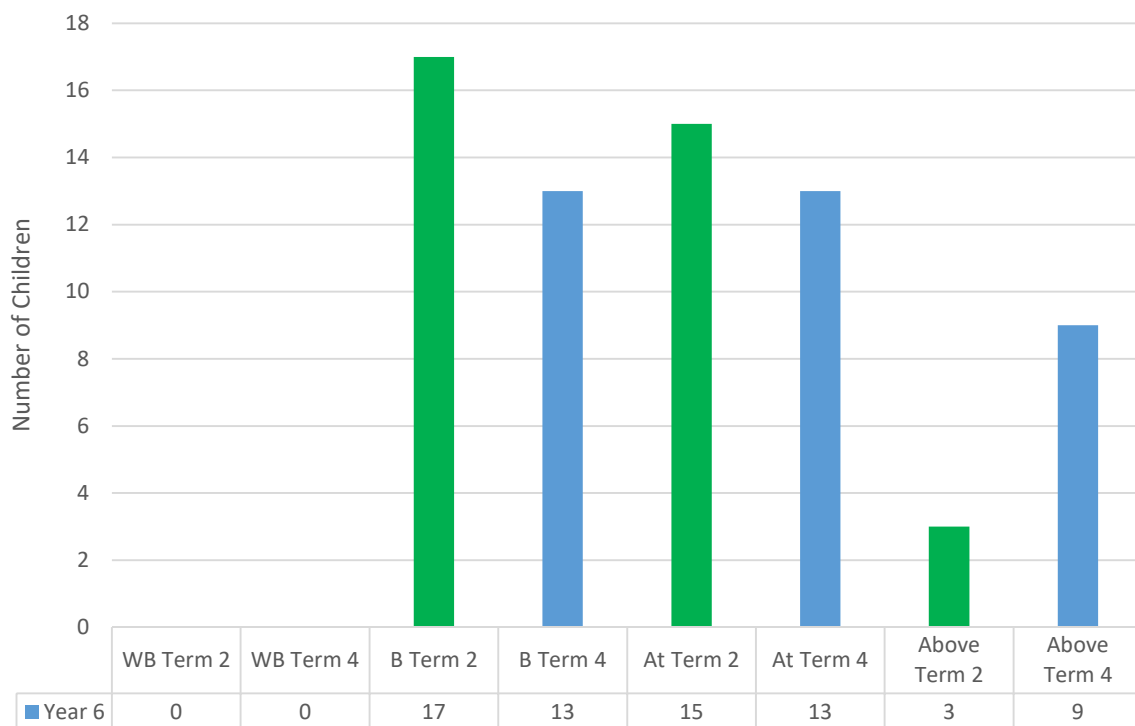
Term 2 data shows 51% of children were 'at' or 'above' in Numeracy. In term 4, 77% of children are now 'at' or 'above' in Numeracy.



**Numeracy Overall Teacher Judgement  
(Percentage of Children)  
Comparison of Term 2 and Term 4 Data  
Year 6 2018**



**Numeracy Overall Teacher Judgement  
(Number of Children)  
Comparison of Term 2 and Term 4 Data  
Year 6 2018**



## Shifts Year 6

Below Term 2	Below Term 4	Shift %
49	36	+13
At Term 2	At Term 4	Shift %
42	37	+5
Above Term 2	Above Term 4	Shift %
9	27	+18

Below Term 2	Below Term 4	# Chn
17	13	+4
At Term 2	At Term 4	# Chn
15	13	+2
Above Term 2	Above Term 4	# Chn
3	9	+6

### Analysis

Term 2 data shows 51% of children were 'at' or 'above'. In term 4, 64% of children are now 'at' or 'above' in Numeracy. There has been a shift of 13% who are now 'at' or 'above' from term 2 data to term 4 data. There was no well below children this year in year 6.

### Deliberate acts of teaching that have lifted achievement School Wide

- Introduction of Prime Maths in some Senior classes
- Target groups
- Ability groups
- Team Teaching
- Introduction of Numicon Maths in some Junior classes
- More teacher aide time
- Mrs Shaw employed to take target groups in the Junior School
- Intensive use of materials to consolidate learning
- Targeting misconceptions
- Play based learning
- Team planning
- Moderation of Maths samples
- Professional conversations about misconceptions

### Deliberate acts of teaching to shift target children next year

- All the above
- Introduction of Numicon to all junior classes
- Introduction of Prime Maths to all Senior classes

## Summary

Year	% of 'at' and 'above' Term 2 2018	% of 'at' and 'above' Term 4 2018
2	80	76
3	43	60
4	54	70
5	51	77
6	51	64

Although none of our school cohorts have managed to meet our targets of 80% at or above in Numeracy for the year, overall there have been significant shifts in progress when comparing term 2 data to term 4 data.

Numeracy - Children who have shifted backwards			
Year	Name	Shift Backwards T2 to T4 Data	Reason
2	J T	At to Below	Entered wrong in term 2 Should have been below
	D B	At to Below	Absenteeism
	A P	At to Below	Entered wrong in term 2 Should have been below
	J A-P	At to Below	Entered wrong in term 2 Should have been below
4	W W	At to Below	Not engaged in the learning, behaviour issues
	W R	At to Below	Entered wrong in term 2 Should have been below

### Children who have made accelerated progress

Numeracy - Shift Up		
Year	Name	Shift Up
2	S S	At to Above
	J L	Below to At
	R B-Q	Below to At
3	C P	Well Below to Below
	A H	Well Below to Below
	R T	Well Below to Below
	X P-W	Well Below to Below
	R B	Below to At
	B P	Below to At
	C N	Below to At
	S K	Below to At
	A B	At to Above
	E D	At to Above
	K T	At to Above
	C T	At to Above
4	K T-M	Well Below to Above
	P G	Below to At
	D P-H	Below to At
	K P-M	Below to At

	W C	Below to At
	O F	Well Below to At
	K W	At to Above
	B B	At to Above
	R L	At to Above
	L W	At to Above
	T A A	At to Above
<b>5</b>	R A-B	Well Below to Below
	R W	Well Below to Below
	C H	Well Below to Below
	N C	Below to At
	A M	Below to At
	M T	Below to At
	S W	Below to At
	T A A	Below to At
	T L	Below to At
	T C	At to Above
	A T	At to Above
	C B	At to Above
	K B	Below to Above
	H-J H-A	At to Above
	T K R	At to Above
<b>6</b>	L M	Below to At
	K P	Below to At
	J G	Below to At
	A C	Below to At
	J W	Below to At
	W T-N	At to Above
	T A M S	At to Above
	H T-M	At to Above
	R M	At to Above
	A T-E	At to Above