



Tel: +64 9 430 0471  
Fax: +64 9 430 0671  
northland@bdo.co.nz  
www.bdo.co.nz

BDO NORTHLAND  
49 John Street  
PO Box 448, Whangarei 0140  
New Zealand

Kerikeri Office  
Tel: +64 9 407 7250

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF PAKIRI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Pakiri School (the School). The Auditor-General has appointed me, Adelle Allbon, using the staff and resources of BDO Northland, 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 18, 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 PBE Accounting Standards Reduced Disclosure Regime.

Our audit was completed on 22 May 2019. This is the date at which our opinion is expressed.

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

#### Basis 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.

PARTNERS: Adelle Allbon Angela Edwards Scott Kennedy Robyn Terlesk

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

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

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

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the

risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report 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.



Adelle Allbon  
BDO Northland  
On behalf of the Auditor-General  
Whangarei, New Zealand

# PAKIRI SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	1074
<b>Principal:</b>	Ingrid Stewart
<b>School Address:</b>	Bathgate Road, Pakiri, Wellsford
<b>School Postal Address:</b>	Bathgate Road, RD2, Wellsford, 0972
<b>School Phone:</b>	09 422 6076
<b>School Email:</b>	office@pakiri.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Howard Cooper	Chair Person	Elected	May 2019
Ingrid Stewart	Principal	ex Officio	
Katrina Williams	Parent Rep	Elected	May 2019
Carla Pirihi	Parent Rep	Elected	May 2019
Jacob Tahitahi	Parent Rep	Co-opted	May 2019
Diane Greenwood	Staff Rep	Elected	May 2019

**Accountant / Service Provider:** Education Services Ltd

# PAKIRI SCHOOL

Annual Report - For the year ended 31 December 2018

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	Kiwisport

# Pakiri 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.

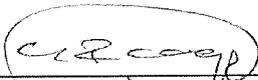
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

HOWARD COOPER

Full Name of Board Chairperson



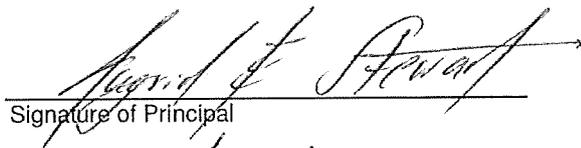
Signature of Board Chairperson

20-05-2019

Date:

Lyndal F Stewart

Full Name of Principal



Signature of Principal

20/5/19

Date:

**Pakiri School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	261,622	217,457	267,064
Locally Raised Funds	3	25,943	23,440	33,301
Interest Earned		2,278	-	1,545
Other Revenue	4	8,696	-	-
		<u>298,539</u>	<u>240,897</u>	<u>301,910</u>
<b>Expenses</b>				
Locally Raised Funds	3	7,518	5,200	8,328
Learning Resources	5	135,982	130,181	130,599
Administration	6	30,464	29,874	21,451
Finance Costs		163	163	228
Property	7	108,613	64,284	106,775
Depreciation	8	13,695	13,290	14,477
Other Expenses	4	3,660	-	-
		<u>300,095</u>	<u>242,992</u>	<u>281,858</u>
<b>Net Surplus / (Deficit)</b>		(1,556)	(2,095)	20,052
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(1,556)</u>	<u>(2,095)</u>	<u>20,052</u>

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



**Pakiri 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>	<u>269,870</u>	<u>247,628</u>	<u>249,818</u>
Total comprehensive revenue and expense for the year	(1,556)	(2,095)	20,052
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	645	-	-
<b>Equity at 31 December</b>	<u>268,959</u>	<u>245,533</u>	<u>269,870</u>
Retained Earnings	268,959	245,533	269,870
<b>Equity at 31 December</b>	<u>268,959</u>	<u>245,533</u>	<u>269,870</u>

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



**Pakiri School**  
**Statement of Financial Position**

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	102,570	103,651	86,177
Accounts Receivable	10	8,989	8,306	7,324
GST Receivable		247	9,620	1,214
Prepayments		623	581	396
Inventories	11	53	-	-
Investments	12	15,885	-	15,480
		<u>128,367</u>	<u>122,158</u>	<u>110,591</u>
<b>Current Liabilities</b>				
Accounts Payable	14	22,081	45,218	21,046
Revenue Received in Advance	15	50	-	51
Provision for Cyclical Maintenance	16	7,467	-	7,429
Finance Lease Liability - Current Portion	17	748	878	942
Funds held for Capital Works Projects	18	-	-	-
		<u>30,346</u>	<u>46,096</u>	<u>29,468</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>98,021</b>	<b>76,062</b>	<b>81,123</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	189,698	186,579	203,336
		<u>189,698</u>	<u>186,579</u>	<u>203,336</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	17,160	15,426	12,240
Finance Lease Liability	17	1,600	1,682	2,349
		<u>18,760</u>	<u>17,108</u>	<u>14,589</u>
<b>Net Assets</b>		<u><u>268,959</u></u>	<u><u>245,533</u></u>	<u><u>269,870</u></u>
<b>Equity</b>		<u><u>268,959</u></u>	<u><u>245,533</u></u>	<u><u>269,870</u></u>

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



**Pakiri 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		59,195	66,399	72,694
Locally Raised Funds		34,864	10,960	33,239
Goods and Services Tax (net)		967	-	8,351
Payments to Employees		(31,315)	(30,628)	(31,113)
Payments to Suppliers		(47,298)	(34,432)	(35,396)
Cyclical Maintenance Payments in the year		-	(8,000)	-
Interest Paid		(163)	(163)	(228)
Interest Received		2,101	-	1,729
Net cash from / (to) the Operating Activities		18,351	4,136	49,276
<b>Cash flows from Investing Activities</b>				
Purchase of PPE		(2,131)	-	(2,147)
Net cash from / (to) the Investing Activities		(2,131)	-	(2,147)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		645	-	-
Finance Lease Payments		(472)	(1,021)	(680)
Funds Held for Capital Works Projects		-	-	(46,052)
Net cash from Financing Activities		173	(1,021)	(46,732)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>16,393</b>	<b>3,115</b>	<b>397</b>
Cash and cash equivalents at the beginning of the year	9	86,177	100,536	85,780
<b>Cash and cash equivalents at the end of the year</b>	9	<b>102,570</b>	<b>103,651</b>	<b>86,177</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.



# **Pakiri School**

## **Notes to the Financial Statements**

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

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

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

Pakiri 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 13.

#### **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 17.

#### *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) 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.

#### **f) 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.

#### **g) 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.

#### **h) Inventories**

Inventories are consumable items held for sale and comprises of stationery. 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.

#### **i) 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.

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

#### **j) 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 \$1000 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	40 years
Building Improvements	5-40 years
Furniture and Equipment	5-15 years
Information and Communication	3-5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

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

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

#### *Non cash generating assets*

Property, plant, and equipment 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.

### **l) 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.

### **m) 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.



**n) Revenue Received in Advance**

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

**o) 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).

**p) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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.

**q) 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.

**r) Budget Figures**

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

**s) Services received in-kind**

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



## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	58,910	64,399	62,654
Teachers' salaries grants	116,987	111,788	111,838
Use of Land and Buildings grants	84,849	38,752	83,256
Other MoE Grants	876	2,518	7,696
Transport grants	-	-	62
Other government grants	-	-	1,558
	<u>261,622</u>	<u>217,457</u>	<u>267,064</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	1,096	1,210	2,456
Activities	1,230	550	1,136
Trading	80	200	84
Fundraising	11,777	9,000	15,065
Other Revenue	11,760	12,480	14,560
	<u>25,943</u>	<u>23,440</u>	<u>33,301</u>
<b>Expenses</b>			
Activities	1,224	1,500	1,870
Trading	230	200	173
Fundraising costs	5,683	-	3,121
Other Expenses	381	3,500	3,164
	<u>7,518</u>	<u>5,200</u>	<u>8,328</u>
<i>Surplus for the year Locally raised funds</i>	<u>18,425</u>	<u>18,240</u>	<u>24,973</u>

## 4. Other Revenue and Expenses

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Montessori Grant	8,696	-	-
	<u>8,696</u>	<u>-</u>	<u>-</u>
<b>Expenses</b>			
Consultancy	3,660	-	-
	<u>3,660</u>	<u>-</u>	<u>-</u>

## 5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	6,086	4,833	2,266
Library resources	-	100	-
Employee benefits - salaries	128,323	122,128	127,672
Staff development	1,516	2,700	661
Minor Equip And R&m	57	420	-
	<u>135,982</u>	<u>130,181</u>	<u>130,599</u>

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## 6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,476	4,600	4,476
Board of Trustees Fees	4,550	3,200	1,235
Board of Trustees Expenses	424	1,300	638
Communication	1,999	2,160	1,912
Consumables	582	2,200	548
Other	1,644	2,010	1,510
Employee Benefits - Salaries	9,748	9,504	7,254
Insurance	73	-	110
Service Providers, Contractors and Consultancy	6,968	4,900	3,768
	<u>30,464</u>	<u>29,874</u>	<u>21,451</u>

## 7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	467	740	322
Cyclical Maintenance Expense	4,958	5,491	5,492
Grounds	2,464	5,030	2,846
Heat, Light and Water	2,758	3,020	2,664
Rates	166	300	-
Repairs and Maintenance	923	2,300	4,254
Use of Land and Buildings	84,849	38,752	83,256
Security	-	200	-
Employee Benefits - Salaries	12,028	8,451	7,941
	<u>108,613</u>	<u>64,284</u>	<u>106,775</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	2,875	2,639	2,875
Building Improvements	2,117	1,953	2,127
Furniture and Equipment	4,116	4,290	4,673
Information and Communication Technology	2,608	2,565	2,794
Leased Assets	1,182	1,085	1,182
Library Resources	797	758	826
	<u>13,695</u>	<u>13,290</u>	<u>14,477</u>

## 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	100	-	100
Bank Current Account	16,840	46,920	22,593
Bank Call Account	85,630	56,731	63,484
Cash equivalents for Cash Flow Statement	<u>102,570</u>	<u>103,651</u>	<u>86,177</u>

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



**10. Accounts Receivable**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	-	113	242
Receivables from the Ministry of Education	-	1,700	417
Interest Receivable	280	287	103
Teacher Salaries Grant Receivable	8,709	6,206	6,562
	<u>8,989</u>	<u>8,306</u>	<u>7,324</u>

Receivables from Exchange Transactions	280	400	345
Receivables from Non-Exchange Transactions	8,709	7,906	6,979
	<u>8,989</u>	<u>8,306</u>	<u>7,324</u>

**11. Inventories**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	53	-	-
	<u>53</u>	<u>-</u>	<u>-</u>

**12. Investments**

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	15,885	-	15,480

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### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Land	66,000	-	-	-	-	66,000
Buildings	78,344	-	-	-	(2,875)	75,469
Building Improvements	20,979	-	-	-	(2,117)	18,862
Furniture and Equipment	26,509	-	-	-	(4,116)	22,393
Information and Communication Technology	4,316	-	-	-	(2,608)	1,708
Leased Assets	2,710	-	-	-	(1,182)	1,528
Library Resources	4,478	57	-	-	(797)	3,738
<b>Balance at 31 December 2018</b>	<b>203,336</b>	<b>57</b>	<b>-</b>	<b>-</b>	<b>(13,695)</b>	<b>189,698</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Land	66,000	-	66,000
Buildings	115,000	(39,531)	75,469
Building Improvements	52,431	(33,569)	18,862
Furniture and Equipment	76,941	(54,548)	22,393
Information and Communication Technology	34,394	(32,686)	1,708
Leased Assets	4,825	(3,297)	1,528
Library Resources	23,470	(19,732)	3,738
<b>Balance at 31 December 2018</b>	<b>373,061</b>	<b>(183,363)</b>	<b>189,698</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Land	66,000	-	-	-	-	66,000
Buildings	81,219	-	-	-	(2,875)	78,344
Building Improvements	23,106	-	-	-	(2,127)	20,979
Furniture and Equipment	27,696	3,486	-	-	(4,673)	26,509
Information and Communication Technology	7,110	-	-	-	(2,794)	4,316
Leased Assets	3,892	-	-	-	(1,182)	2,710
Library Resources	5,304	-	-	-	(826)	4,478
<b>Balance at 31 December 2017</b>	<b>214,327</b>	<b>3,486</b>	<b>-</b>	<b>-</b>	<b>(14,477)</b>	<b>203,336</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Land	66,000	-	66,000
Buildings	115,000	(36,656)	78,344
Building Improvements	52,431	(31,452)	20,979
Furniture and Equipment	79,709	(53,200)	26,509
Information and Communication Technology	34,394	(30,078)	4,316
Leased Assets	4,825	(2,115)	2,710
Library Resources	23,413	(18,935)	4,478
<b>Balance at 31 December 2017</b>	<b>375,772</b>	<b>(172,436)</b>	<b>203,336</b>

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**14. Accounts Payable**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	4,536	31,965	5,057
Accruals	4,476	4,410	4,476
Capital accruals for PPE items	-	-	2,385
Employee Entitlements - salaries	8,709	6,206	6,562
Employee Entitlements - leave accrual	4,360	2,637	2,566
	<u>22,081</u>	<u>45,218</u>	<u>21,046</u>
Payables for Exchange Transactions	22,081	45,218	21,046
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>22,081</u>	<u>45,218</u>	<u>21,046</u>

The carrying value of payables approximates their fair value.

**15. Revenue Received in Advance**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income In Advance	50	-	51
	<u>50</u>	<u>-</u>	<u>51</u>

**16. Provision for Cyclical Maintenance**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	19,669	9,935	14,177
Increase to the Provision During the Year	4,958	5,491	5,492
Provision at the End of the Year	<u>24,627</u>	<u>15,426</u>	<u>19,669</u>
Cyclical Maintenance - Current	7,467	-	7,429
Cyclical Maintenance - Term	17,160	15,426	12,240
	<u>24,627</u>	<u>15,426</u>	<u>19,669</u>

**17. Finance Lease Liability**

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	839	878	1,059
Later than One Year and no Later than Five Years	1,715	1,682	2,554
	<u>2,554</u>	<u>2,560</u>	<u>3,613</u>



**18. Funds Held (Owed) for Capital Works Projects**

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Totals		-	-	-	-	-

**Represented by:**

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

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Unforeseen Work	<i>completed</i>	19,988	1,411	21,399	-	-
Totals		19,988	1,411	21,399	-	-

**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 and the, Principal.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,550	1,235
Full-time equivalent members	0.05	0.03
<i>Leadership Team</i>		
Remuneration	93,821	91,816
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	98,371	93,051
Total full-time equivalent personnel	1.05	1.03

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	90 - 100	80 - 90
Benefits and Other Emoluments	2 - 3	2 - 3
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	-	-
	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:

	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

There are no operating commitments as at 31 December 2018 (Operating commitments at 31 December 2017: nil).

## 24. Managing Capital

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

## 25. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	102,570	103,651	86,177
Receivables	8,989	8,306	7,324
Investments - Term Deposits	15,885	-	15,480
Total Loans and Receivables	<u>127,444</u>	<u>111,957</u>	<u>108,981</u>

### Financial liabilities measured at amortised cost

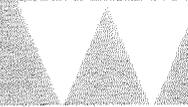
Payables	22,081	45,218	21,046
Finance Leases	2,348	2,560	3,291
Total Financial Liabilities Measured at Amortised Cost	<u>24,429</u>	<u>47,778</u>	<u>24,337</u>

## 26. Events After Balance Date

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



# Analysis of Variance Reporting 2018 – Pakiri School



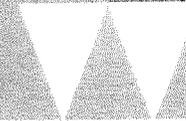
School name: Pakiri School	School number: 1074
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<b>Focus: MATHEMATICS</b>																										
<b>Strategic Aim:</b>																										
<p><b>Strategic Goal 1:</b> Quality, engaging and reflective teaching and learning programmes are based on enhancing knowledge, skills, attitudes and values outlined in the NZ Curriculum and evidenced by progress and achievement in relation to the National Standards.</p> <p><b>Strategic Goal 2:</b> Maori students engaged in their learning, achieving educational success, with pride in their unique identity, language and culture as Maori and with whānau supporting their children’s learning.</p>																										
<b>Annual Aim:</b>																										
<p>1a) Increase the number of learners achieving and made progress shifts during the year.</p> <p>2a) Increase the number of Māori students achieving and making progress shifts during the year in Mathematics.</p>																										
<b>Target:</b>																										
<ul style="list-style-type: none"> <li>75% of Maori students will make accelerated forward progress in Mathematics.</li> <li>Learners below or well below standard in 2017 will make forward progress in mathematics of at least one National Standard benchmark.</li> </ul>																										
<p>Baseline data end of 2017:</p> <p><b>Ethnicity</b></p> <ul style="list-style-type: none"> <li>50% (3/6) of Maori learners are below or well below the standard in mathematics</li> </ul> <p><b>Gender</b></p> <ul style="list-style-type: none"> <li>25% (1/4) of girls are below or well below the standard in mathematics</li> <li>66% (2/3) of boys are below or well below the standard in mathematics</li> </ul> <p><b>All Learners</b></p> <ul style="list-style-type: none"> <li>43% (3/7) of Year 1-8 learners are below or well below the standard in mathematics</li> </ul>	<table border="1"> <thead> <tr> <th>2018</th> <th>Above</th> <th>At</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td>All Learners Years 1-8</td> <td>50% 4/8</td> <td>25.0% 2/8</td> <td>12.5% 1/8</td> <td>12.5% 1/8</td> </tr> <tr> <td>Māori Years 1-8</td> <td>42.8% 3/7</td> <td>28.5% 2/7</td> <td>14.2% 1/7</td> <td>14.2% 1/7</td> </tr> <tr> <td>Girls Years 1-8</td> <td>25% 1/3</td> <td>75% 2/3</td> <td>0% 0/3</td> <td>0% 0/3</td> </tr> <tr> <td>Boys Years 1-8</td> <td>40% 2/5</td> <td>20% 1/5</td> <td>20% 1/5</td> <td>20% 1/5</td> </tr> </tbody> </table>	2018	Above	At	Below	Well Below	All Learners Years 1-8	50% 4/8	25.0% 2/8	12.5% 1/8	12.5% 1/8	Māori Years 1-8	42.8% 3/7	28.5% 2/7	14.2% 1/7	14.2% 1/7	Girls Years 1-8	25% 1/3	75% 2/3	0% 0/3	0% 0/3	Boys Years 1-8	40% 2/5	20% 1/5	20% 1/5	20% 1/5
2018	Above	At	Below	Well Below																						
All Learners Years 1-8	50% 4/8	25.0% 2/8	12.5% 1/8	12.5% 1/8																						
Māori Years 1-8	42.8% 3/7	28.5% 2/7	14.2% 1/7	14.2% 1/7																						
Girls Years 1-8	25% 1/3	75% 2/3	0% 0/3	0% 0/3																						
Boys Years 1-8	40% 2/5	20% 1/5	20% 1/5	20% 1/5																						

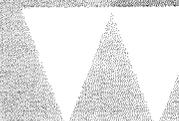


Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Identify learning needs of each individual student and provide the necessary support required to improve progress and achievement.</p> <ul style="list-style-type: none"> <li>• Held individual &amp; group workshops with students.</li> <li>• Maths Whizz</li> <li>• PR1ME maths imbedded</li> <li>• Teacher Aide support</li> <li>• Used a variety of resources to maintain motivation and challenge learners</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted teaching</li> <li>• Collaborative planning</li> <li>• E-learning support</li> <li>• On-going staff dialogue concerning target students</li> <li>• Increasing number of learners able to monitor and drive their learning, not solely relying on teacher direction</li> <li>• PR1ME Mathematics embedded after trial phase last year. Across Schools Kahui Ako lead teachers involvement.</li> <li>• Better understanding of the how to interpret asTTle Individual Pathways.</li> <li>• Some learners able to move in and out of groups depending on need.</li> </ul>	<ul style="list-style-type: none"> <li>• Students at risk were supported in their learning and made accelerated progress. The target of 75% At or Above the standard has just been reached and has been an area of focus for Pakiri School and the Mahurangi Kahui ako group for 2018.</li> <li>• RTLB intervention for learners with high learning needs.</li> <li>• Maths Whizz was closely monitored &amp; timely feedback was given to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics PD for teachers to imbed PRIME Mathematics into the school to maximise the benefits of PRIME programme.</li> <li>• Prioritise teacher planning time for maths</li> <li>• Review Teacher Aide timetabling for Numeracy support.</li> <li>• Consider the most effective way to utilise funding for high learning needs.</li> <li>• Boost basic facts knowledge to support strategy learning.</li> <li>• Continue to support learners to become self-managing.</li> <li>• Promote Growth Mind-set</li> <li>• Support Numicon staff PD</li> </ul>
<p>Student learning needs were managed within the classroom context and reviewed each term</p> <ul style="list-style-type: none"> <li>• Timetables/rotations</li> <li>• Teacher planning</li> <li>• ICT / Chrome books</li> <li>• Group Game Boxes</li> <li>• Consolidation activities</li> <li>• Problem solving tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Systems allowed for individual/group learning through targeted teaching.</li> <li>• Teachers were able to focus on assisting students with their learning</li> </ul>	<ul style="list-style-type: none"> <li>• On-task learners</li> <li>• Learners aware of their routines, expectation, need for focus and class resources</li> <li>• Disruption for teachers whilst working with individuals or a group minimised.</li> <li>• Some students self-manage and levels of independence increasing.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to move towards 'Teaching as Inquiry'.</li> <li>• Develop ILPs</li> <li>• Continue to imbed routine &amp; expectations.</li> </ul>

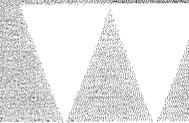
## Analysis of Variance Reporting 2018 – Pakiri School



<p>Target the 'at risk group' or 'need a boost' students within the class.</p>	<ul style="list-style-type: none"> <li>Learners that needed a 'boost' moved closer towards achieving the National Standard by their anniversary or end of year benchmark.</li> <li>Learners below or well below made forward progress in mathematics, but this varied.</li> <li>The PR1ME mathematics programme is now in the 2<sup>nd</sup> year of implementation. Multi level planning remains challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Seen regularly by teacher - workshops</li> <li>Learners increased ownership of their achievement data. An increase in knowledge and a more positive attitude towards Maths is evident. Focused on gaps from assessment results.</li> <li>Growth Mind-set a focus, and adoption by learners evident.</li> <li>Maturity has made a difference for some</li> </ul>	<ul style="list-style-type: none"> <li>Continue to target the 'at risk group' or 'need a boost' students within the class.</li> <li>They will need support and monitoring to achieve curriculum level as outlined in the New Zealand Curriculum??</li> <li>Allocate Teacher Aide for training &amp; use of Numicon more as a learning tool.</li> </ul>
<p>More in-depth use of mathematics data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?</p> <ul style="list-style-type: none"> <li>GloSS</li> <li>JAM</li> <li>e-asTTle</li> <li>Modelling Book</li> <li>Individual Maths work books</li> <li>National Standards</li> <li>PAT Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>PAT Mathematics, e-asTTle and GloSS analysed as part of inquiry cycle.</li> <li>Learner goals set. Teacher planning changed to meet the needs of the learners.</li> <li>Increased ownership of learning and more child-driven</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data</li> <li>Next steps in learning identified using asTTle Learning Pathways etc.</li> </ul>	<ul style="list-style-type: none"> <li>Continue using the 'Teaching as Inquiry' model</li> <li>Continue to involve the learner more in decision making</li> </ul>
<p>Review of Maori learner progress and achievement using data as part of the inquiry cycle.</p>	<ul style="list-style-type: none"> <li>The percentages of learners in 2017 50% (3/6) of Maori learners are below or well below the standard in mathematics compared to 2018 data of 25% (2/8) Maori learners are below or well below the standard in</li> </ul>	<ul style="list-style-type: none"> <li>Targeted individual need: learners below the national standard in mathematics and those at risk of not achieving by their anniversary or end of year benchmark.</li> </ul>	<ul style="list-style-type: none"> <li>Continue review of Maori learner progress and achievement using data as part of the inquiry cycle.</li> </ul>



	<p>mathematics. This is a healthy trend for the better however, it must be remembered that such small data sets can be distort the data somewhat. Yet, the trend I believe with other factors considered indicates a healthy improving trend for the Below &amp; Well Below students.</p>		
<p>Monitor and support students that made accelerated progress.</p>	<p>All learners made accelerated progress at the end of 2018. E-asTTle and GloSS analysed as part of inquiry cycle. Learner goals reviewed.</p> <p>Teacher planning in place to meet the needs of the learners. A focus on teacher to plug learning gaps for students.</p>	<ul style="list-style-type: none"> <li>• JAM used by RTLB and teacher for junior students.</li> <li>•</li> <li>• Gloss and e-asTTle assessment undertaken as part of the assessment cycle</li> </ul>	<ul style="list-style-type: none"> <li>• 'Teaching as Inquiry'</li> <li>• Learners identified and in the foreground for planning and assessment.</li> <li>• Use JAM 'spider' graph to track progress and achievement, including notes, questions and any discussion</li> <li>• Continue to grow awareness in learners of their achievement levels and next steps. Make this visible for them and increase their understanding/ownership</li> </ul>
<p>Review maths equipment and resources to effectively meet learner's needs.</p>	<ul style="list-style-type: none"> <li>• Games and resource books bought and used within the mathematics programme</li> <li>• Numicon will be introduced for 2018 and continue to imbedded in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidated group learning</li> <li>• Expose teachers to mathematical opportunities that would allow students to apply their numeracy skills in real life contexts (problem solving)</li> </ul>	<p>Continue to review equipment and resources available for 'at risk' learners to effectively meet their mathematical needs.</p> <ul style="list-style-type: none"> <li>• Source resources to enhance/support learning for those above.</li> </ul>



			<ul style="list-style-type: none"> <li>Send home activities that reinforces learning at school</li> </ul>
Met with the families of target students regarding supporting students' learning.	<ul style="list-style-type: none"> <li>Mathematics at home is inconsistent and ad hoc.</li> <li>Laminated basic fact cards available for use.</li> <li>Parents supporting IEP goals, but this can fluctuate</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining regular dialogue with parents with students with high absenteeism.</li> <li>'How you can help me at home' section included in written reports.</li> <li>IEP meetings</li> <li>Knowledge focus to support strategies</li> <li>Regular use of asTTle and increasing learner understanding of next steps</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with parents, whānau of target students around ways to support their child's learning.</li> <li>Support and work alongside parents and whanau in developing their child's number knowledge in fun and interesting ways e.g. basic facts, times tables</li> <li>Commitment from parents to decrease the number of days absent</li> </ul>
Attended PR1ME Mathematics workshop (Matakana School).	<ul style="list-style-type: none"> <li>Limited resources has meant collaborating with others schools PD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's own knowledge and skills</li> <li>One staff member has had formal Numicon training but this resource needs to be fully utilised.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate financial Literacy into planning</li> <li>Invite Getwise to visit</li> </ul>
Continue to utilise Maths Whizz to supplement and enhance the teaching of mathematics at school and at home.	<ul style="list-style-type: none"> <li>Regular reinforcement of class work</li> <li>Consolidation of learning</li> <li>Licenses for 'at risk' learners through RTLB</li> <li>Maths Whizz – challenging each other has been motivating</li> <li>Access to maths programmes from home</li> </ul>	<ul style="list-style-type: none"> <li>Tailored for learners needs/abilities</li> <li>Maths Whizz continues to give learners choice and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use programmes to support Maths learning.</li> <li>Consider Mathletics for those who are motivated and not eligible for Maths Whizz.</li> </ul>



**Planning for next year:** Identify learning needs of each individual student and implement supports to improve progress and achievement.

**School name:** Pakiri School

**School number:** 1074

**Focus:** READING

**Strategic Aim:**

**Strategic Goal 1:** Quality, engaging and reflective teaching and learning programmes are based on enhancing knowledge, skills, attitudes and values outlined in the NZ Curriculum.

**Strategic Goal 2:** Increase the number of Maori students engaged in their learning, achieving educational success, with pride in their unique identity, language and culture as Maori and with whānau supporting their children’s learning.

**Annual Aim:**

1b) Increase the number of students achieving at or above the National Standard in Reading.

2b) Increase the number of Māori students achieving at or above the National Standard in Reading.

**Target:**

- 75% of Maori students will make accelerated progress in Reading.
- Learners below or well below standard in 2017 will make forward progress in Reading of at least one National Standard benchmark.

**Baseline data end of 2017:**

**Ethnicity**

- 50% (3/6) of Maori learners are reading below or well below standard (2/7, 28.5% in 2018)

**Gender**

- 25% (1/4) of girls are reading below or well below the standard (0/3, 0% in 2018)
- 66.6% (2/3) of boys are reading below or well below standard (2/5, 40% in 2018)

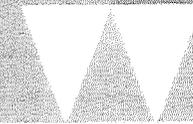
**All learners**

- 42% (3/7) of Year 1-8 learners are reading below or well below standard (2/8, 25% in 2018)

2018	Above	At	Below	Well Below
All Learners Years 1-8	37.5% 3/8	37.5% 3/8	25% 2/8	0% 0/8
Māori Years 1-8	28.5% 2/7	42.8% 3/7	28.5% 2/7	0% 0/7
Girls Years 1-8	33.3% 1/3	66.6% 2/3	0% 0/3	0% 0/3
Boys Years 1-8	40% 2/5	20% 1/5	40% 2/5	0% 0/5

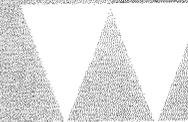
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Identify learning needs of each individual learner and provide the necessary support required to improve progress and achievement</p> <ul style="list-style-type: none"> <li>Board of Trustees funded Literacy support teacher all year (two hours per day)</li> <li>Quick 60 Programme</li> <li>Lexia Core 5 Reading</li> <li>Early Words Programme</li> <li>RTLB referrals</li> <li>Use of multiple resource types to ensure variety</li> </ul>	<ul style="list-style-type: none"> <li>Targeted teaching</li> <li>Strengthened student ability to fluently read and spell words in isolation; developed reading fluency, vocabulary and comprehension on connected text; increased phonological awareness; developed writing and spelling strategies; developed comprehension strategies; increased vocabulary)</li> <li>Lexia Core 5 increased skills to develop automaticity and fluency; developed listening and reading comprehension with complex text; increased academic and domain specific vocabulary to improve comprehension for target group</li> <li>Learners consolidate skills as Pair tutors</li> </ul>	<ul style="list-style-type: none"> <li>Learners that made accelerated progress were supported in their learning and continued to accelerate</li> <li>Students at risk were supported in their learning</li> <li>Teacher aide hours maintained to support the delivery of the Quick 60 Programme. This programme supported both reading and writing progress</li> <li>Most learners had access to a licence for Lexia Core 5</li> <li>Instant recognition of high frequency words</li> <li>RTLB intervention for one learner</li> <li>Peer tutors grew in confidence and adapted quickly when their partners changed. Those chosen because they were the ones needing support continued to practise strategies regularly</li> <li>Transience was unsettling and impacted negatively on rate of progress for those involved.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use Quick 60, Lexia Core 5 Reading and Early Words Programmes as required (data has shown that these programmes have a positive impact on the learner).</li> <li>For those who have finished 'Rev Up', move on to the more science based texts available in the series Quick 60 resource</li> <li>Teacher aide hours to continue</li> <li>Train new Peer Tutors as some learners will be leaving</li> <li>Ensure that those using Lexia do so more regularly</li> <li>Further develop partnership with whanau, especially concerning target group. Increase expectation to participate and support.</li> <li>Implement programmes to encourage/increase reading mileage</li> </ul>
<p>Identify reading habits and genre preferences of <i>at risk</i> learners</p>	<ul style="list-style-type: none"> <li>Lots of the new library books purchased cater for this group</li> </ul>	<ul style="list-style-type: none"> <li>Some programme changes were made</li> <li>Reading habits/behaviours monitored</li> </ul>	<p>Assess the re-organisation of library books, which is series rather than alphabetised.</p>

## Analysis of Variance Reporting 2018 – Pakiri School



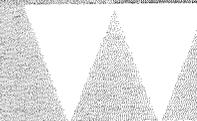
<p>Interview target group to identify reading habits and genre preferences. Learner voice considered in reading topics and genres.</p> <ul style="list-style-type: none"> <li>Reluctant readers interviewed</li> <li>Below standard learners interviewed</li> <li>Boys interviewed</li> <li>Library books specific to learner interest were purchased</li> </ul>	<ul style="list-style-type: none"> <li>Increased reading mileage</li> <li>Reading at home increased</li> <li>Learners sustaining meaning over longer texts</li> <li>Greater engagement during guided reading</li> <li>Sharing of reading choices with peers and encouraging others to read them.</li> <li>Use of home-reading log</li> </ul>	<ul style="list-style-type: none"> <li>Reading habits and genre preferences were identified</li> <li>Interest and self-motivation increased as peers promoted their own reading choices</li> <li>Self-confidence increased as less able readers started reading chapter books</li> <li>Promote the Library as a learning environment rather than somewhere that houses books</li> </ul>	<ul style="list-style-type: none"> <li>Interview target group to identify reading habits and genre preferences.</li> <li>Learner voice considered in reading topics and genres.</li> <li>Promote the use of the \$5000 worth of books purchased from Foundation North's grant.</li> </ul>
<p>Purchase appropriate gender based material to engage children's interest</p> <ul style="list-style-type: none"> <li>Books purchased as learners recommended them</li> </ul>	<ul style="list-style-type: none"> <li>Increased reading mileage</li> <li>Reading at home increased</li> <li>Learners sustaining meaning over longer texts</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement and reader interest</li> <li>Prioritising completion of home-reading, success rates increased accordingly.</li> <li>Learners involved with voicing their book purchase choices</li> </ul>	<ul style="list-style-type: none"> <li>Promote gender-based material to engage learner interest, with a specific focus on boys.</li> <li>Enjoy sharing the new books and learners 'sell' favourites to their peers.</li> <li>Continue to develop the library environment and systems</li> </ul>
<p>More in-depth use of reading data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?</p>	<p>Running records analysed as part of inquiry cycle. Learner goals set. Teacher Aide made changes to meet the needs of the learners. Follows the programme correctly and is prepared to adapt to reader's needs.</p> <p>Increase learners understanding of the testing processes and what the results are telling us. e.g. asTTle</p>	<p>Learners below the national standard in reading and those at risk of not achieving by their anniversary or end of year benchmark were able to operate within several learning groupings, rather than purely at their colour wheel level.</p> <p>All learners given the opportunity to take on the leadership role, with age not proving to be a barrier</p>	<ul style="list-style-type: none"> <li>Monitor learners transitioning into even year levels e.g. Years 4 and 6.</li> </ul> <p>Deeper analysis of running records, PAT reading comprehension, asTTle etc,</p> <ul style="list-style-type: none"> <li>Learners more confident with talking about their learning, without prompting and articulating <i>next steps</i>.</li> </ul>

## Analysis of Variance Reporting 2018 – Pakiri School



<p>Review of Maori, male and Year 1-3 learner progress and achievement using data as part of the inquiry cycle.</p>	<p>Running records analysed as part of inquiry cycle. Learner goals set. Teacher aide adapted, where necessary, to meet the needs of the learners.</p>	<p>Need was targeted: learners below the national standard in reading and those at risk of not achieving by their anniversary</p> <p>Acceleration rather than remediation the priority</p>	<ul style="list-style-type: none"> <li>Continue a review of male/Maori learner progress and achievement using data as part of the inquiry cycle.</li> </ul>
<p>Develop systems to ensure that individual student learning needs can be managed within the classroom context and reviewed each term</p> <ul style="list-style-type: none"> <li>ILP's</li> <li>Teacher planning</li> <li>Book boxes</li> <li>Sunshine online</li> <li>Sunshine Classics (i-pad)</li> <li>Volunteers come and read with learners</li> <li>Literacy Centre</li> </ul>	<ul style="list-style-type: none"> <li>Systems allowed for individual/group learning needs to be met through targeted teaching.</li> <li>Teachers were able to focus on assisting students with their learning</li> </ul>	<ul style="list-style-type: none"> <li>On-task learners</li> <li>Learners aware of their routines, rotation and class resources</li> <li>Little disruption to teachers whilst working with individuals or a group</li> <li>Growing independence and learning focus</li> <li>Learners taking responsibility for driving their learning</li> <li>An increase in skill-based resources in Literacy Centre assisted skill reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure individual learner's needs can be managed within the classroom context by monitoring, reflecting and if appropriate, changing systems (Teaching as Inquiry)</li> <li>Continue to upskill and introduce Daily 5 programme</li> <li>Use digital technology to support/enhance learning</li> </ul>
<p>Work with parents, whānau of target group learners around ways to support their learning</p>	<ul style="list-style-type: none"> <li>Improved reading habits at home in some cases</li> <li>Parents supporting IEP goals (fluctuated)</li> <li>Increased levels of interaction</li> <li>Reading Together programme funded but not implemented</li> </ul>	<ul style="list-style-type: none"> <li>On-going dialogue with parents. Learner seeing that the relationship between teacher and parent is positive</li> <li>'How you can help me at home' section included in written reports.</li> <li>IEP meetings attended</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with parents/whānau of target students around ways to support learning.</li> <li>Implement Reading Together Programme for 2018</li> </ul>
<p><b>Planning for next year:</b> Continue to identify learning needs of each individual student and the support required to improve progress and achievement.</p>			

# Analysis of Variance Reporting 2018 – Pakiri School



School name: Pakiri School	School number: 1074
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Focus: WRITING																										
<p><b>Strategic Aim:</b></p> <p><b>Strategic Goal 1:</b> Quality, engaging and reflective teaching and learning programmes are based on enhancing knowledge, skills, attitudes and values outlined in the NZ Curriculum and evidenced by progress and achievement in relation to the National Standards.</p> <p><b>Strategic Goal 2:</b> Maori students engaged in their learning, achieving educational success, with pride in their unique identity, language and culture as Maori and with whānau supporting their children's learning.</p>																										
<p><b>Annual Aim:</b></p> <p>1c) Increase the number of students achieving at or above the National Standard in Writing. 2c) Increase the number of Māori students achieving at or above the National Standard in Writing.</p>																										
<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>▪ 75% of Maori students will be achieving at or above the standard</li> <li>▪ Students below or well below standard in 2017 will make forward progress in writing of at least one National Standard benchmark</li> </ul>																										
<p><b>Baseline data 2017:</b></p> <ul style="list-style-type: none"> <li>• 50% (3/6) of Maori learners are writing below or well below standard (2018: 2/7, 28.5%)</li> </ul>																										
<p><b>Gender</b></p> <ul style="list-style-type: none"> <li>• 50% (2/4) of girls are writing below or well below standard (2018: 0/3, 0%)</li> <li>• 66.6% (2/3) of boys are writing below or well below standard (2018: 2/5, 40%)</li> </ul>	<table border="1"> <thead> <tr> <th>Ethnicity 2018</th> <th>Above</th> <th>At</th> <th>Below</th> <th>Well Below</th> </tr> </thead> <tbody> <tr> <td>All Learners Years 1-8</td> <td>25% 2/8</td> <td>50% 4/8</td> <td>25% 2/8</td> <td>0% 0/8</td> </tr> <tr> <td>Māori Years 1-8</td> <td>28.5% 2/7</td> <td>42.8% 3/7</td> <td>28.5% 2/7</td> <td>0% 0/7</td> </tr> <tr> <td>Girls Years 1-8</td> <td>33.3% 1/3</td> <td>66.6% 2/3</td> <td>0% 0/3</td> <td>0% 0/3</td> </tr> <tr> <td>Boys Years 1-8</td> <td>20% 1/5</td> <td>40% 2/5</td> <td>40% 2/5</td> <td>0% 0/5</td> </tr> </tbody> </table>	Ethnicity 2018	Above	At	Below	Well Below	All Learners Years 1-8	25% 2/8	50% 4/8	25% 2/8	0% 0/8	Māori Years 1-8	28.5% 2/7	42.8% 3/7	28.5% 2/7	0% 0/7	Girls Years 1-8	33.3% 1/3	66.6% 2/3	0% 0/3	0% 0/3	Boys Years 1-8	20% 1/5	40% 2/5	40% 2/5	0% 0/5
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<p><b>All learners</b></p> <ul style="list-style-type: none"> <li>• 43% (3/7) of Year 1-8 students are writing below or well below standard (2018: 2/8, 25%)</li> </ul>																										



## Analysis of Variance Reporting 2018 – Pakiri School

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Identify learning needs of each individual student and provide the necessary support required to improve progress and achievement.</p> <ul style="list-style-type: none"> <li>• Analysis of Writing Samples</li> <li>• Individual Conferencing</li> <li>• Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Writers elaborating on ideas</li> <li>• Learners producing coherent writing</li> <li>• Increased use of precise words when writing</li> <li>• Improved sentence structure – lengths, sentence starters</li> <li>• Desire to write evident</li> <li>• Able to adapt to purpose and audience</li> <li>• Lots of opportunities to write across the curriculum</li> <li>• A larger number using paragraphs and planning prior to writing</li> <li>• Using Google Docs as a means to record writing</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate acts of teaching</li> <li>• Teacher modelling</li> <li>• Use of exemplars / cameos</li> <li>• Coverage of genre and individual learning needs</li> <li>• Writing seen as a priority and completed most days</li> <li>• Creativity encouraged</li> <li>• Variety and use of different resources/prompts to motivate</li> <li>• Positive response to use of <i>Pobble</i></li> <li>• Seeing themselves as writers</li> </ul>	<ul style="list-style-type: none"> <li>• Surface feature focus</li> <li>• Provide focused literacy support to accelerate 'at risk' learners.</li> <li>• Continued modelling and use of exemplars so that learners know what their writing should look like</li> <li>• Ensure that those receiving additional support write every day.</li> <li>• Continue to encourage a love for and desire to write.</li> <li>• Moderate with another school</li> <li>• Adapt timetable so it fits well with Teacher Aide support</li> </ul>
<p>Use writing data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?</p>	<ul style="list-style-type: none"> <li>• Writing samples analysed as part of inquiry cycle.</li> <li>• Learners set goals.</li> </ul>	<p>Targeted need of all learners, with particular emphasis on those writing below the national standard in writing and those at risk of not achieving by their anniversary or end of year benchmark.</p>	<ul style="list-style-type: none"> <li>• Monitor learners transitioning into year levels 2 and 6.</li> <li>• Analysis of writing samples</li> <li>• Writing moderation with other schools</li> </ul>



		<p>Sharing with their peers, as writers.</p> <p>Learners recognising that ideas are the most important feature, and use of surface features will develop as they mature, with support.</p>	<ul style="list-style-type: none"> <li>Focus on surface features and variety of different genre.</li> </ul>
<p>Review of male and Maori learner progress and achievement using data as part of the inquiry cycle.</p> <ul style="list-style-type: none"> <li>Analysis of writing samples (e-asTTle) and Literacy Learning Progressions</li> </ul>	<p>Writing samples analysed as part of inquiry cycle.</p> <p>Learners set goals. Teacher aide support adapted to meet the needs of the learners.</p>	<p>Needs targeted: in particular, learners below the national standard in writing and those at risk of not achieving by their anniversary</p> <p>Increased use of feedback/feed forward between peers and teacher. Both written and verbal</p>	<ul style="list-style-type: none"> <li>Continue to review male/Maori learner progress and achievement using data as part of the inquiry cycle.</li> <li>Explore further the types of writing that 'light their fire'. More learner agency.</li> <li>Increase number of opportunities to write across the curriculum and having learners identify the purpose</li> </ul>
<p>Work with parents, whānau of target group students around ways to support their learning.</p> <ul style="list-style-type: none"> <li>3 Way Conferences</li> <li>Individual Educational Plans</li> <li>How can you help me at home?</li> </ul>	<ul style="list-style-type: none"> <li>Improved reading habits at home (reading and writing are closely linked – success in one leads to success in the other</li> <li>Parents supporting IEP goals, although this can fluctuate</li> </ul>	<ul style="list-style-type: none"> <li>On-going dialogue with parents</li> <li>'How you can help me at home' section included in written reports.</li> <li>IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with parents, whānau of target learners around ways to support their learning.</li> <li>Reading and writing are closely linked: Reading Together programme revisited in 2017</li> </ul>

## Analysis of Variance Reporting 2018 – Pakiri School

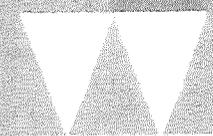


<p>Develop systems to ensure that individual student learning needs can be managed within the classroom context and reviewed each term</p> <ul style="list-style-type: none"> <li>• Picture Prompts</li> <li>• Free Choice Writing</li> <li>• Peer Sharing/Conferencing/ Buddy Editing</li> <li>• Personalised Timetables</li> <li>• Integrating writing using ICT as a supporting tool</li> <li>• Writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Systems allowed for individual/group learning needs to be met through targeted teaching.</li> <li>• Teachers were able to focus on assisting students with their learning</li> <li>• Useful reflections and changes made</li> <li>• Introduction of ILP's</li> <li>• Increased opportunities to share</li> <li>• Deeper feedback and feed forward from peers</li> </ul>	<ul style="list-style-type: none"> <li>• On-task learners</li> <li>• Students aware of their routines, rotation and class resources</li> <li>• Less classroom disruption</li> <li>• Change and variety</li> <li>• Increasing responsibility by individuals for driving their learning</li> <li>• Development of self-direction skills needed to be successful with ILP's. Different personalities/skill levels coped with differing success</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure individual learner needs can be managed within the classroom context by monitoring, reflecting, and if needed, changing systems.</li> <li>• Consolidate 'Growth Mindset' learning</li> <li>• Further develop the understanding that we write for a purpose and audience</li> <li>• Continue blogging with feedback across learners and teacher</li> </ul>
<p>Provide focused literacy support to accelerate 'at risk' students</p> <ul style="list-style-type: none"> <li>• Teacher aide timetabling</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented Quick 60 Programme. Increased vocabulary and attention paid to surface features has transferred.</li> <li>• Provision of visual prompts has encouraged to learners to write about more than personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick 60 Programme has improved spelling for writers.</li> <li>• One learner who was <i>well below</i> has made forward progress in writing alongside reading and is now <i>Below</i> the standard rather than <i>well below</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide focussed literacy support to accelerate 'at risk' students</li> </ul>
<p>Continue to explore avenues to increase moderation accuracy</p>	<ul style="list-style-type: none"> <li>• Moderation using aSTTle, National Standard exemplars and Literacy Learning Progressions</li> </ul>	<ul style="list-style-type: none"> <li>• Development of networks with other local schools has started. Next year's new teacher might already have those in place, if local.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing moderation with other schools (Continue to explore avenues to increase moderation accuracy)</li> </ul>

## Analysis of Variance Reporting 2018 – Pakiri School



<p>Continue to utilise asTTle as a diagnostic tool, using achievement data to inform next steps</p>	<ul style="list-style-type: none"> <li>• Baseline data gathered</li> <li>• Less of an emphasis on asTTle, using only as one tool.</li> </ul>	<ul style="list-style-type: none"> <li>• More accurate information resulted (Able to compare National levels)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to utilise e-asTTle as a diagnostic tool, using achievement data to inform next steps. More emphasis on LLP</li> <li>• Increase learner awareness of actual achievement levels and 'where to next?'</li> </ul>
<p>Focus on writing topics and reading material of particular interest to boys.</p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Free Choice Writing</li> <li>• Setting time limits</li> <li>• Digital prompts</li> <li>• Writing across the curriculum e.g. Science</li> </ul>	<ul style="list-style-type: none"> <li>• Used a variety of resources to encourage motivation</li> <li>• Learners selected ideas and vocabulary to interest the reader</li> <li>• Increase understanding of the importance of sentence beginnings. Grab the reader's attention</li> <li>• Use of ILP's gave a sense of independence and control over their learning options</li> </ul>	<ul style="list-style-type: none"> <li>• Writing attitude and motivation improvement</li> <li>• Needs and interests of the learning community were met</li> <li>• Allowed creativity and individuality</li> <li>• Improvements that were celebrated when shared gave learners mana</li> </ul>	<ul style="list-style-type: none"> <li>• Planning to involve and reflect an element of student voice/agency.</li> <li>• Include learners in the planning of writing.</li> <li>• Share Literacy Learning Progressions with learners</li> </ul>
<p>Learner voice considered in writing topics and genres.</p>	<ul style="list-style-type: none"> <li>• Writing attitude and motivation evident</li> <li>• Learners exposed to a variety of resources to increase enthusiasm towards writing</li> <li>• Blogging used a way to showcase writing and communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Increased motivation and engagement</li> <li>• Tasks completed with thought and care</li> <li>• Writing with a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Planning to involve and reflect an element of learner voice/agency.</li> </ul>
<p>Target 'special abilities' within the classroom</p> <ul style="list-style-type: none"> <li>• Competitions entered</li> </ul>	<ul style="list-style-type: none"> <li>• Sourcing of competitions</li> <li>• Engagement evident</li> <li>• Opportunities to lead</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers (LWDT) supported student learning in an online environment</li> <li>• New learning/high interest</li> </ul>	<ul style="list-style-type: none"> <li>• Enter writing competitions</li> </ul>



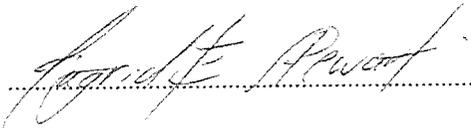
# Analysis of Variance Reporting 2018 – Pakiri School

<ul style="list-style-type: none"> <li>• Use of digital tools to access learning – Blogging</li> <li>• Speech writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extension and enrichment within the New Zealand Curriculum</li> <li>• One learner achieved credit in ICAS</li> </ul>	<ul style="list-style-type: none"> <li>• Learners provided with tools and resources for online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage leadership with new website development and use of blogging</li> <li>• ICAS writing where appropriate</li> </ul>
<p><b>Planning for next year:</b></p> <p>Continue to identify learning needs of each individual student and the support required to improve progress and achievement.</p>			

Sign: BOT Chair



Sign: School Principal



Date

11-03-2019

Date:

11/3/19



Phone 0800 151 900  
 Fax: 09 448 5070  
 info@hartsport.co.nz  
 PO Box 302440, North Harbour, Auckland 0751  
 10A Piermark Dr, Albany, Auckland 0632  
 GST: 83 082 690

**TAX INVOICE**  
 Invoice No. 129804  
 Date: 17-JAN-18  
 Customer No. 31250  
 Reference:

INVOICE TO:  
 Pakiri School  
 Bathgate Road  
 RD 2  
 Wellsford 0972 0972

DELIVER TO:  
 Pakiri School  
 Bathgate Road, RD2  
 WELLSFORD 1242  
 1242

CODE	PRODUCT	ORDERED	DELAYED	SHIPPED	UNIT	ITEM PRICE	LINE TOTAL
33-165	HART Devil Sticks	2	0	2	SET	21.50	43.00
37-797	HART Dual Action Pump with Pressure Gauge	1	0	1	EA	20.50	20.50
16-160	HART Scoop Ball Set	1	0	1	SET	9.90	9.90
33-138	HART Cup Catch Set 6 colours	1	0	1	SET6	36.50	36.50
33-128	HART Velcro Mitt Set	1	0	1	EA	21.00	21.00
16-107	HART Fling-O-Majlg Set	1	0	1	SET	20.50	20.50

Collected from HART Office.

**KIWI SPORT FUNDING STATEMENT 2018**

Pakiri School purchased a variety of items to place in an activity box for the students to access at their break times. The items included devil sticks, scoop ball, Velcro mitt set and cup catch were all purchased to set up this activity for all the students to use. The Kiwisport funding for 2018 was \$160.38 and the purchased amount for sport equipment was \$151.40.

Code No.	Details	Amount
3318		
TOTAL TO PAY \$		151.40
Authorised		

School Principal

Thanks for your order!

Carrier: PBT Couriers  
 Packages: 7  
 Bank details for direct deposit are:  
 Westpac 03 0104 0424561 000  
 Reference your Customer No. 31250  
 PAYMENT TERMS: 14 DAYS

Subtotal (ex tax)	\$131.66
GST	\$19.74
<b>TOTAL (inc gst:)</b>	<b>\$151.40</b>