

Seatoun School

TE KURA O KIRIKIRI TATANGI

Annual Report to the Ministry of Education 2018 Academic Year

2018 Variance Report
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2018 Variance Report

To Be the Best We Can Be

Ministry of Education I.D Number: 2987

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Principal's Contextual Statement:

2018 is the first year in the 2018 - 2020 strategic planning cycle. The objectives for improvement and achievement that we set out to achieve over this period, and the means by which we will achieve them, are stated on page 21 of our Charter. The objectives are restated here to ensure that they remain at the forefront of our thinking and action.

- Provide success and appropriate challenge for all students
- Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
- Improve [identified] student achievement in literacy and numeracy
- Further develop students' independent inquiry [questioning, thinking and information literacy] skills
- Students will take increased responsibility for their own learning, behaviour and attitudes; and care of personal and school property and resources
- Encourage students to take risks and display a 'can do' attitude
- Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
- Continue to seek ways to incorporate the 'Green Footprint' into programmes and the fabric of the school
- Continue to seek ways to incorporate Tikanga Māori into programmes and the fabric of the school
- Continue to seek ways to incorporate cultural diversity into programmes and the fabric of the school
- Provide opportunities for staff to develop greater personal expertise and confidence in ICT to enhance their teaching and efficiently undertake administrative requirements
- Provide opportunities and support for all teaching staff to develop greater confidence and consistency when making teacher judgements when assessing student work
- Provide opportunities and support to all teaching staff to refine pedagogy, differentiate programmes and increase their curriculum knowledge as a means to engage all students and improve learning outcomes
- Provide staff with meaningful opportunities to build leadership capability and capacity

The 2016 community survey and subsequent planning day discussions strongly endorsed the direction and philosophy of the school; and expressed high levels of satisfaction against all the key objectives and performance indicators.

The number of objectives have been increased from 12 to 14 as the result of changes to Objective 8. Previously this was a broad objective that encompassed Green Footprint, Tikanga Māori and Cultural Diversity being proactively incorporated into programmes. In this plan, each is identified as a separate objective in its own right. Each objective has also been broadened to include the 'fabric of the school.

Key initiatives and objectives planned for 2018 are:

- Continued focus on Tikanga Māori
- Using teacher inquiry to improve teacher effectiveness and student achievement: A school-wide PLD initiative investigating deliberateness in teacher & leader actions to improve outcomes and evaluate the impact of strategies used
- Embed our new Student Management System (Linc – Ed) including the 2nd year of implementing reporting to parent changes.
- Continuation of e-learning across the curriculum including embedding and transferring to new staff the skills learnt in the Towards Transformation Project
- Introduce Science Education programme for all levels - teachers to attend to ensure professional development occurring

- Review of the broader technology curriculum – including implementing new Digital Technologies Curriculum
- Further embed the KiVa Programme and values education.
- Support parents by offering parenting programmes.
- Manage potential building projects
- Continue to support Kāhui Ako progress and work towards progressing the achievement challenges
- Review school appraisal process and systems and imbed new Professional Standard

For planning purposes a roll of 428 students has been predicted. This is higher than the MOE 2018 provisional entitlement of 404, but based on current data still lower than the predicted closing roll. We have have accepted additional out of zone enrolments to ensure our roll remains close to the optimum level.

John Western

Principal

2018 STUDENT IMPROVEMENT TARGETS

Strategic Aim (This remains unchanged): All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Curriculum Levels and National Standards.

Equity: We aim for high levels of success for all students. It is expected that there will be no significant difference in the achievement of boys and girls; or that of Maori, Pasifika and other ethnic groups and children of European descent.

Context: Each year, we set student achievement targets, based primarily on the previous year's end-of-year data. Early Term One assessment information, especially in regards students new to the school, is used to supplement the previous year's summative information.

Historical data shows that overall student achievement and engagement is high. The percentage of students meeting National Standard and Curriculum Level achievement expectations is consistently above national results. School data also replicates national data with the highest overall achievement being in reading, followed by mathematics and then writing. When comparing 2012 and 2013 school achievement data against other schools in the area and similar Wellington schools, it is noted that fewer Seatoun School students are assessed as achieving 'above the expected level'. We believe that this reflects the validity and robust nature of our assessment and moderation practice, rather than lower student achievement.

The quality of teaching practice, student engagement and attendance, and parent involvement are all high at Seatoun School. The largest proportion of the budget is allocated to teaching and learning, with a significant investment allocated to employing teacher-aides to support learning programmes. Staff PLD is on-going, effective and highly-valued. There is a strong culture of collegiality and shared responsibility for supporting all students to make progress and enjoy success. The school has a reputation for being inclusive and supportive of students with special needs. Many of these students are our lower achieving students which has an impact on aggregated student achievement. It also impacts on resource allocation, especially in the actual time commitment required of staff to support these students.

Our strategic aim remains the same – we want students to make progress, achieve as highly as they can and enjoy learning. The actions, strategies and interventions we can implement to lift student achievement and achieve this aim are, in the main, well-established - there are no magic bullets. It is superfluous to repeatedly state these actions every year for each target. Outlined below are the key strategies/actions the school will implement for all targets. The reader is advised that only specific actions relevant to particular targets will be recorded; in some instances there may be nothing additional to add.

Key interventions for lifting student achievement:

- Use assessment data to prioritise needs and identify students
- Develop an action plan with consideration given to:
 - any needs or considerations specific to achieving this target that fall beyond established interventions and focussed teaching
 - resource acquisition/allocation & budget implications
 - communication/participation of parents
 - parent workshops/information
 - PLD implications for staff (includes Learning Assistants) – individual, team, school-wide
 - use of any outside agencies/expertise
 - on-going monitoring & assessment, review and evaluation – teacher & student
 - time-frames
 - summative assessment & reporting
- Consider next steps and implications for the following year for individual students/whanau, staff and school.
 - any needs or considerations specific to achieving this target that fall beyond established interventions and focussed teaching
 - resource acquisition/allocation & budget implications
 - communication/participation of parents
 - parent workshops/information
 - PLD implications for staff (includes Learning Assistants) – individual, team, school-wide
 - Continued use of writing/maths e-asTTle

- Introduction of reading e-asTTle in senior classes
- use of any outside agencies/expertise
- on-going monitoring & assessment, review and evaluation – teacher & student
 - time-frames
Continuation of online PAT assessments
- summative assessment & reporting
- Consider next steps and implications for the following year for individual students/whanau, staff and school.

Commentary on Whole School Achievement Data 2018

Teachers have made judgements about student achievement in relation to the curriculum expectations. All students, including ORS funded and English Language Learners are included in this data. The only exceptions are students who have been at the school for less than 40 weeks and a student who returned to Seatoun in the last weeks of the term after being overseas for the year. All the students made progress and this was reported to parents through the school's reporting process. A comprehensive progress update of student achievement against targets was provided to the Board of Trustees mid-year 2018.

High numbers of students achieve well in all areas. Student engagement, participation and enjoyment of school continues to be strong. Seatoun School has less than 10% of students achieving below the expected level, with marginal improvement in all areas from 2017 (Reading: 7.5% in 2018, 8% - 2017), (writing: 9% in 2018, 11% in 2017), (maths: 8.7% in 2018, 10% in 2017)

A new school management system was which was introduced in 2017, continued to use an e-asTTle judgement or reading level, to generate an assessment. This feature continues to contribute to a lot of discussion and confusion, particularly with newer teachers. It has been important to ensure teachers make judgements based on a variety of sources rather than one assessment. Ongoing professional development needs to be done on the consistency of these judgements as new teachers join Seatoun School.

Student Achievement in Reading

OTJ	20 & 40 weeks	60 & 80 weeks	100 & 120 weeks	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above	5 (10.86%)	11 (23.91%)	20 (40%)	24 (48.00%)	35 (51.47%)	33 (63.46%)	22 (38.60%)	23 (54.76%)	173
At	37 (80.43%)	31 (67.39%)	26 (52%)	24 (48.00%)	29 (42.65%)	16 (30.77%)	27 (47.37%)	18 (42.86%)	208
Below	4 (8.67%)	4 (8.67%)	3 (6%)	2 (4.00%)	3 (4.41%)	1 (1.92%)	7 (12.28%)	1 (2.38%)	25
Well Below	0	0	1 (2%)		1 (1.47%)	2 (3.85%)	1 (1.75%)		5
Totals	46	46	50	50	68	52	57	42	411

Reading continues to be the strongest subject overall, with 93% of all students achieving at or above the expected level. This is similar to previous years (92% in 2017, 93% in 2016, 91% in 2015, and 92% in 2014).

There are 208 boys and 203 girls in the data. Girls (95%) and boys (90%) are achieving similarly in this area, although we continue to have a higher percentage of girls achieving above the expected level. A challenge is to extend the achievement of male students so higher numbers achieve above the expected level.

Historically, we have high numbers of students below the expected level after 40 weeks at school, who make excellent progress during their first two years at school. However, in 2018, we only had 4 students below the expected level. This is a strong cohort of children. We also have 4 students below the expected level in the 60 - 80 week and 100 - 120-week band. It is important to continue to focus resource and target these students.

The Year 5 cohort from 2017 had strong reading achievement. This cohort continues to be strong in 2018 with 94% of students at the end of Year 6 achieving at or above the expected levels.

The highest cohorts of students below the expected level are the junior classes (8%) and the Year 7 cohort (14% below or well below). Only three of these eight, Year 7 students started their schooling as 5-year-olds at

Seatoun School.

There are 34 Māori students, of which 85% are achieving at or above the expected level. This is lower than the overall achievement of all students. All the Pacifica students achieved at or above the expected level. Both of these cohorts are small cohorts, where the achievement of one or two children makes a significant impact on the overall total. In 2018, there were two additional Māori students achieving below the expected level. There has continued to be considerable focus on these students to improve outcomes for them, which we will continue to monitor.

Student Achievement in Writing

OTJ	20 & 40 weeks	60 & 80 weeks	100 & 120 weeks	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above	1 (3.45%)	4 (8.6%)	7 (14%)	12 (24.00%)	19 (27.94%)	17 (32.69%)	9 (15.79%)	15 (35.71%)	84
At	45 (98%)	36 (78.2%)	41 (82%)	34 (68.00%)	42 (62.76%)	28 (53.85%)	38 (66.67%)	26 (61.90%)	290
Below		6 (13%)	2 (4%)	4 (8.00%)	7 (10.29%)	6 (11.54%)	9 (15.79%)	1 (2.38%)	35
Well Below					1 (1.92%)	2 (1.75%)			2
Totals	46	46	50	50	68	52	57	42	411

Results in writing are similar to 2017 (89%) with 91% of students achieving at or above the expected level. The small incremental increases in achievement from 2015 have been maintained (2016 - 90%, 2015 - 86% and 2014 - 83%). As in previous years, the girls achievement at or above the expected level (2018 - 92%, 2017 - 90%) is marginally higher than boys (2018 - 90%, 2017 - 86%) achievement. Higher percentages of girls are achieving above the expected level. Similar numbers of boys and girls were achieving below the expected level.

The numbers of students achieving above the expected level in writing are lower than the number of students achieving above the expected level in reading in all areas of the school.

The Year 8 cohort, (2018 - 98%, 2017 - 95%) recorded the largest percentages of students achieving at or above the expected level. However, it is interesting to note that the "20 - 40 weeks" cohort of students has no students achieving below the expected level. This is unusual in this area of the school as often there are high numbers of students below the expected level after the first year of school. There was a high level of Learning Assistant support in classrooms in the junior school and flexible use of literacy support in this area of the school. Another possible reason for no students below at this level is the adjustments that were made to the school management system to identify below students. This needs to be reviewed to ensure it accurately matches expectations.

Of the 34 Māori students, 30 (88%) achieve at or above the expected level. All of the Pacifica students are at or above the expected level.

Student Achievement in Maths

OTJ	20 & 40 weeks	60 & 80 weeks	100 & 120 weeks	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above	2 (6.9%)	6 (13%)	16 (32%)	14 (28%)	26 (38.2%)	27 (51.9%)	29 (50.9%)	17 (40.5%)	137
At	44 (59.7%)	33 (71.7%)	28 (56%)	34 (68%)	40 (58.8%)	20 (38.5%)	15 (26.3%)	22 (52.4%)	236
Below		7 (15.2%)	6 (12%)	1 (2%)	2 (2.9%)	4 (7.7%)	13 (22.8%)	2 (4.7%)	35
Well Below				1 (2%)		1 (1.9%)		1 (2.4%)	3
Totals	46	46	50	50	68	52	57	42	411

Mathematics achievement continues to be consistent with previous years, with 91% of students achieving at or above the expected level (2017 - 90%, 2016 - 90%, 2015 -90%). We have similar numbers of students achieving above the expected level in maths (33% - 2018, 34% - 2017, 34% 2016, 35% 2015).

There are slightly more boys (93%) achieving at and above the expected level compared to girls (89%). This reflects 2017's achievement.

Māori students achieve in similar percentages as the whole school, with 88% achieving at or above the expected level. Similar percentages of Māori students (32%) achieve above the expected level, compared to the whole school (33%).

Planned Actions for Lifting Achievement across reading, writing and mathematics

Key Interventions for lifting achievement:

Use assessment data to prioritise needs and identify students and devise targets across teams.

- All teachers to develop further knowledge of the Learning Progressions Framework and explore PaCT further.
- Use the PaCT tool with our target learners

Develop an action plan with consideration given to:

- Any needs or considerations specific to achieving our targets that fall beyond established interventions and focussed teaching
- Resource acquisition/allocation and budget implications
- Communication and participation of parents eg parent workshops and information
- PLD implications for staff which includes Learning Assistants - individual, team and school- wide
- Use of outside agencies and expertise
- On-going monitoring and assessment, review and evaluation - teacher and student
- Review summative assessment and reporting.
- Consider next steps and implications for the following year for individual students/whanau, staff and school.

Seatoun School 2018 Achievement Targets

Year 1 and 2 Targets 2018

Demographic

	Boys	Girls	Total	
Year 1 from 2017	15	8	23	38
New 2018	7	8	15	
Year 2 from 2017	28	17	45	46
New 2018	1	0	1	

Year 1 and 2: Reading Target 2018

Aim: To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Reading.

Baseline Data:

November 2017 data showed that 73% (33/45) of students who were in Y1 who moved to Y2, were reading at or above the expected level. 27% (12/45) were achieving below the expected level. One new student arrived at the school in 2018 who is achieving below the expected level.

In 2017, Yr 0 cohort, there were 9 children who had been at the school for 20 weeks or longer who were all identified as being at the expected level.

In addition to the 13 students that are achieving below the expected level there are 4, Year 2 students, and 7 Year 1 students who either just at the expected level or we have concerns about them meeting the standard for 'after 1 Year at school'. We would like these students to maintain and consolidate reading at the expected level.

Target 1: The group of thirteen Y2 students, identified as achieving below the expected level, will be reading at the expected level as assessed by Overall Judgements in November 2018.

Target 2: The group of eleven students including four Y2 students, and seven Year 1 students, will maintain reading at the expected level, as assessed by Overall Judgements in November 2017.

Actions	Resource	When
As per the contextual statement		
Continue to target children using the Reading Eggs computer programme	Allocate Reading Eggs term by term basis to maintain focus and enthusiasm of children.	Terms 1/2
Communicate clearly with parents on how to help their child learn to read.	Offer sessions for parents to observe their child reading.	

December Analysis

Target 1: Thirteen students were identified in February 2018 as being below the expected level. According to judgements made in July of the current 19 target students:

- 61% of Year 2 target students are now at the expected level (8/13).
- 38% of Year 2 target students remain below the expected level (5/13).

Target 2:

Eleven Year 1/2 students were identified in February as reading at the expected level but there was concern whether these children would maintain this. According to judgments made in July of the group of eleven, Y1/Y2 students:

- 1 student (9%) has slipped to below the expected level.
- 10 students (91%) remain at the expected level.

Reading Target Comment:

- Students are achieving well in Year 1 and 2
- Many of the programmes and strategies implemented from previous years continue.
- Reading Eggs supports the students at home and at school. At times, we have struggled with access to the Reading Eggs programme on the Ipads. There were some changes to students on the programme. However, some students remained for the year. We will continue with this programme in 2019.
- We have used Reading Recovery flexibly this year with fewer children strictly on the Reading Recovery and a larger number of children on Literacy support. This was due to higher numbers of children reading just below where expected.
- We have had flexibility in our grouping for reading:
 - We tried to increase the amount of reading some of these children received by having them read in two groups. This gave them confidence when reading some of the easier material.
 - Some students struggled in a group so they only had individual lessons
 - Some students received an individual mini lesson prior to their group lesson so they had greater confidence in a group situation
- Next steps will incorporate many of the strategies above. We will continue to be flexible and responsive to individual children's needs. We will improve the access to Reading Eggs for those targeted students.

Year 1 and 2: Writing Target 2018

Aim: To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Writing.

Baseline Data:

November 2017 data showed that 82% (37/45) of students in Y1, were writing at or above the expected level. All these children moved to Year 2 in 2017. 18% (8/45) were achieving below the expected level. We also have a Y1 student who is not achieving at the expected level. We have a significant number of children who are only just achieving at the expected level that are at risk of not making the expected progress to achieve the standard either 'after 1' or 'after 2' years at school. Therefore, our target includes a large number of children achieving at the expected level who we would like to maintain this achievement.

Target 1: The group of 10 students comprising nine, Y2 students, and one Y1 student identified as achieving below the expected level, will be writing at the expected level as assessed by Overall Teacher Judgements in November 2018.

Target 2: The group of 14 students, which comprises, eight Y2 students (identified as achieving at the expected level) and , six Y1 students (who were either identified as achieving at the expected level or did not have an OTJ during 2017 as they had been at school less than 6 months) will maintain writing at the expected level as assessed by Overall Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Use ear muffs for some students to avoid distraction and be able to focus while writing.	Purchase ear muffs	Term 1
Continue to use 'book creator app for producing writing.	Ensure all Learning Assistants are knowledgeable in using "Book Creator"	Term 1
Ensure authentic contexts for writing and the publication of 3 pieces of writing a term	Ensure avenues for sharing writing.	All year
Continue to read own writing to buddy during buddy reading time.	Designated buddy reading time	Term 1 then ongoing
Continue to maintain handwriting in the programme as it is important to write fluently.	Time allocation	

December analysis:

Target 1:

Ten students (nine Year 2 and one Year 1) were identified in February 2018 as being below the expected level. According to judgements made in December of the current 10 target students:

- 70% of Year 2 target students are now at the expected level (7/10).
- 30% of Year 2 target students remain below the expected level (3/10).

Target 2:

14 students, (eight Y2 students identified as achieving at the expected level and, six Y1 students who were either identified as achieving at the expected level or did not have an OTJ during 2017 as they had been at school less than 6 months) were identified in February with the expectation to maintain writing at the expected level.

According to judgments made in December of the group of fourteen, Y1/Y2 students:

- 1 students (7%) below the expected level.
- 13 students (93%) remain at the expected level.

Writing comment:

- Earmuffs have been purchased and are available for children to use. This minimizes outside distractions for students and helps them focus. We will continue to use earmuffs for students next year.
- Flexibility with Literacy Support Teacher has allowed a focus on writing for some of these

children.

- Classes used Book Creator for writing. Learning Assistants have an increasing knowledge of this application. It will be important to continue to train Learning Assistants.
- Year 2 classes and publishing students writing 3x a term. This is ensuring there is an audience for writing.
- Teachers are providing opportunities to share writing to ensure there a purpose.
- Ensuring students work independently rather than relying on adult support.
- Handwriting is taught regularly. This has given students the confidence to write with ease.
- Next steps will incorporate all of the above approaches and we will endeavour to ensure writing is based on authentic experiences relevant to the student.

Year 1 and 2 Mathematics Target 2018

Aim: To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Mathematics.

Baseline Data:

November 2017 data showed that (41/45) of Y1 students, were achieving at or above the expected level in mathematics. All students moved to Year 2. There are some children who are only just achieving at the expected level who are at risk of not making the expected progress to achieve the standard either 'after 1' or 'after 2' years at school. Therefore, our target covers children achieving at the expected level who we would like to maintain this achievement. Three Year 0 students who are now Year 1, were identified from 2017. We are concerned these 3 students will not achieve at the expected level after 1 year at school.

Target 1: The group of four Yr 2 students, identified as achieving below the expected level, will be achieving at the expected level as assessed by Overall Judgements in November 2018.

Target 2: The group of ten students comprising seven Yr 2 students, and three Yr 1 students, will maintain achievement at the expected level, as assessed by Overall Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Teachers to develop knowledge of the maths learning progression framework to accurately notice what students learning	Maths learning progression framework Workshops and team discussions	Term 1 and 2
Undertake a teacher inquiry into developing students skills in maths.	Team discussions	Term 2 and 3

December analysis:

Target 1:

Four students were identified in February 2018 as being below the expected level. According to judgements made in July of the current 4 target students:

- 25% of the target students are now at the expected level (1/4).
- 75% of the target students remain below the expected level (3/4).

Target 2:

10 students, (seven Y2 students identified as achieving at the expected level and, three Y1 students who were either identified as achieving at the expected level or did not have an OTJ during 2017 as

they had been at school less than 6 months) were identified in February with the expectation to maintain mathematics at the expected level. An additional Year 2 student arrived during term 1 and has been included in this target.

According to judgments made in December of the group of eleven, Y1/Y2 students:

- 2 students (18%) are now below the expected level.
- 9 students (82%) remain at the expected level.

Mathematics Comment

All teachers have had PD about the learning frameworks and used these to support their knowledge of progressions and to develop appropriate learning tasks.

Year 2 teachers explored incorporating more play-based learning into their programmes and will continue to build this knowledge and develop this in 2019.

Teachers inquiries have supported maths teaching and some have explored different ways of grouping students. These approaches will continue to be developed in 2019.

Year 3 and 4 Targets 2018

Demographic

From 2017	Boys	Girls	Total	
Year 3	29	10	39	76
Year 4	14	23	37	

Year 3 and 4 Mathematics Targets 2018

Target 1:

Aim: To increase the number of Year 3 and 4 students achieving at the National Expected Level in Maths

Baseline Data: November 2017 data shows 5% of current Year 3 students (2/39 students) and 5% of current Year 4 students (2/37 students) were identified as achieving below the expected level in mathematics. In addition, there is one new Year 4 student who is achieving below the expected level in maths. 3 of the students are female and 2 of the students are male.

Target: The group of Year 3 and 4 students identified as achieving below the expected level in maths will

Be achieving at the expected level as assessed by Overall Teacher Judgements in November 2018

Actions	Resource	When
As per contextual statement		2018 ongoing

Follow a teacher inquiry into developing competency in the teaching of maths and implement changes to programme	<ul style="list-style-type: none"> Individual team members undertake an inquiry into their practice to develop capability at raising student achievement in mathematics Become familiar with the Learning Progressions Framework and use to monitor/assess progress Undertake further PLD as appropriate- eg observations and reading- visit to Corinna School, Roberta Hunter Maths DMIC Short Course Regular team discussions Monitor progress of students 	Ongoing
Increase time spent working with students to build confidence	<ul style="list-style-type: none"> Provide support teacher-aide time (3x a week)- working on Number knowledge (Belinda/Angela) 	Ongoing
Explore further e-learning opportunities to enhance teaching and learning	<ul style="list-style-type: none"> Further Mathematics PD for teachers Provide one-to-one support to individual students to maximise use of Mathematics as a tool Investigate other programmes-eg Sumdog Investigate use of iPad apps for these students in maths Use of e-Learning PD time in meetings 	Ongoing
Build parent capacity to support students in maths	<ul style="list-style-type: none"> Use parent resource box to support 	Ongoing

Target 2

Aim: To increase the number of Year 3 and 4 students achieving above the National Expected Level in Maths

Baseline Data: November 2017 data shows 25% of current Year 3 students (10/39 students) and 9% of current Year 4 students (4/37 students) were identified as achieving confidently at the expected level in mathematics. 6 of the students are female and 8 of the students are male.

Target: The group of Year 3 and 4 students identified as confidently at the expected level in maths will be achieving above the expected level as assessed by Teacher Judgements in November 2018

Increase engagement of students	<ul style="list-style-type: none"> Engagement survey at beginning of year and end of year to monitor Extend use of rich tasks in meaningful contexts, in the teaching and learning programme, to further engage students in problem-solving 	March/Nov
Increase rates of Basic Facts knowledge in students	<ul style="list-style-type: none"> Prioritise times to focus on basic facts learning within classroom programme 	Ongoing
Follow a teacher inquiry into developing competency in the teaching of maths	<ul style="list-style-type: none"> Individual team members undertake an inquiry into their practice to develop capability at raising student achievement in mathematics against the New Zealand Curriculum Become familiar with the Learning Progressions Framework Undertake further PLD as appropriate- eg observations and 	Ongoing

and implement changes to programme	reading- talk moves, positive norms, ALIM strategies, visit to Corinna School, Roberta Hunter Maths DMIC Short Course <ul style="list-style-type: none"> • Regular team discussions • Monitor progress of students 	
Increase critical thinking skills and risk-taking mindset in students	<ul style="list-style-type: none"> • Build collaborative skills for working with learning buddies • Teach and encourage growth mindset, through deliberate actions 	Ongoing

December 2018 update:

Target 1: Five students were identified in February 2018 as being below the expected level.

According to judgements made in December, of the current 5 target students:

- 20% of the target students are working at the expected level
- 80% of the target students are working below the expected level

Movement of students:

- 1/5 students have moved to at the expected level (one Year 4 student).
- 4/5 students remain below the expected level

Comment

- Of these students, 2 are on IEPs and one is ESOL Four of the 5 are also identified as working below the expected level in literacy
- The student who moved to at the expected level has also made big strides in literacy, which has made comprehension of maths problems stronger
- One student has made good progress and has now been identified as just below. This student benefited from the DMIC approach of working with a learning buddy to solve problems
- These students all worked closely with teacher-aide support, and benefitted from one-to-one support with using resource kits, Mathletics and the SPRING Maths programme
- All students are making progress within the levels that they are working at.

Target 2:

14 students were identified in February as confidently at the expected level. According to judgments made in December, of the group of 14 target students:

- 36% of the target students are working above the expected level.
- 64% of the target students are working confidently at the expected level.

Movement of students

- 5/14 students have moved to working above the expected level
- 9/14 students remain at the expected level- of these, all have been identified as “confidently at”

Comment

- All teachers in the team undertook an inquiry into their maths teaching. We explored different ways of grouping students, such as mixed ability groups, and investigated the best methods of encouraging peer interactions to build stronger engagement and more effective maths practice. We focussed on building positive classroom norms, and introducing rich maths tasks.
- All teachers had PD about the learning frameworks and used these to support their

knowledge of how children progress in maths learning, and to develop appropriate learning tasks.

- Two members of the team completed a Massey Course related to Developing Mathematics Inquiry Communities in the classroom
- Staff visited and observed maths lessons in other schools. We were observed during Maths lessons, as part of the Appraisal Process, and received feedback about our maths teaching
- All of these students identified that they felt a high engagement in the maths programme, and particularly liked the opportunity to work with learning buddies to explore maths in authentic contexts
- Next steps- teachers will continue to use the DMIC approach to teaching maths and refine it through further investigation. Students will be encouraged to continue to focus on building a growth mindset, and a collaborative problem-solving approach to mathematics.

Year 3 and 4 Writing Targets 2018

Target 1:

Aim: To increase the number of Year 3 and 4 students achieving at the National Expected Level in Writing.

Baseline Data: November 2017 data showed that 5% of current Year 3 students (2/39 students) and 5% of current Year 4 students (2/37 students) were identified as writing below the expected level. In addition, there is one new Year 4 student who is achieving below the expected level in writing. 2 of these students are female and 3 of the students are male.

Target: The group of Year 3 and 4 students, identified as achieving below the expected level in writing, will be writing at the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		2018
Identify and target students with poor spelling skills	<ul style="list-style-type: none"> • Use Essential Word List testing and phonics testing to identify spelling needs • Provide time in team meetings for spelling PD and adapt classroom and support programmes to target needs • Provide dictation exercises with teacher-aide 2x a week to identified group 	Term 1 ongoing
Identify and target students with poor handwriting skills and punctuation skills	<ul style="list-style-type: none"> • Provide time in team meetings to analyse and discuss data, moderate writing and form programmes in response • Use teacher-aide time for teachers to work one-to-one with identified students targeting needs • Investigate introducing assistive technology where appropriate (eg speech to text) 	Term 1 Ongoing
Identify and target students requiring support with generating and sequencing ideas	<ul style="list-style-type: none"> • Use e-asTTle rubrics to identify needs • Group students and provide specific small-group teaching to needs 	Term 1 Ongoing

Target 2:

Aim: To increase the number of Year 3 and 4 students achieving above the National Expected Level in Writing.

Baseline Data: November 2017 data showed that 41% of current Year 3 students (16/39 students) and 40% of current Year 4 students (15/37 students) were identified as writing at but reading above the expected level. 14 of these students are female and 17 of the students are male.

Target: The group of Year 3 and 4 students, identified as achieving at the expected level in writing, but above the expected level in reading, will be both writing and reading above the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Identify and target specific areas within writing where support is needed	Teach children to use Author Circles competently	
Link writing more closely and explicitly to reading	<ul style="list-style-type: none">• Create explicit connections between what they like to read and what makes a good writer• Teacher PD around ways to unpack reading more for students	Ongoing
Create an online community that involves peer feedback and sharing with Google Docs	<ul style="list-style-type: none">• Set up Google Doc access (Hapara)• Set expectations for students• Provide teacher models of feedback	Term 3 and 4

December 2018 Update

Target 1:

5 students were identified in February 2018 as achieving below the expected level. According to teacher judgements made in December:

- 20% of the target students are working at the expected level
- 80% of the target students are working below or well-below the expected level

Movement of students

- 1/5 students has moved to at the expected level (identified as “just at”)
- 1/5 students has moved to “just below
- 3/5 students remain below the expected level (one of these remains well below)

Comments

- Three of these students are on an IEP, and have significant learning needs. One is ESOL. All of these students are identified as working below the expected level in literacy
- All of these students receive ongoing weekly support from a learning assistant, to target needs
- We used the Hearbuilder Programme for a number of these students. This targeted auditory processing needs.
- A regular dictation programme was successful in supporting these students with listening and recording sounds accurately, and built handwriting and proof-reading skills in a systematic, supported way

- Spelling needs were addressed through teacher assistant support and team cross-grouping for phonics
- Repeated teaching to target needs underpinned all classroom programmes
- All students show some progress within the level that they are working in
- Next steps for these students will be to maintain dictation, Hearbuilder, and phonics programmes and, where possible, to maintain learning assistant support in 2019.

Target 2:

31 students were identified in February 2018 as writing at but reading above the expected level.

According to teacher judgements made in December:

- 29% of target students are reading above and writing above the expected level
- 55% are reading above, but writing at the expected level
- 16% are reading above, but writing below the expected level

Movement of students

- 9/31 students are now reading above **and** writing above the expected level (4 Year 3 students, 5 Year 4 students; 6 girls, 3 boys)
- 17/31 students continue to read above, but write at the expected level
- 5/31 student are now identified as reading at and writing at the expected level

Comments:

- Five of the students who were identified as reading above the expected level are now identified as reading at because reading comprehension becomes more complex (eg inferential) as students progress
- Students who have moved to above in writing have worked with teachers and the support of the librarian to make more explicit links between what they enjoy in books and how to use this knowledge in their writing
- Students have been encouraged to write as part of their Steeple Rock Challenges (eg travel diaries) or through other opportunities (eg writing letters to children at another school) to extend their expertise in writing
- Google Docs have been used to share writing completed at home, and to seek feedback from peers. Teachers, parents
- Students have been explicitly taught how to give, and respond to, critical feedback
- Next steps- Year 3/4 staff will undertake ongoing PD in writing in 2019 to further extend teacher capability in the teaching of writing. Class programmes will focus on making increasingly explicit links between reading and writing. Teachers will seek further opportunities to extend these children in writing- such as NZ-wide writing competitions

Year 3 and 4 Reading Targets 2018

Aim: To increase the number of Year 3 and 4 students achieving at the National Expected Level in Reading.

Baseline Data: November 2017 data showed that one current Year 3 student (1/37= 3%) was identified as reading 'below' the expected level. In addition, one new Year 4 student has been identified as achieving below the expected level. 1 of these students is female and 1 of the students is male.

In addition, 8% of current Year 3 students (3/37 students) and 8% of current Year 4 students (3/39 students) are identified as achieving "just at" the expected level. (2 female, 4 male). We would like

these students to maintain and consolidate reading at the expected level.

Target 1: The group of Year 3 and 4 students, identified as achieving below the expected level in reading, will be reading at the expected level as assessed by Teacher Judgements in November 2018.

Target 2: The group of Year 3 and 4 students, identified as achieving just at the expected level in reading, will continue to achieve at the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		2017
Communicate clearly with parents on how to help their child learn to read.	<ul style="list-style-type: none">Encourage parents to attend the “helping your child read” evenings	Terms 2/3
Provide daily reading mileage for these students	<ul style="list-style-type: none">Set up daily “5-minute read” with teacher/ teacher-aide /parent helper for these students, in addition to the usual reading programme	Term 1 and ongoing
Provide time for more focussed teaching for these students	<ul style="list-style-type: none">Use literacy support time from reading recovery teacher, where possible	Term 1 and ongoing
Improve reading motivation for these students	<ul style="list-style-type: none">Provide team PD in meetings around ways to motivate reluctant readersUse expertise of librarian to motivate readers	From Term 2
Share resources	<ul style="list-style-type: none">Build shared resources to scaffold studentsShare successful ideas from Sheena Cameron Book	Term 1

December 2018 update:

Target 1:

Two students were identified in February 2018 as being below the expected level in reading. According to teacher judgements made in December:

- 100% of the target students remain working below or well-below the expected level.

Movement of students:

- 1/2 students remains at a well-below level
- 1/2 students has moved to “just below”

Comments:

- One of the students is on an IEP and has very significant needs. The other student is ESOL
- One of the students has had support from the Resource Teacher of Literacy in 2018
- The Reading Recovery teacher has provided support to class teachers for these children.
- Learning Assistant time was allocated to provide one-to-one time to read with these students
- ESOL funding was received for one of the students and utilised to support language Learning
- Both students made progress- one has made significant progress and is likely to be reading

at the expected level as knowledge of the English language increases

- Next steps; an ICS (in-class support) application is in place for one of the students and an ESOL funding application for the other. One-to-one and in-class support will continue to be provided for these students

Target 2:

Six students were identified in February as reading “just at” the expected level. According to judgments made in December:

- 50% of the students are working at the expected level.
- 50% are working just at the expected level.

Movement of students:

- 3/6 target students have moved to at the expected level
- 3/6 remain “just at” the expected level

Comments:

- All students are making progress
- Of these students, 4 are on IEPs and one is ESOL. Three have been formally identified with dyslexia.
- All received learning assistant support throughout the year .
- All were monitored by Jemma Rapson, as they are all ex- Reading Recovery students
- The Hearbuilder programme (able to be completed at home as well as school) has supported these students with auditory processing issues
- Our librarian supports these students by promoting enjoyment of reading and sharing and sourcing books to engage individual students
- Daily mileage was an important part of the programme- extra reading to and with a buddy, teacher or learning assistant
- Many of the programmes and strategies implemented from previous years continued.
- Next steps: the “just at” students will be identified as target students again in 2019 and continued to be supported with one-to-one assistance and in-class support

Year 4, 5 and 6 Targets 2018

Demographic

	Boys	Girls	TOTAL	
Year 4 from 2017	5	7	12	Year 4 12
Year 5 from 2017	32	35	67	Year 5 67 Year 6 55
Year 6 from 2017	20	25	45	
Year 6 NEW 2018	3	7	10	
TOTAL	60	74	134	134

Year 5 and 6: Reading Target 2018

Aim: To increase the number of Year 5 students achieving at the expected level in reading.

Baseline Data: November 2017 data shows that 7% of current Year 5 students (5 boys) are identified as achieving below the expected level. A Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target 1: The Year 5 students currently achieving below the expected level, will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Background: Of these **5 students**, 2 are on an IEP and 2 are also below the expected level in writing and mathematics. All students display decoding and comprehension needs.

Actions	Resource	When
As per contextual statement		
Ensure daily reading mileage to increase fluency and reinforce learning	<ul style="list-style-type: none"> Implement programme aimed at listening to students read for 5 minutes daily 	Term 1-4
Find ways to increase enjoyment of personal reading	<ul style="list-style-type: none"> Communicate regularly to closely monitor personal reading programme Work closely with the school 	Ongoing

	librarian <ul style="list-style-type: none"> • Purchase books to motivate readers 	
Build decoding/comprehension skills	<ul style="list-style-type: none"> • Share research/effective teaching at team meetings • Provide targeted teacher-aide support • Purchase resources as needed 	Ongoing
Build punctuation knowledge	<ul style="list-style-type: none"> • Research/share strategies 	Ongoing

December 2018 Update

5 students were identified in February 2018 as achieving below the expected level. According to teacher judgements made in July:

- 40% of the Year 5 and 6 target students (Y5 2/3 boys) are achieving at the expected level
- 60% of the Year 5 and 6 target students (Y5 2/3 boys) remain below the expected level

Movement of students

- 2/5 students are now achieving at the expected level
- 3/5 students remain below the expected level

Comments

- Of the 3/5 students remaining below the expected level, one student on an IEP is well below the expected level; one student, who was also below in writing and mathematics, has made good progress towards the expected level; one student with ESOL needs is working to build comprehension of text at the expected level
- 4/5 students received weekly, sequential support from a learning assistant; 1/5 students received regular in-class learning assistant support across the curriculum as well as additional home tutoring at school
- Our librarian actively promoted enjoyment of reading, and shared/sourced books to engage individual students
- Repeated, targeted teaching and fostering student responsibility for progress underpins programmes
- Next steps 2019: Check ESOL support, provide one-to-one support, provide purpose, and opportunities for active reading eg plays

Year 4, 5 and 6: Writing Targets 2018

Aim: To increase the number of Year 4, 5 and 6 students achieving at and above the expected level in writing.

Target 1

Baseline Data: November 2017 data shows that 8% of Year 4 students (1 boy), 8% of Year 5 students (5 students -4 boys, 1 girl) and 16% of Year 6 students (9 students -3 boys, 6 girls) are achieving below the expected level in writing. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target: The group of students in Year 4, 5 and 6 achieving below the expected level in writing will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Background: Of these **15 students**, 7 are on an IEP and 2 are below the expected level in reading and mathematics. All students display both deeper and surface feature needs.

Actions	Resource	When
As per contextual statement		
Build oral language skills	<ul style="list-style-type: none"> Identify/address needs 	Ongoing
Make explicit connections between types of communication- talking, reading, writing, visuals	<ul style="list-style-type: none"> Visuals/acronyms etc to prompt connections 	Ongoing
Explore ways to motivate writers	<ul style="list-style-type: none"> Share research/effective teaching practices at team meetings Monitor student attitudes Share engaging books/authors Aid recording of ideas, as appropriate eg digitally 	Ongoing
Implement editing strategy	<ul style="list-style-type: none"> Trial/share ideas within team 	Term 1-4
Ensure word study/spelling/punctuation programmes to target needs	<ul style="list-style-type: none"> Identify needs using a range of assessments-Blackwells, Pseudo Word Phonics, PAT tests Provide time to administer and analyse results Implement strategies to address needs in the class 	Term 2-4
Ensure handwriting is a regular part of the programme	<ul style="list-style-type: none"> Time in class programme;systems Handwriting resources 	Ongoing

December 2018 Update

Writing Target 1

15 students were identified in February 2018 as achieving below the expected level. According to teacher judgements made in July:

- 20% of Year 4, 5 and 6 target students (Y4 0/1; Y5 1/5; Y6 2/9) are achieving at the expected level
- 80% of Year 4, 5 and 6 target students (Y4 1/1, Y5 4/5; Y6 7/9) remain below the expected level

Movement of students

- 3/15 (Y5 1 boy; Y6 1 girl, 1 boy) are now achieving at the expected level in writing
- 12/15 students remain below the expected level in writing

Comments

- 7/15 students are on an IEP; 3/15 students read below the expected level
- 7/15 students received regular support from a learning assistant, with one student also receiving regular, weekly school SENCO teacher support

- Of the 12 students remaining below the expected level, all have progressed at planning, structuring and wording their message to meet the purpose
- Emphasis was placed first and foremost on communicating a clear message. This was supported by deliberate use of oral language to achieve a clear message, and a 'Think, say, then write' approach
- Students responded well to short writing tasks across the curriculum
- A reading and editing strategy of Rearrange, Exchange, Add, Delete was shared and proved effective at simplifying the editing process and students gained increased satisfaction from writing a clearer message
- Spelling/phonics needs were met through class programmes, learning assistant support and two terms of team cross-grouping
- A weekly home learning writing focus provided an opportunity to share writing, practise skills and receive teacher feedback
- Repeated teaching to target needs and fostering of student responsibility for progress underpinned programmes
- Next steps 2019: Make explicit links between reading and writing; provide additional one-to-one support

Target 2

Baseline Data: November 2017 data shows that 25% of Year 4 students (3 students -1 boy, 2 girls), 24% of Year 5 students (16 students -6 boys, 10 girls) and 18% of Year 6 students (10 students -5 boys, 5 girls) are achieving above the expected level in reading and at the expected level in writing.

Target: The group of Year 4, 5 and 6 students identified as achieving above the expected level in reading, will also be achieving above the expected level in writing as assessed by Teacher Judgements in November 2018.

Background: The needs of these **29 students** centres mainly on effective use of structure and language to achieve a clear, succinct and informative message, aided by correct surface features.

Actions	Resource	When
As per contextual statement		
Make explicit connections between being a reader and a writer through reading to identify how effective authors achieve impact	<ul style="list-style-type: none"> • MOE Literacy Learning Progressions-deeper and surface features • Provide targeted teaching 	Term 1-4
Raise the profile of writing	<ul style="list-style-type: none"> • Invite authors to speak to students • Liaise with librarian/discuss displays 	Term 2-4
Promote effective editing strategies	<ul style="list-style-type: none"> • Trial/share ideas within team 	Term 1-4
Implement programmes to extend language features/vocabulary, spelling	<ul style="list-style-type: none"> • Provide time within the class programme • Resources to aid teaching 	Term 2-4
Create an online community to promote sharing and peer feedback via Google Docs	<ul style="list-style-type: none"> • Google Doc access/Set student expectations 	Term 2-4

December 2018 Update

Writing Target 2

29 students were identified in February 2018 as reading above the expected level, and writing at expected level. One Year 5 student and 2 Year 6 students have left the school, so the target group now comprises 26 students. According to OTJ's made in July:

- 81% of the Year 4, 5 and 6 target students (Y4 2/3; Y5 14/15; Y6 5/8) are reading above the expected level, and writing at the expected level
- 19% of the Year 4, 5 and 6 target students (Y4 1/3; Y5 1/15; Y6 3/8) are reading and writing above the expected level

Movement of students

- 19/26 students continue to read above the expected level and write at the expected level
- 5/26 students read above the expected level and write above the expected level
- 2/26 students read and write at the expected level

Comments

- 2/26 students were identified as reading at the expected level due to increasing comprehension demands
- Creating high level writing is recognised as being more complex than reading high level writing
- Links between being a reader and a writer were made explicit across the curriculum. Emphasis was placed on linking reading and writing through reading to identify what good authors in order to foster and enhance student writing
- Our librarian actively linked reading and writing through sourcing and promoting enjoyment of books, discussion of authors and their ideas and author visits. She supported and extended learning in the classroom, such as persuasive writing and debating and assisted with IT to share literacy learning
- Students were set purposeful writing tasks across the curriculum and shared their efforts in a number of ways, including via Google Docs
- e-asTTle writing has continued to prompt team discussion and consistency in assessment
- Editing strategies were shared: READ (Rearrange, Exchange, Add, Delete) proved effective at simplifying the process and students gained satisfaction from writing a clearer message with impact
- Spelling/word study programmes targeted needs and operated in/across classes
- A weekly home learning writing focus provided an opportunity to share writing, practise skills and receive teacher feedback
- Emphasis was placed on students taking responsibility for their goals and progress
- Next steps 2019: Use of digital programmes to engage and share learning

Year 4, 5 and 6

Mathematics Target 2018

Aim: To increase the number of Year 4, 5 and 6 students achieving at and above the expected level

in mathematics.

Target 1:

Baseline Data: November 2017 data shows that 8% of Year 4 students (1 boy), 9% of Year 5 students (6 students-4 boys, 2 girls), and 13% of Year 6 students (7 girls of which one is well below) are currently achieving below the expected level in mathematics. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target: The Year 4, 5 and 6 students currently achieving below the expected level in mathematics, will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Background: Of these **14 students**, 5 are on an IEP and 2 are also below the expected level in reading and writing.

Actions	Resource	When
As per contextual statement		
Continue to develop use of Maths Whizz as an online teaching and assessment tool	<ul style="list-style-type: none">• PD/discussion• Hold a parent workshop on how to assist their child at home and access student reports• Support and monitor student progress-use Maths Whizz online data	Term 1-4
Provide targeted teaching to meet individual needs	<ul style="list-style-type: none">• Provide support programmes in addition to class programme• Provide for extra teacher time	Term 1-4
Undertake teacher inquiry into developing capability at raising student achievement in mathematics	<ul style="list-style-type: none">• Survey/monitor student attitudes• Continue to build growth mindsets as per previous teacher inquiries; problem-solving approach• Build professional knowledge, collaborate, observe others• Use digital learning and assessment tools, including Learning Progressions Framework	Term 1-4

Target 2

Baseline Data: November 2017 data showed that 42% of Year 4 students (5 students -1 boy, 4 girls), 40% of Year 5 students (27 students -14 boys, 13 girls) and 38% of Year 6 students (21 students -11 boys, 10 girls) are currently achieving above the expected level in mathematics.

Target: The group of **53 Year 4, 5 and 6** students identified as currently achieving above the expected level in mathematics will continue to achieve above the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Provide focussed teaching and learning opportunities for 'above' students	<ul style="list-style-type: none"> • Make organisational changes eg cross-grouping • Provide problem-solving; rich tasks; paired/peer approach • Provide extension opportunities 	Terms 2/3
Develop the use of Maths Whizz as an online teaching and assessment tool	<ul style="list-style-type: none"> • PD/discussion • Hold parent workshop on how to assist their child at home and access student reports • Support and monitor student progress-use Maths Whizz online data 	Term 1-4
Undertake teacher inquiry into developing capability at raising student achievement in mathematics	<ul style="list-style-type: none"> • Survey/monitor student attitudes • Continue to build growth mindsets • Develop problem-solving approach • Build student collaborative skills for working with others • Build professional knowledge, collaborate, observe others • Use digital learning and assessment tools, including Learning Progressions Framework 	Term 1-4

December 2018 Update

Target 1:

14 students were identified in February 2018 as achieving below the expected level. According to teacher judgements made in July:

- **21%** of the Year 4, 5 and 6 target students (Y4 1/1; Y5 4/6; Y6 3/7) are achieving at the expected level
- **79%** of the Year 4, 5 and 6 target students (Y4 0/1; Y5 2/6; Y6 4/7) remain below the expected level

Movement of students

- 8/14 students are now achieving at the expected level
- 6/14 students remain below the expected level

Comments:

- All students show progress and increased confidence
- 5 students are on an IEP, of which one student, plus another, is reading below expected level
- Of the 6 students remaining below the expected level, 3 are on an IEP
- All students received sequential, targeted, ongoing support from a learning assistant, or ALiM-based programme
- Teachers received PD in the online Maths Whizz programme, students received training and a parent information afternoon was held

- Learning Assistants undertook PD in the “Spring into Maths” programme and use of kits to help students build number knowledge.
- All teachers took part Learning Progressions Frameworks PD and used them to grow and show student progress
- All teachers observed lessons in mathematics and benefited from feedback on their own lessons
- All teacher inquiries were focused around problem-solving and explored a variety of approaches, including DMIC mixed ability grouping, and cross-grouping, to foster engagement, growth mindsets and skills of collaboration.
- One teacher completed a Massey University course focused on Developing Mathematics Inquiry Communities in the classroom, and most students reported that they preferred working with learning buddies on authentic tasks and had learnt a lot
- Repeated teaching to target needs, and fostering student responsibility for progress underpinned programmes
- Next step: Continue to build growth mindsets within a collaborative, authentic problem-solving approach

Target 2:

53 students were identified in February 2018 as achieving above the expected level. Three students left the school, and so the target group now comprises 50 students. According to teacher judgements made in July:

- 90% of Year 4, 5 and 6 target students (Y4 5/5; Y5 21/25; Y6 19/20) remain above the expected level
- 10% of Year 4, 5 and 6 target students (Y4 0/5; Y5 4/25; Y6 1/20) are achieving at expected level

Movement of students

- 45/50 students remain above the expected level
- 5/50 students are achieving at the expected level

Comments

- 18 students benefited from a weekly mathematics extension programme
- Teachers received PD in the Maths Whizz programme, students received training and a parent information afternoon was held
- Regular practice sessions helped students to improve recall of knowledge
- All teachers took part in PD about the Learning Progressions Frameworks and used them to grow and show student progress
- All teachers observed lessons in mathematics and benefited from feedback on their own lessons
- All teacher inquiries were focused around problem-solving and explored a variety of approaches, including DMIC mixed ability grouping, and cross-grouping, to foster engagement, growth mindsets and skills of collaboration.
- One teacher completed a Massey University short course on Developing Mathematics Inquiry Communities in the classroom to engage, support and raise achievement. This course emphasises the importance of students being able to explain their learning and most students reported that they preferred working with learning buddies on authentic tasks and had learnt a lot
- All students used The Explain Everything App to explain an aspect of their learning in mathematics
- e-asTTle maths tests were used for pretesting needs in Geometry and Measurement
- Student awareness of learning needs and responsibility for progress is actively fostered.

- Next step 2019: Continue to build growth mindsets within a collaborative, authentic problem-solving approach

Year 7 and 8 Targets 2018

Year 7&8 Writing Targets 2018

Demographic

2017	Boys	Girls	Total	
Year 7	30	27	57	98
Year 8	20	21	41	

Aim: To increase to the number of Year 7 and 8 children working at or above the expected level.

Baseline data: Data from November 2017 shows that 9% (9 students) of the current Year 7/8 cohort are achieving below the expected level in writing. Seven of the nine students are boys.

33% (32 students) are achieving above expected levels in reading, but only achieving at expected level in writing. There is no difference between genders.

Targets 1: The group of 9, Y7-8 students identified as achieving below the expected level will be achieving at the expected level, as assessed by Teacher Judgements in November 2018.

Target 2: The group of 32 students achieving above the expected level in reading, will also be writing above the expected level, by the end of the school year, as assessed by Teacher Judgements in November 2018.

Actions	Resources	When
As per contextual statement		2018
<ul style="list-style-type: none"> • Time with children during class time to go over feedback • Differentiated planning, small group focused teaching with clear WALTs • Giving students regular opportunities to write across a range of genre 	Time	T1-T4

<ul style="list-style-type: none"> • Feedback systems where writers are receiving feedback from other writers with more expertise in that area. • Use of easTTle rubric for self, peer and teacher assessment and moderation. • Fortnightly writing assignments to give children an opportunity to work on personal writing goals. • Make explicit connections between authors techniques within texts and with students own writing processes and strategies • Developing teacher capability with BYO devices to engage, motivate, scaffold and extend target students in writing. • For those students working below the expected level: Targeted support 2 to 3 times a week. 	PD and time to investigate new online tools	
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December update:

Target 1:

The group of 9, Y7-8 students identified as achieving below the expected level will be achieving at the expected level, as assessed by Teacher Judgements in November 2018.

- 5/12 target students (42%) are now at the expected level
- 7/12 target students (58%) remain below the expected level

Target 2:

The group of 32 students achieving above the expected level in reading, will also be writing above the expected level, by the end of the school year, as assessed by Teacher Judgements in November 2018.

- 5 students (16%) are now above the expected level.
- 27 students (84%) remain at the expected level.

Comments:

- We gave time with children during class to go over feedback. Next year, share more across the team so we get fresh ideas
- Planning was differentiated
- We gave students regular opportunities to write across a range of genre and feedback within this
- We used buddy systems where writers are receiving feedback from other writers with more expertise in that area
- We used of e-asTTle rubric for self, peer and teacher assessment and moderation. Next year, more sharing between classes will spread new ideas for ways we can use this
- Fortnightly writing assignments to give children an opportunity to work on personal writing goals. Next year we are looking at broadening the tasks, to be able to include visual components
- Make explicit connections between authors techniques within texts and with students own writing processes and strategies. We did this throughout our novel studies in Term 4. This is something that we will continue with

- We continued to develop teacher capability with BYO devices to engage, motivate, scaffold and extend target students in writing. This year we will utilise Book Creator and Seesaw as a place to capture published writing and other media in order to summarise and synthesise learning
- We gave targeted support 2 to 3 times a week. Next year, we will give support in small groups rather than individually in order to facilitate discussion
- **Note: Next year:**
 - ***We also want to go over writing progressions with support teacher to allow more accurate planning and tracking.***
 - ***Use the context of “Mountains to Sea” to create engaging writing tasks for those who are below, with interests in science (with which there at least 4 still in this group)...***

Year 7&8 Maths Targets 2018

Aim: To increase the number of Year 7 and 8 students achieving above the expected level in mathematics.

Baseline data: Data from November 2017 shows that 42% of the current Year 7/8 students (42 students) are achieving at the expected level in mathematics and 43% (43 students) are achieving above the expected level.

Target: The students achieving at the expected level will move to be achieving above the expected level, and those achieving above the expected level will continue to be above the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resources	Timeframe
As per contextual statement		2018
PD: at least 2 teachers to attend a masters paper/short course focussing on “Developing Mathematical Learning Communities” in maths.	Opportunities to attend sessions and for other teachers to upskill by observing and discussing each others practices.	T1-T4
Cross Class Grouping	Children will be ability grouped 2 days a week in order to better meet the needs of all of our students.	T2
Teacher inquiry	Teachers to use the Progressions to get a better idea of students next developmental step.	From T1
Further integration of	Time in class to review set tasks with students to	

Mathletics and improvement in engagement in maths home-learning	further clarify understanding and increase engagement.	
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December update:

Target: The students achieving at the expected level will move to be achieving above the expected level, and those achieving above the expected level will continue to be above the expected level as assessed by Teacher Judgements in November 2018.

- 10/42 students (24%) are now above the expected level.
- 32/42 students (76%) remain at the expected level.

Comments:

- We have reintroduced the extension maths programme
- 2 teachers attend the Massey Uni paper around developing communities of enquiry
- All teachers have been observed as part of our appraisal and given feedback on what is working well and what could be improved
- “Spring into Maths” Was introduced. Learning Assistants were trained and the kits were made up and used by some classroom teachers, where students were particularly low.
- EastTtle maths tests are being used for pre and post testing, and the reports generated are used to give kids feedback on areas to improve
- Inquiries have been developed to improve engagement
- Note: We have also identified that many of our students that come through as above from Y6, are stronger in number than within the strands. This is due to the extra emphasis that goes into the strands in year 7. So we have placed extra emphasis on lifting achievement in these areas. This is where we are using easttle testing and reporting to target areas for development. It's also worth noting that the strong number sense that the Y6's come through with often helps them to pick up these new concepts quickly.
- **Next Year:**
 - ***We aim to focus more on building a growth mindset with these learners. We will achieve this through focusing on what they can already do. Goal setting with parents, monitoring progress and have ongoing discussions with these learners and building a positive and inclusive class culture.***
 - ***We will also continue with the Alim maths programme.***
 - ***“Spring into Maths” is a programme that we will continue with and more training will happen early in the year.***
 - ***Finally, we will take the time to observe each other more regularly for tips and new strategies around this.***

SEATOUN SCHOOL
BOARD OF TRUSTEES 2018

Position	Name
Chairperson	Lloyd Davies
Elected Member	Will Peet
Elected Member	Glenn Webber
Elected Member	Justine Crawford
Elected Member	Charlotte Brook
Staff Trustee	Catherine Miller
Principal	John Western

SEATOUN SCHOOL

Annual Report - For the year ended 31 December 2018

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	Kiwisport
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SEATOUN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 2987

Principal: John Western

School Address: 59 Burnham Street, Seatoun, Wellington

School Postal Address: 59 Burnham Street, Seatoun, WELLINGTON, 6022

School Phone: 04 388 7600

School Email: admin@seatoun.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Lloyd Davies	Chair Person	Elected	
John Western	Principal	ex Officio	
Charlotte Brook	Parent Rep	Elected	
Justine Crawford	Parent Rep	Elected	
Will Peet	Parent Rep	Elected	
Glenn Webber	Parent Rep	Appointed	
Catherine Miller	Staff Rep	Appointed	

Accountant / Service Provider: Education Services Ltd

Seatoun School

Statement of Responsibility

For the year ended 31 December 2018

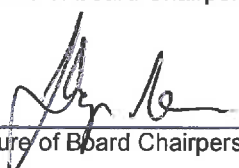
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

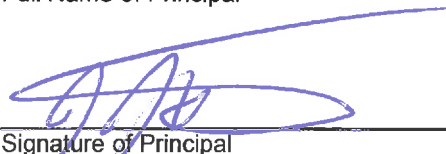
The School's 2018 financial statements are authorised for issue by the Board.

Lloyd Thomas Davies
Full Name of Board Chairperson


Signature of Board Chairperson

14 May 2019
Date:

John James Western
Full Name of Principal


Signature of Principal

14 May 2019
Date:

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

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,520,325	3,292,200	3,421,660
Locally Raised Funds	3	305,923	219,979	294,152
Interest Earned		36,057	35,000	29,173
		<u>3,862,305</u>	<u>3,547,179</u>	<u>3,744,985</u>
Expenses				
Locally Raised Funds	3	106,449	20,468	106,952
Learning Resources	4	2,146,457	2,090,568	2,115,313
Administration	5	153,763	174,033	157,626
Finance Costs		5,641	2,600	3,839
Property	6	1,298,626	1,259,337	1,320,776
Depreciation	7	96,238	95,000	101,729
		<u>3,807,174</u>	<u>3,642,006</u>	<u>3,806,235</u>
Net Surplus / (Deficit)		55,131	(94,827)	(61,250)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>55,131</u>	<u>(94,827)</u>	<u>(61,250)</u>

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

Seatoun School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	1,297,418	1,316,950	1,347,091
Total comprehensive revenue and expense for the year	55,131	(94,827)	(61,250)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	11,577
Equity at 31 December	1,352,549	1,222,123	1,297,418
 Retained Earnings	1,352,549	1,222,123	1,297,418
Equity at 31 December	1,352,549	1,222,123	1,297,418

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

Seatoun School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	98,655	53,096	94,372
Accounts Receivable	9	138,198	98,990	115,539
GST Receivable		6,261	6,591	7,927
Prepayments		7,402	3,008	7,653
Inventories	10	9,293	11,779	13,071
Investments	11	830,028	728,337	785,875
Funds owed for Capital Works Projects	17	5,685	-	-
		<u>1,095,522</u>	<u>901,801</u>	<u>1,024,437</u>
Current Liabilities				
Accounts Payable	13	169,421	116,342	162,287
Revenue Received in Advance	14	825	1,581	3,199
Provision for Cyclical Maintenance	15	36,777	-	36,777
Finance Lease Liability - Current Portion	16	27,810	1,498	21,013
Funds held for Capital Works Projects	17	-	-	15,992
		<u>234,833</u>	<u>119,421</u>	<u>239,268</u>
Working Capital Surplus/(Deficit)		<u>860,689</u>	<u>782,380</u>	<u>785,169</u>
Non-current Assets				
Property, Plant and Equipment	12	535,877	465,710	555,127
		<u>535,877</u>	<u>465,710</u>	<u>555,127</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	20,004	25,967	15,273
Finance Lease Liability	16	24,013	-	27,605
		<u>44,017</u>	<u>25,967</u>	<u>42,878</u>
Net Assets		<u>1,352,549</u>	<u>1,222,123</u>	<u>1,297,418</u>
Equity		<u>1,352,549</u>	<u>1,222,123</u>	<u>1,297,418</u>

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

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

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		624,356	588,586	639,879
Locally Raised Funds		300,167	219,979	298,707
Goods and Services Tax (net)		1,666	-	(1,336)
Payments to Employees		(424,256)	(454,560)	(465,356)
Payments to Suppliers		(382,397)	(364,222)	(465,973)
Cyclical Maintenance Payments in the year		-	(44,132)	-
Interest Paid		(5,641)	(2,600)	(3,839)
Interest Received		31,506	35,000	33,130
Net cash from / (to) the Operating Activities		145,401	(21,949)	35,212
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(55,710)	(40,500)	(35,428)
Purchase of Investments		(44,153)	-	-
Proceeds from Sale of Investments		-	100,000	61,899
Net cash from / (to) the Investing Activities		(99,863)	59,500	26,471
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,577
Finance Lease Payments		(19,578)	(20,000)	(13,533)
Funds Held for Capital Works Projects		(21,677)	-	(900)
Net cash from Financing Activities		(41,255)	(20,000)	(2,856)
Net increase/(decrease) in cash and cash equivalents		4,283	17,551	58,827
Cash and cash equivalents at the beginning of the year	8	94,372	35,545	35,545
Cash and cash equivalents at the end of the year	8	98,655	53,096	94,372

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.

Seatoun School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Seatoun 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 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. It's 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 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	515,382	497,228	503,759
Teachers' salaries grants	1,728,940	1,619,193	1,614,303
Use of Land and Buildings grants	1,152,976	1,084,421	1,164,410
Other MoE Grants	113,219	91,358	90,226
Other government grants	9,808	-	860
Resource Teachers Learning and Behaviour grants	-	-	48,102
	<u>3,520,325</u>	<u>3,292,200</u>	<u>3,421,660</u>

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	169,805	160,000	163,786
Activities	119,105	48,029	111,262
Trading	4,805	3,500	3,846
Fundraising	12,208	8,450	15,258
	<u>305,923</u>	<u>219,979</u>	<u>294,152</u>
Expenses			
Activities	97,438	20,468	100,481
Trading	5,429	-	171
Fundraising costs	3,582	-	6,300
	<u>106,449</u>	<u>20,468</u>	<u>106,952</u>
Surplus for the year Locally raised funds	<u>199,474</u>	<u>199,511</u>	<u>187,200</u>

4. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	85,120	106,005	92,932
Library resources	2,575	3,050	2,310
Employee benefits - salaries	2,039,501	1,955,267	2,003,169
Staff development	18,289	24,716	16,339
Classroom Budgets	972	1,530	563
	<u>2,146,457</u>	<u>2,090,568</u>	<u>2,115,313</u>

5. Administration

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	6,302	5,950	5,943
Board of Trustees Expenses	3,530	4,150	3,166
Communication	9,259	8,350	9,546
Consumables	4,937	5,200	4,126
Operating Lease	1,687	18,000	859
Other	24,038	23,703	28,363
Employee Benefits - Salaries	92,177	91,530	89,900
Insurance	(2,567)	1,150	1,323
Service Providers, Contractors and Consultancy	14,400	16,000	14,400
	<u>153,763</u>	<u>174,033</u>	<u>157,626</u>

6. Property

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	16,480	14,145	13,889
Cyclical Maintenance Expense	4,731	12,485	6,523
Grounds	6,324	14,900	9,532
Heat, Light and Water	23,262	24,000	27,744
Rates	4,200	3,600	4,289
Repairs and Maintenance	6,166	22,150	15,686
Use of Land and Buildings	1,152,976	1,084,421	1,164,410
Security	1,916	2,100	4,418
Employee Benefits - Salaries	26,273	26,456	25,523
Contractor & Consultancy	56,298	55,080	48,762
	<u>1,298,626</u>	<u>1,259,337</u>	<u>1,320,776</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 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	23,464	21,428	22,946
Furniture and Equipment	13,137	12,854	13,765
Information and Communication Technology	38,691	43,646	46,737
Leased Assets	14,334	10,845	11,613
Library Resources	6,612	6,227	6,668
	<u>96,238</u>	<u>95,000</u>	<u>101,729</u>

8. Cash and Cash Equivalents

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Cash on Hand	20	-	100
ASB 679-00	97,625	53,096	33,160
ASB 679-52	1,010	-	1,008
Short-term Bank Deposits	-	-	60,104
Cash equivalents for Cash Flow Statement	98,655	53,096	94,372

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

Of the \$98,655 Cash and Cash Equivalents, \$10,840 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Receivables	5,669	4,386	981
Receivables from the Ministry of Education	5,750	-	-
Interest Receivable	5,800	3,957	-
Teacher Salaries Grant Receivable	120,979	90,647	114,558
	138,198	98,990	115,539
Receivables from Exchange Transactions	11,469	8,343	981
Receivables from Non-Exchange Transactions	126,730	90,647	114,558
	138,199	98,990	115,539

10. Inventories

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Uniforms	9,293	11,779	12,412
Stationery	-	-	659
	9,293	11,779	13,071

11. Investments

The School's investment activities are classified as follows:

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	830,028	728,337	785,875

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	343,295	12,618	-	-	(23,464)	332,449
Furniture and Equipment	55,849	17,419	-	-	(13,137)	60,131
Information and Communication Technology	100,303	32,314	-	-	(38,691)	93,926
Leased Assets	32,598	9,101	-	-	(14,334)	27,364
Library Resources	23,083	5,536	-	-	(6,612)	22,007
Balance at 31 December 2018	555,128	76,988	-	-	(96,238)	535,877

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	558,931	(226,482)	332,449
Furniture and Equipment	377,958	(317,827)	60,131
Information and Communication Technology	321,534	(227,608)	93,926
Leased Assets	58,003	(30,639)	27,364
Library Resources	107,769	(85,762)	22,007
Balance at 31 December 2018	1,424,195	(888,318)	535,877

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	358,241	8,000	-	-	(22,946)	343,295
Furniture and Equipment	55,244	14,370	-	-	(13,765)	55,849
Information and Communication Technology	103,728	43,312	-	-	(46,737)	100,303
Leased Assets	35,985	8,225	-	-	(11,613)	32,597
Library Resources	24,983	4,768	-	-	(6,668)	23,083
Balance at 31 December 2017	578,181	78,675	-	-	(101,729)	555,127

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	546,312	(203,017)	343,295
Furniture and Equipment	369,372	(313,523)	55,849
Information and Communication Technology	317,010	(216,707)	100,303
Leased Assets	48,903	(16,306)	32,597
Library Resources	102,232	(79,149)	23,083
Balance at 31 December 2017	1,383,829	(828,702)	555,127

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	27,699	11,485	20,152
Accruals	6,213	5,109	4,443
Capital accruals for PPE items	3,188	-	14,033
Employee Entitlements - salaries	120,979	90,647	114,558
Employee Entitlements - leave accrual	11,342	9,101	9,101
	<u>169,421</u>	<u>116,342</u>	<u>162,287</u>
Payables for Exchange Transactions	169,421	116,342	162,287
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>169,421</u>	<u>116,342</u>	<u>162,287</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income In Advance	825	-	-
Students Fees Unallocated	-	1,581	3,199
	<u>825</u>	<u>1,581</u>	<u>3,199</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	52,050	13,482	45,527
Increase to the Provision During the Year	4,731	12,485	6,523
Provision at the End of the Year	<u>56,781</u>	<u>25,967</u>	<u>52,050</u>
Cyclical Maintenance - Current	36,777	-	36,777
Cyclical Maintenance - Term	20,004	25,967	15,273
	<u>56,781</u>	<u>25,967</u>	<u>52,050</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	29,756	1,498	21,013
Later than One Year and no Later than Five Years	26,446	-	27,605
	<u>56,202</u>	<u>1,498</u>	<u>48,618</u>

17. 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 \$
Remedial Property Work	<i>completed</i>	(19,511)	-	19,511	-	-
Block R	<i>completed</i>	2,619	-	(2,619)	-	-
Visual Hazards	<i>completed</i>	(350)	-	350	-	-
Plumbing & Drainage	<i>completed</i>	1,250	-	(1,250)	-	-
Street Lighting	<i>in progress</i>	-	19,679	8,839	-	(10,840)
Heating & Cooling System	<i>in progress</i>	-	-	16,525	-	16,525
Totals		<u>(15,992)</u>	<u>19,679</u>	<u>41,356</u>	<u>-</u>	<u>5,685</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	(10,840)
Funds Due from the Ministry of Education	16,525
	<u>5,685</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Remedial Property Work	<i>in progress</i>	(19,511)	-	-	-	(19,511)
Block R	<i>in progress</i>	2,619	-	-	-	2,619
Visual Hazards	<i>in progress</i>	-	16,327	15,977	-	(350)
Plumbing & Drainage	<i>in progress</i>	-	-	1,250	-	1,250
Totals		<u>(16,892)</u>	<u>16,327</u>	<u>17,227</u>	<u>-</u>	<u>(15,992)</u>

18. 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.

19. 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		
Full-time equivalent members	0.20	0.32
<i>Leadership Team</i>		
Remuneration	475,271	488,130
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	475,271	488,130
Total full-time equivalent personnel	4.20	5.32

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	180 - 190	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	-
	1.00	0.00

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

20. 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	-	-

21. Contingencies

There are no contingent liabilities 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.

22. 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	936	482
Later than One Year and No Later than Five Years	245	-
Later than Five Years	-	-
	<u>1,181</u>	<u>482</u>

23. 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.

24. Financial Instruments

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

Loans and receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	98,655	53,096	94,372
Receivables	138,198	98,990	115,539
Investments - Term Deposits	830,028	728,337	785,875
Total Loans and Receivables	1,066,881	880,423	995,786

Financial liabilities measured at amortised cost

Payables	169,421	116,342	162,287
Borrowings - Loans	-	-	-
Finance Leases	51,823	1,498	48,618
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	221,244	117,840	210,905

25. Events After Balance Date

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

26. 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 SEATOUN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Seatoun School (the School). The Auditor-General has appointed me, Geoff Potter, using the staff and resources of BDO Wellington Audit 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 21, 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 14 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.

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, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

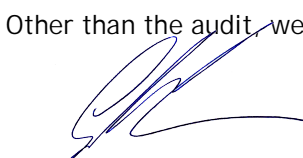
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Geoff Potter
BDO Wellington Audit Limited
On behalf of the Auditor-General
Wellington, New Zealand



SEATOUN SCHOOL ANNUAL PLAN 2019

This plan is to be read in conjunction with the following documents:

1. 2015 Education Review Office Report
2. Charter 2018 - 2020
3. 2019 Budget
4. School Docs Policies and Procedures
5. 2018 curriculum plans and documentation
6. 2016 Parent Survey
7. 2018 NZCER Wellbeing survey and Kāhui Ako Year 5-8 student survey
8. 2018 Staff Survey
9. Long term property documentation

Principal's Contextual Statement:

2019 is the second year in the 2018 - 2020 strategic planning cycle. The objectives for improvement and achievement that we set out to achieve over this period, and the means by which we will achieve them, are stated on page 21 of our Charter. The objectives are restated here to ensure that they remain at the forefront of our thinking and action.

- Provide success and appropriate challenge for all students
- Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
- Improve [identified] student achievement in literacy and numeracy
- Further develop students' independent inquiry [questioning, thinking and information literacy] skills
- Students will take increased responsibility for their own learning, behaviour and attitudes; and care of personal and school property and resources
- Encourage students to take risks and display a 'can do' attitude
- Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
- Continue to seek ways to incorporate the 'Green Footprint' into programmes and the fabric of the school
- Continue to seek ways to incorporate Tikanga Māori into programmes and the fabric of the school
- Continue to seek ways to incorporate cultural diversity into programmes and the fabric of the school
- Provide opportunities for staff to develop greater personal expertise and confidence in ICT to enhance their teaching and efficiently undertake administrative requirements
- Provide opportunities and support for all teaching staff to develop greater confidence and consistency when making overall teacher judgments (OTJ's) when assessing student work
- Provide opportunities and support to all teaching staff to refine pedagogy, differentiate programmes and increase their curriculum knowledge as a means to engage all students and improve learning outcomes
- Provide staff with meaningful opportunities to build leadership capability and capacity

The 2016 community survey and subsequent planning day discussions strongly endorsed the direction and philosophy of the school; and expressed high levels of satisfaction against all the key objectives and performance indicators.

The number of objectives have been increased from 12 to 14 as the result of changes to Objective 8. Previously this was a broad objective that encompassed Green Footprint, Tikanga Māori and Cultural Diversity being proactively incorporated into programmes. In this plan, each is identified as a separate objective in its own right. Each objective has also been broadened to include the 'fabric of the school.

Key initiatives and objectives planned for 2019 are:

- Increased focus on meeting the intent and objectives of Ka Hikitia, Māori achieving education success as Māori and extending Tikanga knowledge of all students and staff
- Using teacher inquiry to improve teacher effectiveness and student achievement:
- Embed our new Student Management System (Linc – Ed) including the 3rd year of implementing reporting to parent changes.
- Continuation of e-learning across the curriculum. Use as an enabler to assist and where appropriate transform teaching and learning.
- Support the introduction of Year 5&6 Bring Your Own Device (BYOD) programme and continue to provide ongoing parent education and support, including digital citizenship
- Teacher Inquiry into the teaching of the technology curriculum, including digital technology.
- Further embed the KiVa Programme and values education.
- Support parents by offering parenting programmes.
- Prioritise school grounds and building enhancements and determine what will be actioned in 2019 and 2020.
- Continue to support Kāhui Ako progress and in particular 4 focus areas.
- Embed school appraisal process and systems.
- Run a successful BoT election

For planning purposes, a roll of 422 students has been predicted. This is the same as the MOE 2019 provisional entitlement. I expect to have a roll of 413 by the end of Term 1 and reach 422 by the end of Term 2. From Term 3 we should be incrementally receiving additional staffing and funding. Neither of which have been included in budget calculations.

John Western

Principal

Seatoun School

AUDIT COMPLETION REPORT

FOR THE YEAR ENDED

31 December 2018





16 May 2019

Lloyd Davies
Chairperson
Seatoun School

cc: John Western

Dear Lloyd,

We have pleasure in presenting our Audit Completion Report for our audit of Seatoun School's financial statements for the year ended 31 December 2018.

We would like to emphasise that our audit work involves the review of only those systems and controls in your organisation upon which we rely on for audit purposes. Our examination may not have identified, and should not be relied upon to identify, all control weaknesses that may exist.

We take this opportunity to express our appreciation for the assistance and co-operation provided by the School's staff during the audit. We have received full and frank cooperation. There is nothing we wish to raise solely with the Board.

Yours faithfully,
BDO Wellington Audit Limited

A handwritten signature in blue ink, appearing to read 'Geoff Potter', is written over the printed name and title.

Geoff Potter
Partner
Audit & Assurance Services

DDI: 04 498 3864
Email: Geoff.Potter@bdo.co.nz

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1. EXECUTIVE SUMMARY

STATUS OF THE AUDIT AND THE AUDIT OPINION

BDO Wellington Audit Limited ('BDO') is the Appointed Audit Firm of Seatoun (the "School").

BDO's responsibilities include a requirement to express an opinion on the School's financial statements arising from our audit conducted in accordance with the Auditor-General's Auditing Standards which incorporate International Standards on Auditing (NZ).

This report details the processes, findings and recommendations from our audit of the School in accordance with the Auditor General's Auditing Standards, and the terms of our engagement as set out in our audit engagement letter.

Our audit of the School's financial statements for the year ended 31 December 2018 is complete. Subject to the resolution of matters arising in this report, review of the final draft financial statements, receipt of a signed letter of representation, approval by the Board of the financial statements and the finalisation of our audit completion procedures.

We have issued an unqualified audit opinion.

We welcome your feedback on the effectiveness of the audit process and are available to discuss our performance.

AUDIT SCOPE AND OBJECTIVES

Our audit objectives are to:

- report on whether the financial statements give a true and fair view, and
- report to Management about control environment issues that should be addressed by the school.

A strong control environment would feature adequate segregation of duties over important financial processes, and independent reviews as compensating controls should it not always be practicable for the duties to be separated.

We have documented, tested and assessed the controls supporting the school's key transaction streams, and there are no significant weaknesses to report. Control weaknesses identified during the audit have been included in the Internal Control and Other Findings section of this report.

AREAS OF SIGNIFICANT RISK AND AUDIT EMPHASIS

Our audit approach considered the inherent risks in your business, their potential impact on the financial statements and the associated risk mitigations and controls in place. The significant matters arising from our audit work are:

- Locally raised funds
- Payroll not approved or checked
- Cyclical maintenance provision
- Management Override

We were able to obtain sufficient and appropriate audit evidence in respect to these items and have no significant findings to bring to your attention. Refer to Section 2 for our comments in respect to each significant risk and area of audit emphasis.

SUMMARY OF UNCORRECTED MISSTATEMENTS

There were no errors left uncorrected at the conclusion of our audit

INTERNAL CONTROLS

Our audit approach requires us to obtain an understanding of an entity's internal controls in order to identify assess the risk of material misstatement of the financial statements whether due to fraud or error but is not designed to provide assurance over the overall effectiveness of controls operating within the School.

We have included in Appendix 1 of this report, a summary of our findings and recommendations arising as a result of our audit procedures.

GOVERNANCE AND ACCOUNTABILITY

Good governance and accountability need and support each other and, if done well, enhance the public's trust in our public sector. Good governance encourages and can result in good accountability. In turn, accountability is a vital element of good governance.

The Auditor-General has published a report, Reflections from our audits: Governance and accountability. This report reflects on common issues, and highlights examples of good and emerging practise, which public entities can use to help improve their governance and accountability arrangements. It also identifies eight elements of good governance and looks at some trends that present new challenges and opportunities for enhancing accountability.

We encourage you to use the findings and examples in this report to consider the School's governance and accountability arrangements. This report is available on the OAG website at www.oag.govt.nz/2016/reflections

2. KEY FINANCIAL STATEMENT AUDIT RISKS AND AREAS OF AUDIT EMPHASIS

Our audit procedures were focused on those areas of the School's activities that are considered to represent the key audit risks identified during the risk assessment process undertaken and communicated with you through the audit arrangements letter at the planning phase of the audit. Below we present a summary of the identified key areas of risk and audit emphasis and our conclusions in relation to each matter. We are satisfied that these areas have been satisfactorily addressed through our audit processes.

Locally Raised Funds

Area of Audit Emphasis	Conclusion/Response
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Due to the nature of locally raised funds (often being cash), there is a risk of material misstatement around the completeness of locally raised funds income.	From our audit work performed we found no issues regarding locally raised funds income or expense balances in the financial statements.
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Payroll not approved or checked

Area of Audit Emphasis	Conclusion/Response
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Payroll is processed by Novopay. The accuracy of payroll processing is dependent on appropriate approval of payroll changes and checking of the fortnightly SUE report.	From our audit work performed we found no issues regarding payroll balances included in the financial statements.
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Cyclical Maintenance Provision

Area of Audit Emphasis

Cyclical Maintenance is an area of judgment and could lead to material misstatement in the financial statements. For Schools to be able to calculate the appropriate cyclical maintenance provision a 10 Year Property Plan (10YPP) needs to be prepared and/or reviewed by an expert.

Conclusion/Response

From our audit work performed, there were no issues regarding the provision for Cyclical Maintenance in the Financial Statements.

Management Override

Area of Audit Emphasis

There is a rebuttable presumption under the International Auditing Standards that there is a risk of management override.

Conclusion/Response

We have assessed the segregation of duties and risk of management override as part of our planning process, and concluded that the risk of fraud from management override of controls is primarily through the processing of manual journals. We have used a risk based approach to testing manual journals, and focused on any areas where a risk of judgement, estimation or cut-off risk exists with management override in mind. No issues with management override we noted.

3. INTERNAL CONTROL AND OTHER AUDIT FINDINGS

We have no additional findings to report.

4. REQUIRED COMMUNICATIONS WITH GOVERNANCE

Matter	How the matter was addressed
Auditors responsibility under generally accepted auditing standards	We are responsible for completing an audit in accordance with generally accepted auditing standards in New Zealand. The detailed terms of which are set out in our audit engagement letter.
Confirmation of Audit Independence	<p>In conducting our audit, we are required to comply with the independence requirements of PES-1 Code of Ethics for Assurance Practitioners issued by the External Reporting Board.</p> <p>Our own internal policies and procedures are put in place to identify any threats to our independence, and to appropriately deal with and, if relevant, mitigate those risks.</p> <p>For the comfort of the Board, we note that the following processes assist in maintaining our independence:</p> <ul style="list-style-type: none">• No other work is permitted to be undertaken by any BDO office without the express approval of the audit engagement partner.• All services performed by any national BDO office will be reported to the governing body. <p>Audit fees billed for the 2018 audit were \$6,302.</p> <p>There were no other services provided by our firm for the financial year.</p>
Management Judgements and Estimates	Under International Standards on Auditing (NZ), we have a responsibility to ensure that you have been informed about the process used by the School in formulating particularly sensitive accounting estimates, assumptions or valuation judgements. Overall we note that the judgements and estimates by management in preparing the results for the year ended 31 December 2018 appear reasonable. Key matters impacting on our audit have been raised in sections 2 and 3 of this report if applicable.

Matter	How the matter was addressed
Matters requiring Board of Trustee input	<p>We have placed reliance on the Board's review and approval of the following matters:</p> <ul style="list-style-type: none">• Minutes of the Board meetings;• Implementation of such controls as is needed to ensure that financial statements are presented fairly;• Review and approval of management accounts;• Review and approval of annual budget;• Review and approval of 10 Year Property Plan• Notification of fraud; and• Review and approval of the financial statements.
Accounting policies	<p>Auditing standards require us to discuss with you the qualitative aspects of the School's accounting practices and financial reporting. We reviewed the financial statements of the School against the Kiwi Park Model and noted no material departures from the requirements.</p>
Materiality and unadjusted differences	<p>Materiality means, in the context of an audit or review, if financial information is omitted, misstated or not disclosed it has the potential to affect the decisions of users of the financial statements. Materiality is used by auditors in making judgements on the amount of work to be performed, which balances require work and for evaluating the financial report. Materiality is initially calculated at the planning stage and has an influence on the amount of work we do, as well as where we direct our audit efforts. Materiality is not only based on a numeric quantification but is assessed qualitatively for some balances and disclosures.</p> <p>There were no errors left uncorrected at the conclusion of the audit.</p> <p>It should be noted that the auditing standards do not require us to communicate misstatements that are considered "clearly trivial" and as such, if we identify such misstatements we will not communicate these to you. We consider "clearly trivial" to be 5% or less of our planned materiality.</p>

Matter	How the matter was addressed
Going concern	<p>We have undertaken a review of management and those charged with governance' assessment of the ability of the School to continue as a going concern for 12 months from the date of signing the audit report and therefore whether the going concern basis for the preparation of the financial statements is appropriate.</p> <p>We identified no issues or concerns that lead us to conclude the going concern assumption cannot be relied upon.</p>
Fraud	<p>During the audit, no matters relating to fraud, concerning either employees or management, have come to our attention. It should be noted that our audit is not designed to detect fraud, however, should instances of fraud come to our attention, we will report them to you.</p>
Compliance with laws and regulations	<p>We have made enquiries in relation to compliance with laws and regulations during the course of our audit. We have not become aware of any instances of non-compliance with laws and regulations which has materially impacted the financial position or performance of the School.</p>
Significant findings from the audit	<p>Other than those documented in the executive summary and sections 2 and 3 of this report, there were no significant matters arising from the audit.</p>
Disagreements with management	<p>There have been no disagreements with management over matters of significance to the audit.</p>
Difficulties encountered during the audit	<p>There have been no significant difficulties encountered during the audit.</p>
Consultations with other accountants and consultants	<p>We have considered the need for other accounting specialists during our work and determined, due to the nature of the engagement and experience and knowledge of the engagement team, that no specialists were necessary for the current period.</p>

Matter	How the matter was addressed
Management representation letter	We have not requested specific representation from management in addition to those areas normally covered by our standard representation letter.
Probity, waste and performance	We are required to consider whether any approved payments could be considered extravagant or wasteful, or show a lack of probity or financial prudence. We did not identify any issues of concern with respect to probity, waste and performance.
Publishing Annual Report on the School's Website	<p>The Education Act 1989 requires you to publish your Annual Report on-line. Your Annual Report contains your audited annual financial statements including our audit opinion, analysis of variance, list of trustees and Kiwisport statement.</p> <p>Making your Annual Report accessible to the school community is important for transparency and accountability. The expectation is that your Annual Report is published as soon as possible after your audit is completed, as the value of good accountability lessens over time. We note that at the time we carried out our audit, your 2017 Annual Report had been published on your website. The failure to publish your Annual Report on your website is a breach of section 87AB of the Education Act 1989.</p>

APPENDIX 1 - ADJUSTED AND UNADJUSTED DIFFERENCES

AUDIT ADJUSTMENTS AND UNADJUSTED DIFFERENCES

There were no audit adjustments to be made or unadjusted differences noted to the financial statements at the conclusion of the audit.