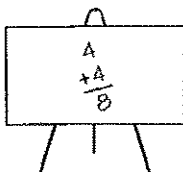


ST JOSEPH'S SCHOOL TE KUITI

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: Seddon St Te Kuiti
School Postal Address: P O Box 124 Te Kuiti
School Phone: 07 878 8190
School Email: office@stjosephsk.school.nz
Ministry Number: 1953



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ST JOSEPH'S SCHOOL TE KUITI

Financial Statements - For the year ended 31 December 2017

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St Joseph's School Te Kuiti

Statement of Responsibility

For the year ended 31 December 2017

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

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

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

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

Nikki Maria Taylor
Full Name of Board Chairperson

Suzanne Joy Downey
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

31-05-18.
Date:

31-05-2018
Date:

St Joseph's School Te Kuiti
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	701,359	580,000	590,191
Locally Raised Funds	3	66,376	47,600	53,274
Use of Land and Buildings		120,960	121,000	120,960
Interest Earned		1,682	3,000	4,061
		<u>890,377</u>	<u>751,600</u>	<u>768,486</u>
Expenses				
Locally Raised Funds	3	35,286	19,500	26,162
Learning Resources	4	568,451	465,300	468,275
Administration	5	68,854	71,500	74,120
Property	6	182,207	174,800	168,565
Depreciation	7	24,287	16,000	22,617
		<u>885,991</u>	<u>749,600</u>	<u>762,136</u>
Net Surplus / (Deficit) for the year		4,386	2,000	6,350
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>4,386</u>	<u>2,000</u>	<u>6,350</u>

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



St Joseph's School Te Kuiti

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	165,500	165,500	159,150
Total comprehensive revenue and expense for the year	4,386	2,000	6,350
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	169,886	167,500	165,500
Retained Earnings	169,885	167,500	165,500
Reserves	-	-	-
Equity at 31 December	169,885	167,500	165,500

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



St Joseph's School Te Kuiti
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	41,034	18,405	29,462
Accounts Receivable	9	45,965	25,000	28,349
GST Receivable		4,931	7,143	7,143
Stock on Hand	10	5,920	-	-
Prepayments		5,376	-	-
Bus Committee Funds		4,672	8,149	8,149
Investments	11	59,296	74,398	74,398
		<u>167,195</u>	<u>133,095</u>	<u>147,501</u>
Current Liabilities				
Accounts Payable	13	46,001	35,000	49,906
Provision for Cyclical Maintenance	14	5,293	-	-
Finance Lease Liability - Current Portion	15	6,600	6,382	6,382
		<u>57,894</u>	<u>41,382</u>	<u>56,288</u>
Working Capital Surplus/(Deficit)		109,301	91,713	91,213
Non-current Assets				
Property, Plant and Equipment	12	69,827	90,919	89,919
		<u>69,827</u>	<u>90,919</u>	<u>89,919</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	7,563	10,471	6,971
Finance Lease Liability	15	1,679	4,661	8,661
		<u>9,242</u>	<u>15,132</u>	<u>15,632</u>
Net Assets		<u>169,886</u>	<u>167,500</u>	<u>165,500</u>
Equity		<u>169,886</u>	<u>167,500</u>	<u>165,500</u>

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



St Joseph's School Te Kuiti
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		190,093	180,000	180,881
Locally Raised Funds		65,302	47,600	55,810
Goods and Services Tax (net)		2,017	-	(1,333)
Payments to Employees		(77,347)	(74,500)	(81,716)
Payments to Suppliers		(162,945)	(138,008)	(132,952)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(448)	-	-
Interest Received		1,513	3,000	2,615
Net cash from / (to) the Operating Activities		18,185	18,092	23,305
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(4,195)	(25,149)	(22,329)
Purchase of Investments		-	-	(13,000)
Net cash from / (to) the Investing Activities		(4,195)	(25,149)	(35,329)
Cash flows from Financing Activities				
Finance Lease Payments		(2,418)	(4,000)	(2,309)
Contribution by MOE -Furniture & Equipment		-	-	-
Net cash from Financing Activities		(2,418)	(4,000)	(2,309)
Net increase/(decrease) in cash and cash equivalents		11,572	(11,057)	(14,333)
Cash and cash equivalents at the beginning of the year	8	29,462	29,462	43,795
Cash and cash equivalents at the end of the year	8	41,034	18,405	29,462

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.



St Joseph's School Te Kuiti

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

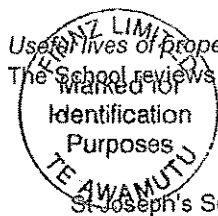
Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School



believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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 14.

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.

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

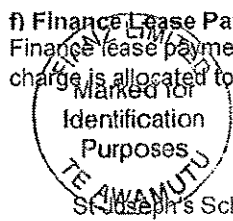
The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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) Investments

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

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

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

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

j) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

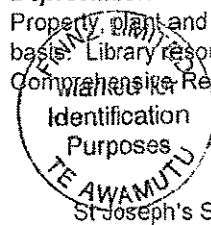
Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue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

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 to Crown Owned Assets	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing value

k) 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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students fees 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.

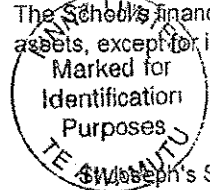
o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

p) Financial Assets and Liabilities

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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



2. Government Grants			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	187,472	176,000	177,975
Teachers' salaries grants	503,654	400,000	401,923
Other MoE Grants	4,810	4,000	9,885
Transport grants	5,423	-	-
Other government grants	-	-	408
	<u>701,359</u>	<u>580,000</u>	<u>590,191</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	28,977	14,700	34,858
Trading	5,189	5,500	5,199
Activities	32,210	27,400	13,217
	<u>66,376</u>	<u>47,600</u>	<u>53,274</u>
Expenses			
Activities	23,764	14,300	19,516
Transport (local)	6,458	-	-
Trading	5,064	5,200	6,646
	<u>35,286</u>	<u>19,500</u>	<u>26,162</u>
<i>Surplus for the year Locally raised funds</i>	<u>31,090</u>	<u>28,100</u>	<u>27,112</u>

4. Learning Resources			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	13,316	17,300	13,013
Library resources	1,069	1,500	3,895
Employee benefits - salaries	548,641	435,500	445,534
Staff development	5,425	11,000	5,833
	<u>568,451</u>	<u>465,300</u>	<u>468,275</u>



6: Administration			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Audit Fee	3,500	3,500	3,500
Board of Trustees Fees	4,545	5,000	4,875
Board of Trustees Expenses	269	1,000	2,004
Communication	2,475	4,000	2,468
Consumables	5,117	3,200	4,657
Operating Lease	-	800	1,330
Other	20,060	18,000	20,242
Employee Benefits - Salaries	28,052	29,000	27,411
Insurance	336	2,500	3,133
Service Providers, Contractors and Consultancy	4,500	4,500	4,500
	<u>68,854</u>	<u>71,500</u>	<u>74,120</u>

6: Property			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Caretaking and Cleaning Consumables	4,510	19,500	21,012
Consultancy and Contract Services	17,816	-	-
Cyclical Maintenance Expense	5,885	3,500	575
Grounds	8,808	5,300	3,228
Heat, Light and Water	7,307	7,500	6,787
Rates	2,881	3,000	2,285
Repairs and Maintenance	3,330	3,500	3,300
Use of Land and Buildings	120,960	121,000	120,960
Employee Benefits - Salaries	8,587	10,000	8,575
	<u>182,207</u>	<u>174,800</u>	<u>168,565</u>

The use of land and buildings figure represents 8% of the school's total property value, as used for rating purposes. This is used as a 'proxy' for the market rental yield on the value of land and buildings.

7: Depreciation			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Furniture and Equipment	11,372	8,000	8,173
Information and Communication Technology	9,105	5,000	11,178
Leased Assets	2,550	2,000	1,835
Library Resources	1,260	1,000	1,431
	<u>24,287</u>	<u>16,000</u>	<u>22,617</u>



8. Cash and Cash Equivalents			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Westpac Cheque Account	(2,207)	4,405	8,928
Westpac Cattle Account	8,795	10,000	16,528
Westpac 01 Online Saver	34,106	-	-
Operations Account	340	4,000	4,006
Cash equivalents and bank overdraft for Cash Flow Statement	41,034	18,405	29,462

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

9. Accounts Receivable			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	8,900	-	1,074
Banked Staffing Underuse	-	-	1,045
Interest Receivable	1,615	-	1,446
Teacher Salaries Grant Receivable	35,450	25,000	24,784
	45,965	25,000	28,349
Receivables from Exchange Transactions	1,615	-	1,446
Receivables from Non-Exchange Transactions	44,350	25,000	26,903
	45,965	25,000	28,349

10. Inventories			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cattle on hand	5,920	-	-
	5,920	-	-

11. Investments			
The School's investment activities are classified as follows:			
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	59,296	74,398	74,398
Non-current Asset			
Long-term Bank Deposits	-	-	-



12 Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building Improvements		-	-	-		-
Furniture and Equipment	52,300	1,845	-	-	(11,372)	42,773
Information and Communication	21,774	1,722	-	-	(9,105)	14,391
Leased Assets	5,823	-	-	-	(2,550)	3,273
Library Resources	10,022	628	-	-	(1,260)	9,390
Balance at 31 December 2017	89,919	4,195	-	-	(24,287)	69,827

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Furniture and Equipment	105,128	(62,355)	42,773
Information and Communication	77,012	(62,621)	14,391
Leased Assets	7,658	(4,385)	3,273
Library Resources	62,143	(52,753)	9,390
Balance at 31 December 2017	251,941	(182,114)	69,827

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Furniture and Equipment	31,056	29,417	-	-	(8,173)	52,300
Information and Communication Technology	28,893	4,059	-	-	(11,178)	21,774
Leased Assets	-	7,658	-	-	(1,835)	5,823
Library Resources	11,453	=	-	-	(1,431)	10,022
Balance at 31 December 2016	71,402	41,134	-	-	(22,617)	89,919

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Furniture and Equipment	105,231	(52,931)	52,300
Information and Communication Technology	79,513	(57,739)	21,774
Leased Assets	7,658	(1,835)	5,823
Library Resources	61,515	(51,493)	10,022
Balance at 31 December 2016	253,917	(163,998)	89,919



13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	4,860	10,000	5,704
Accruals	3,498	-	18,562
Banking staffing overuse	1,337	-	-
Employee Entitlements - salaries	35,450	25,000	24,784
Employee Entitlements - leave accrual	856	-	856
	<u>46,001</u>	<u>35,000</u>	<u>49,906</u>
Payables for Exchange Transactions	46,001	35,000	49,906
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>46,001</u>	<u>35,000</u>	<u>49,906</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	6,971	6,971	6,396
Increase to the Provision During the Year	5,885	3,500	575
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>12,856</u>	<u>10,471</u>	<u>6,971</u>
Cyclical Maintenance - Current	5,293	-	-
Cyclical Maintenance - Term	7,563	10,471	6,971
	<u>12,856</u>	<u>10,471</u>	<u>6,971</u>

15. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	6,600	6,382	6,382
Later than One Year and no Later than Five Years	1,679	4,661	8,661
Later than Five Years	-	-	-
	<u>8,279</u>	<u>11,043</u>	<u>15,043</u>



16 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.

The Proprietor of the School is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

17 Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,545	4,875
Full-time equivalent members	0.22	0.24
<i>Leadership Team</i>		
Remuneration	114,354	111,350
Full-time equivalent members	1	1
Total key management personnel remuneration	96,545	116,225
Total full-time equivalent personnel	1.22	1.24

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	100-110
Benefits and Other Emoluments	3	3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100-110	-	-
	0.00	0.00

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



18 Compensation and Other Benefits Upon Leaving

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

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

19 Contingencies

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

20 Commitments

(a) Capital Commitments

As at 31 December 2017 there are no Capital Commitments

(Capital commitments at 31 December 2016: nil)



(b) Operating Commitments

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

Nil

	2017 Actual \$	2016 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

21. 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.

22. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	41,034	18,405	29,462
Receivables	45,965	25,000	28,349
Investments - Term Deposits	59,296	74,398	74,398
Total Loans and Receivables	<u>146,296</u>	<u>117,803</u>	<u>132,209</u>

Financial liabilities measured at amortised cost

Payables	46,001	35,000	49,906
Finance Leases	8,279	11,043	15,043
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>54,280</u>	<u>46,043</u>	<u>64,949</u>

23. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST JOSEPH'S SCHOOL, TE KUITI, FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of St Joseph's School, Te Kuiti (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz Limited, to carry out the audit of the financial statements of the School on his behalf.

We have audited the financial statements of the School on pages 2 to 18 that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue & expense, statement of changes in net assets/equity, and statement of cashflows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; and
 - financial performance and cashflows for the year then ended; and
 -
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime.

Our audit was completed on 31st May 2018. 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 of 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 Report, Kiwisport Note, and Trustee list, but does not include the financial statements, and our auditor's report thereon.

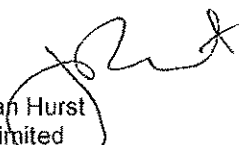
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Jonathan Hurst
Finnz Limited
On behalf of the Auditor-General
Te Awamutu, New Zealand

For the year 1 January to 31 December 2017

School Name: St Josephs School Te Kuiti

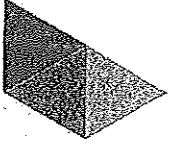
BOT MEMBERS:

NAME	POSITION HELD	HOW POSITION ON THE BOARD WAS GAINED Elected/Co-opted	TERM EXPIRES
Nikki Maria Taylor	Chairperson	June 2016	June 2019
Elizabeth Margaret Rendall	Parent Rep	June 2016	June 2019
Wayne Andrew Pooley	Parent Rep	June 2016	June 2019
Abigail Rawles	Parent Rep	June 2016	June 2019
Charlene Ann Longden	Parent Rep	June 2016	June 2019
Pam Ann Boroevich	Staff Rep	June 2016	June 2019
Suzanne Joy Downey	Principal	June 2016	June 2019
Christopher Joseph Iremonger	Bishops Rep	June 2016	June 2019
Ngaire Elizabeth Grayson	Bishops Rep	June 2016	June 2019
Mary Louise Scobie	Bishops Rep	June 2016	June 2019

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$1503.81 (excluding GST).

Analysis of Variance Reporting



School Name	St Joseph's Catholic Te Kuiti	School Number	1953
Strategic Aim	All students will access and be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects our special character and our passion for learning.		
Annual Aim	<p>LITERACY:</p> <p>To have all After 2/3 Year students achieving at the standard for Reading.</p> <p>To have all Pasifika students engaging in their writing and achieving at standard.</p> <p>To have Year 5 students writing at standard.</p> <p>NUMERACY:</p> <p>To have 50% or 5/10 of the below female students at standard by the end of 2017.</p>		
Target	<p>LITERACY:</p> <p>The target students for 2017 are:</p> <p>Reading:</p> <p>4 students after Year 2 - 2 males - 1 NZ European and 1 Asian, 2 females - NZ European</p> <p>2 students after Year 3 - 2 males - 1 Maori and 1 NZ European</p> <p>Writing</p> <p>3 Pasifika - 2 male and 1 female</p> <p>3 students in Year 5 - 1 Maori male and 2 Maori females</p> <p>NUMERACY:</p>		

The target student for 2017 are:

10 female students - 4 Maori, 1 Pasifika, 5 NZ European

Baseline Data

LITERACY:

Reading	6 Year Net Total stanine:	Colour Wheel Feb 2017 Instruction	Expected Level mid 17	Expected Level Dec 17 Actual Dec 17	Writing	End of Dec 16 Stage	Expected Level mid 17	Expected Level Dec 17
JKE	16/45	Red 2	Green	6.11 Turquoise L1 L15 Orange L1 Up 13 levels.	PEP	L1H	L1H	L2p At L1a
CHWE	19/45	Rcd 3	Green	7.2 Turquoise L1 AT L17 Turquoise L1 up 12 levels AT	NGP	L2P	L3b	L3a Below L2a
JOA	11/45	Blue 3	Turquoise	Turquoise L19 Purple 1 L1 up 10 levels	MIP	2p	3b	3p At L3a
CHHE	N/A	Yellow 1	Green	6.11 Turquoise	CHM	L1H	L2p	L3b Below

NUMERACY:

Mathematics	Jam 2016 + BF	Jam 2016 x/	2016 Dec Numeracy Stage G	2016 Term 1 Patm score	Expected 2017 Numeracy Stage	2017 Feb Patm	2017 expected av SS over 12 months	2017 Patm mid year	Jam mid 2017	2017 Dec Patm	2017 Dec
CHHE	2 0-1	2			4	CL1			St.3		St E4 Below St 3
MYE	4 2-3	2-3		17.6	5E	CL2	8.3		E5		St5 Below ES5 CL2
CHM			5E		6E	CL3B	6.2	28.1	n/a	31.2 32.4	+1.2 above SS St5
HEM	4 4	4	5	24	6E	CL3B	6.2	39.6	n/a	42.7 43.3	+6 above SS St E6
NGP	4 4	4	5#	26.9	6E	CL3B	6.2	30.4	n/a	33.5 35.2	+1.7 above SS St 5
CHAM					6E	CL3B	4.5	39.85	n/a	42.1 37.6	No change in SS
CHP			5	28.2	7E	CL4B	5.4	40.65	n/a	42.9 30.7	-12.20 below SS expec St E6
KRE			4	23.8	7E	CL4B	5.4	45.6	n/a	49.6 35	-14.6 below SS expectation St E6
AVE			6	36.2	7E	CL4B	5.4	37.25	n/a	39.5 35.5	EFF
SHM	5 5	5	5E	33.3	7E	CL4B	5.4	37.25	n/a	39.5 39.9	.4 above Ss St E6

Actions What did we do?	Outcomes What happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?
<p>LITERACY:</p> <ul style="list-style-type: none"> * The Board with the Ministry employed a Reading Recovery Teacher in Training. *Ensured that regular classroom reading lessons were regular and uninterrupted. *Ensured that the home/school partnership was aware of the students needs and encouraged supportive home connections around shared literacy *Connected parents to the 'Seesaw' platform. *Built and inquired into a strong phonological awareness programme 	<p>All target students made progress in reading.</p> <p>4/6 students below standard were at the national standard at the end of the year for reading.</p> <p>2 - Year 2 students made accelerated progress (+2 years) in reading.</p> <p>All target students made progress in writing.</p> <p>3/6 students below standard were at the national standard at the end of the year for writing.</p> <p>5/6 Pasifika were at standard.</p> <p>2/3 Maori target students achieved the standard for writing.</p>	<p>Implementing Reading Recovery into the school was in response to an observed trend of below standard Year 1 students. This response was very timely. Two students required discontinuing before the recommended discontinuing level due to age.</p> <p>There were two students for whom other contributing factors to learning were identified.</p> <p>Staff knowing the students 'as learners' was part of the PLD - using the spiral of inquiry as a basis for discussion and questioning.</p>	<p>Reading Recovery will continue into the following year with the BOT funding .2 and Ministry .2</p> <p>The two students (now Year 3) who were discontinued due to age will need RTLit support, Teacher Aide and maybe the extra support from the Reading recovery teacher outside RR hours.</p> <p>The students for whom other contributing factors to learning were identified - have been referred onto RTLB and other medical services.</p> <p>Understanding our learners involves looking deeply into teachers own attitudes and understandings about learners and learning. The spiral of inquiry will continue to be used throughout the year and form</p>

<p>*Regular assessments - running records taken to inform teaching and learning</p> <p>*Teacher Aide supported students 1:1 with Steps and/or class teacher learning focusses.</p> <p>*Provided authentic oral language experiences to enhance written language</p> <p>*Inquired into differentiated learning and needs based teaching</p> <p>*Used the Literacy Learning Progressions and Learning Progression framework.</p> <p>*PaCT Tool was used to support an OTJ for Writing.</p>	<p>The number of sign ups to Seesaw increased throughout the year, as did the number of visit to the class pages, comments and likes</p>	<p>This whole school focus on differentiating for individual needs identified further specific needs to which were able to provide increased Teacher Aide support. The support was specific to need with the involvement of the RTLit teacher.</p> <p>Further PLD was undertaken by the NE teacher on oral language development .</p> <p>The Year 2 class implemented phonological sounds base to the programme each day.</p> <p>Quick 60 was identified as very successful for memory development. Staff found that a number of the target students struggled to retain information short term.</p> <p>Steps and StepsWeb (in the classroom) identified specific level and need with phonological knowledge in particular. The programme was conducted exactly as prescribed by the Teacher Aide and supported by purchased material and whanau understanding.</p> <p>Using the Learning Progression framework for writing focused the teachers on the positive skills that the students had.</p> <p>Recording these using the PaCT tool supported the teacher judgements and provided a future pathway for each child.</p>	<p>the basis of the staff appraisal system.</p> <p>This goal will be supported by the Kahui Ako (WAKA) who has differentiated learners, oral language development, and teaching to need as specific goals towards a culturally sustaining pedagogy- within our achievement challenge.</p> <p>The Catholic character of St Joseph's school has at its heart the need to respect, understand and empower all people to be like Jesus. In 2018 our theme will be 'Encounter Jesus' who modelled the importance of knowing each other and respecting the wairua within each other.</p> <p>The teacher aide will continue using child specific programmes, under the supervision of our SENCO. There may be a need for extra support in two classrooms.</p> <p>Each term a report is provided and each child's progress noted within that report by the teacher aide, but also on a targeted student spreadsheet that all teachers contribute to.</p>
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		<p>Using authentic contexts for learning (i.e. marae trip) and the use of 'Seesaw' as a regular home contact - specifically for Year 1-4. This contact will have had an impact on oral language, particularly conversational language, although this has not been measured.</p> <p>The Science PLD aims were to use science as a context to improve and widen the literacy focus. The responsive feedback from this PLD highlighted the noted improvement in content specific oral and written language used to convey meaning from observations and experiences with science.</p> <p>Early readers were noticing more specifically the 'shapes on the paper' and were orally comparing and contrasting these to form their own knowledge.</p> <p>The science capabilities were beginning to be transferred across by the students to other curriculum areas as the teachers consciously made the links 'across the curriculum'</p>	<p>Data shows that there is an increasing demand for ESOL assessments after 6 months at school. Support from the ministry will be sort to inform and upskill our teachers.</p> <p>The Learning Progression framework will be used to prompt teachers to notice what students know and can do across the breadth of mathematics and as they use their reading and writing to support their learning in different areas of the curriculum.</p> <p>The Science PLD (50hrs) will continue throughout the year. Using the scientific concepts and capabilities, to extend oral language, literacy and numeracy across the curriculum.</p>
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<p>NUMERACY:</p> <ul style="list-style-type: none"> *Use in-class ALiM intervention groups *Ensured that teachers 'knew' their maths learners. *Used PLD Science to engage mathematical thinking *Used PAT adaptive mathematics testing for 4-8 and PaCT for Junior School *Used the CAP plan as a mid year marker of progress 	<p>9 Target students</p> <p>All students made progress towards their expected standard</p> <p>1/9 students achieved at the national standard.</p> <p>The PAT scaled score for the 8 Year 4-8 students showed that 5/8 students had made above the average expected scaled score progress over 12 months.</p> <p>None in this group had made accelerated progress (i.e. 2 years progress).</p>	<p>The school ALiM trained teacher (2 years) went onto another position and MST. Our school lost our expert in AiM intervention and the new teacher was not AiM trained. The roll increase teachers in Yr 2 also were not AiM trained. With limited skills professionally re AiM the in-class intervention did not happen in the way it was perceived.</p> <p>The teachers in Yr4-8 used the PAT and PAT adaptive testing results to fully inform the knowledge of their learners and their next steps. Needs based programmes were planned from these results and the scaled scores used to assess progress.</p> <p>Whole school used the Curriculum Action Plan (CAP) mid-year to note formative planning. This plan could have been used more extensively and revisited at least twice a term.</p> <p>The Science PLD aimed to assist mathematical thinking. It was noted that students improved observation skills did assist their focus of mathematical problems, more mahi needs to make explicit connections between process thinking and mathematical problem solving.</p> <p>The mathematics curriculum has not been revised.</p>	<p>Set up a maths team alongside the lead teacher to review the mathematics curriculum, so that the teaching is through strand. To collaborate re maths planning consistency throughout the school.</p> <p>Consult with mathematics facilitators to assist this process.</p> <p>To review the principles of ALiM by requesting support from maths facilitators.</p> <p>To reset the problem solving, cross grouping, task each week.</p> <p>To explicitly link the Science PLD with mathematical process thinking when students solve problems</p> <p>To explicitly link the Junior Play Based learning with mathematical process thinking and mathematical language.</p>
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<p>*Informed parents/whanau of math curriculum and assessment practices</p> <p>*Engaged parents/whanau through seesaw</p>	<p>A 67% of parent engagement was recorded consistently on Seesaw.</p>	<p>This platform has much more potential for mathematical learning and feedback. Information and student voice re curriculum and assessment for parents/caregivers via Seesaw, would support the students engagement further.</p>	<p>To set up reflection journals/seesaw posts for each students to share with their parents/caregivers each week along with their 'voice' around mathematical thinking.</p> <p>To ensure that materials are still being used at every level of mathematics learning and teaching.</p> <p>To purchase specific games and or material to support manipulation of materials.</p> <p>To use PAT and PAT adaptive testing in terms 2 and 4. Term 4 2017 sets the learning goals for Term 1.</p> <p>To use the learning progressions and PaCT - depending on what it may look like with curriculum levels and without national standards</p>
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Planning for Next Year:

- To remove the national standards from the numeracy and literacy curriculum expectations (CAPs) and focus on curriculum levels.
- To prepare an assessment schedule that provides timely formative assessment and reporting information.
- To rework the reporting format without national standards, but curriculum levels.
- To continue the cycle of inquiry, using the 'spiral' as a model, and embed the practice into teacher pedagogy.
- To provide PLD Science for all staff throughout 2018.
- To provide PLD on the Learning Progressions that will inform what each child can do and form their next learning steps.
- To investigate what is happening re the PaCT tool. Will it be reformatted to curriculum levels?
- To identify those priority learners from 2017 and collect data from the 2017 Y1 students and identify early specific learning needs that need support.
- To obtain ministry support for ESOL assessment.
- Ensure staff are familiar with the ESOL section of the TKI website and its resources.
- To provide our community - parents/whanau and caregivers with further information about using 'Seesaw' as a two way platform to involve the families in their child's learning but also to share the family response/feedback with the school. Whanau will need explicit information on how to provide feedback on their child's blog/post.