

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Tokoroa North School (the School). The Auditor-General has appointed me, Richard Currie using the staff and resources of Crowe Horwath, 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 19, 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 Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 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 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 information included on pages 20 to 34, 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.



Richard Currie  
Crowe Horwath New Zealand Audit Partnership  
On behalf of the Auditor-General  
Hamilton, New Zealand

# Tokoroa North School

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

**Ministry Number:** 2038

**Principal:** Judith McLean

**School Address:** 29 Paraonui Road  
Tokoroa

**School Postal Address:** 29 Paraonui Road  
Tokoroa

**School Phone:** 07-886-9169

**School Email:** [information@tokoroanorth.school.nz](mailto:information@tokoroanorth.school.nz)

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>
Latisha Kelly	Chair Person	Elected
Judith McLean	Principal	ex Officio
Hamish Allan	Parent Rep	Elected
Theresa MacKinnon	Parent Rep	Selected
Steve Martin	Parent Rep	Elected
Steve Preston	Parent Rep	Elected
Megan Gooding	Staff Rep	Elected

**Accountant / Service Provider:**  
Crowe Horwath

# Tokoroa North School

Annual Report - For the year ended 31 December 2018

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# Tokoroa North 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.

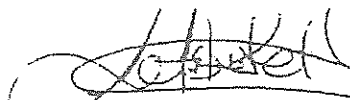
The School's 2018 financial statements are authorised for issue by the Board.



Full Name of Board Chairperson



Full Name of Principal



Signature of Board Chairperson



Signature of Principal

29 May 2019

Date:

29 May 2019

Date:

**Tokoroa North School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	3,353,756	3,353,048	3,377,988
Locally Raised Funds	3	97,810	82,900	109,924
Interest Earned		14,503	12,000	12,548
Gain on Sale of Property, Plant and Equipment		-	-	-
Other Revenue		-	-	-
		<u>3,466,069</u>	<u>3,447,948</u>	<u>3,500,460</u>
<b>Expenses</b>				
Locally Raised Funds	3	47,525	49,640	57,189
Learning Resources	4	2,598,084	2,644,080	2,568,958
Administration	5	188,457	194,380	209,718
Finance		1,480	3,500	2,008
Property	6	641,370	644,260	644,896
Depreciation	7	96,649	85,000	79,064
Loss on Disposal of Property, Plant and Equipment		6,869	-	1,687
		<u>3,580,433</u>	<u>3,620,840</u>	<u>3,563,520</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>(114,365)</b>	<b>(172,892)</b>	<b>(63,060)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>(114,365)</b></u>	<u><b>(172,892)</b></u>	<u><b>(63,060)</b></u>

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



**Tokoroa North School**

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

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>738,207</u>	<u>738,207</u>	<u>790,168</u>
Total comprehensive revenue and expense for the year	(114,365)	(172,892)	(63,060)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	11,099
<b>Equity at 31 December</b>	<u>623,842</u>	<u>565,315</u>	<u>738,207</u>
 Retained Earnings	 623,842	 565,315	 738,207
<b>Equity at 31 December</b>	<u>623,842</u>	<u>565,315</u>	<u>738,207</u>

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





**Tokoroa North School**  
**Statement of Financial Position**  
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	48,293	38,860	187,044
Accounts Receivable	9	137,517	129,792	126,170
Prepayments		2,592	2,300	2,355
Inventories	10	918	2,100	2,938
Investments	11	339,247	324,000	313,163
Funds held for Capital Works Projects	18	10,080	8,000	-
		<u>538,646</u>	<u>505,052</u>	<u>631,670</u>
<b>Current Liabilities</b>				
GST Payable		707	1,500	24,916
Accounts Payable	13	182,778	178,000	191,508
Revenue Received in Advance	14	4,634	3,000	3,385
Provision for Cyclical Maintenance	15	-	-	-
Painting Contract Liability - Current Portion	16	18,710	18,710	18,710
Finance Lease Liability - Current Portion	17	22,160	22,000	10,578
		<u>228,989</u>	<u>221,210</u>	<u>249,097</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>309,658</b>	<b>283,842</b>	<b>382,573</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	419,572	386,473	444,258
		<u>419,572</u>	<u>386,473</u>	<u>444,258</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	82,300	82,300	63,590
Painting Contract Liability	16	2,634	3,000	16,345
Finance Lease Liability	17	20,454	19,700	8,689
		<u>105,388</u>	<u>105,000</u>	<u>88,624</u>
<b>Net Assets</b>		<u><u>623,842</u></u>	<u><u>565,315</u></u>	<u><u>738,207</u></u>
<b>Equity</b>		<u><u>623,842</u></u>	<u><u>565,315</u></u>	<u><u>738,207</u></u>

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



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

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		938,303	935,048	981,746
Locality Raised Funds		95,728	80,900	109,655
Goods and Services Tax (net)		(24,209)	(6,500)	24,347
Payments to Employees		(668,605)	(674,340)	(663,792)
Payments to Suppliers		(382,773)	(467,242)	(371,818)
Interest Paid		(1,480)	(3,500)	(2,008)
Interest Received		9,644	11,758	12,585
Net cash from / (to) the Operating Activities		(33,392)	(123,876)	70,715
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(1,869)	-	(1,687)
Purchase of PPE (and Intangibles)		(14,937)	45,691	(34,713)
Purchase of Investments		(26,084)	(84,000)	92,241
Net cash from / (to) the Investing Activities		(42,889)	(38,309)	55,841
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	11,099
Finance Lease Payments		(38,680)	22,000	(2,342)
Painting contract payments		(13,711)	-	(10,268)
Funds Held for Capital Works Projects		(10,080)	(8,000)	-
Net cash from Financing Activities		(62,471)	14,000	(1,511)
Net increase/(decrease) in cash and cash equivalents		(138,751)	(148,185)	125,045
Cash and cash equivalents at the beginning of the year	8	187,044	187,045	52,000
Cash and cash equivalents at the end of the year	8	48,293	38,860	187,045

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.



# **Tokoroa North School**

## **Notes to the Financial Statements**

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

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

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

Tokoroa North 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 17.

***Recognition of grants***

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

**c) Revenue Recognition*****Government Grants***

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

Operational and Ongoing Resourcing Scheme 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.

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:

School house	25 years
Building improvements to Crown Owned Assets	25 years
Furniture and equipment	5-10 years
Information and communication technology	4-5 years
Sundry assets	5 years
Textbooks	20 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

### **l) 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.

### **m) 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.

### **n) 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.



**o) Revenue Received in Advance**

Revenue received in advance relates to fees received from students 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 students, should the School be unable to provide the services to which they relate.

**p) 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.

**q) Provision for Cyclical Maintenance**

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

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

**r) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are categorised as "loans and receivables" 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.

**s) 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.

**t) 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.

**u) Budget Figures**

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

**v) Services received in-kind**

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



## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	750,542	758,300	748,514
Teachers' salaries grants	1,977,203	1,980,000	1,980,857
Use of Land and Buildings grants	438,260	438,000	435,385
Other MoE Grants -ORS	135,288	128,000	121,668
Other government grants	52,474	48,748	91,564
	<u>3,353,756</u>	<u>3,353,048</u>	<u>3,377,988</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	10,677	8,500	9,933
ACC Reimbursement	-	-	10,816
Activities	19,041	12,250	18,605
Trading	23,994	33,450	35,621
Fundraising	36,298	20,900	27,249
Other Revenue	7,800	7,800	7,800
	<u>97,810</u>	<u>82,900</u>	<u>109,924</u>
<b>Expenses</b>			
Activities	13,277	12,250	15,424
Trading	17,931	24,950	27,089
Fundraising costs	13,826	9,650	11,657
School house costs	2,492	2,790	3,019
	<u>47,525</u>	<u>49,640</u>	<u>57,189</u>
<b>Surplus/ (Deficit) for the year Locally raised funds</b>	<u>50,285</u>	<u>33,260</u>	<u>52,735</u>

## 4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	62,455	84,980	67,235
Equipment repairs	-	-	-
Information and communication technology	5,861	7,500	3,126
Extra-curricular activities -Senior camp and trips	42,564	48,600	21,712
Library resources	10,086	5,380	6,272
Employee benefits - salaries	2,451,941	2,480,840	2,445,609
Staff development	23,903	34,480	25,004
Staff development -Overseas travel and course costs	1,273	1,300	-
	<u>2,598,084</u>	<u>2,644,080</u>	<u>2,568,958</u>

The Principal, Judith McLean, joined a study tour to Melbourne in June 2018 that was subsidised by the Waikato Principals' Association. The focus was "Building Instructional Capacity of Leadership" and resulted in ideas and learning gained from the trip being transferred back into Tokoroa North school.





## 5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,483	3,610	3,606
Board of Trustees Fees	2,870	3,000	2,771
Board of Trustees Expenses	93	-	-
Communication	3,377	4,450	5,019
Consumables	15,012	22,400	31,041
Operating Lease	-	-	4,272
Other	235	400	1,222
Employee Benefits - Salaries	148,897	147,000	148,872
Insurance	7,862	7,700	7,287
Service Providers, Contractors and Consultancy	5,628	5,800	5,628
	<u>188,457</u>	<u>194,360</u>	<u>209,718</u>

## 6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	11,266	11,000	10,671
Consultancy and Contract Services	52,571	53,000	51,557
Cyclical Maintenance Expense	18,710	18,710	22,163
Grounds	5,056	6,200	9,531
Heat, Light and Water	30,639	32,600	32,286
Rates	11,087	10,800	10,144
Repairs and Maintenance	21,176	21,250	21,581
Use of Land and Buildings	438,250	438,000	435,385
Security	6,979	7,700	7,371
Employee Benefits - Salaries	45,636	45,000	44,207
	<u>641,370</u>	<u>644,260</u>	<u>644,896</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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	2,130	2,129	2,129
Building Improvements	5,481	5,482	5,482
Furniture and Equipment	15,264	13,887	16,631
Information and Communication Technology	33,318	31,059	32,379
Sundry Assets	4,433	4,810	4,810
Textbooks	9,916	11,444	11,444
Leased Assets	24,957	11,858	1,858
Library Resources	1,150	4,331	4,331
	<u>96,649</u>	<u>85,000</u>	<u>79,064</u>



## 8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	210	260	258
Bank Current Account	404	5,000	10,336
Bank Cell Account	2,313	5,000	21,574
Short-term Bank Deposits	45,366	28,600	154,876
Cash and cash equivalents for Cash Flow Statement	48,293	38,860	187,044

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

## 9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	7,811	4,500	4,481
Interest Receivable	4,862	292	3
Teacher Salaries Grant Receivable	124,844	125,000	121,686
	137,517	129,792	126,170
Receivables from Exchange Transactions	12,673	4,792	4,484
Receivables from Non-Exchange Transactions	124,844	125,000	121,686
	137,517	129,792	126,170

## 10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	873	2,000	2,835
Canteen	46	100	103
	918	2,100	2,938

## 11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	339,247	324,000	313,163



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Buildings	29,361				(2,130)	27,231
Building Improvements	78,493				(5,481)	73,012
Furniture and Equipment	69,981	615			(15,264)	55,332
Information and Communication	100,876	17,205			(33,318)	84,763
Sundry Assets	23,761	5,922	(130)		(4,433)	25,120
Textbooks	70,444	8,159	(5,807)		(9,916)	62,880
Leased Assets	26,241	47,756	(932)		(24,957)	48,108
Library Resources	45,101		(826)		(1,150)	43,125
<b>Balance at 31 December 2018</b>	<b>444,258</b>	<b>79,657</b>	<b>(7,695)</b>	<b>-</b>	<b>(96,649)</b>	<b>419,571</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Buildings	53,250	(26,019)	27,231
Building Improvements	139,717	(66,705)	73,012
Furniture and Equipment	378,968	(323,636)	55,333
Information and Communication	212,393	(127,629)	84,764
Sundry Assets	84,143	(59,023)	25,120
Textbooks	198,322	(135,442)	62,880
Leased Assets	94,875	(46,767)	48,108
Library Resources	160,627	(107,502)	43,125
<b>Balance at 31 December 2018</b>	<b>1,312,295</b>	<b>(892,723)</b>	<b>419,572</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Buildings	31,490			-	(2,129)	29,361
Building Improvements	83,975			-	(5,482)	78,493
Furniture and Equipment	76,164	10,448		-	(16,631)	69,981
Information and Communication	128,755	4,600		-	(32,379)	100,876
Technology						
Sundry Assets	29,728		(1,157)	-	(4,810)	23,761
Textbooks	71,100	10,788		-	(11,444)	70,444
Leased Assets	21,341	8,014	(1,256)	-	(1,858)	26,241
Library Resources	46,232	3,198		-	(4,331)	45,099
<b>Balance at 31 December 2017</b>	<b>488,785</b>	<b>36,948</b>	<b>(2,413)</b>	<b>-</b>	<b>(79,064)</b>	<b>444,256</b>

The net carrying value of equipment held under a finance lease is \$42613 (2017: \$19267). Photocopier and telephone system leases have been reclassified as finance leases in 2018. They were treated as operating leases in 2017



2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	53,250	(23,889)	29,361
Building Improvements	139,717	(61,224)	78,493
Furniture and Equipment	391,955	(321,974)	69,981
Information and Communication Technology	196,344	(95,468)	100,876
Sundry Assets	111,543	(87,782)	23,761
Textbooks	228,874	(158,430)	70,444
Leased Assets	32,849	(6,608)	26,241
Library Resources	151,453	(106,362)	45,101
Balance at 31 December 2017	1,305,985	(861,727)	444,258

### 13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	43,808	39,000	56,361
Employee Entitlements - salaries	124,844	125,000	121,686
Employee Entitlements - leave accrual	14,128	12,000	13,461
	182,778	176,000	191,508
Payables for Exchange Transactions	182,778	176,000	191,508
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	182,778	176,000	191,508

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	4,634	3,000	3,385
	4,634	3,000	3,385

### 15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	63,590	63,590	44,877
Increase/ (decrease) to the Provision During the Year	18,710	18,710	18,713
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	82,300	82,300	63,590
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	82,300	82,300	63,590
	82,300	82,300	63,590



## 16. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	18,710	18,710	18,710
Non Current Liability	2,634	3,000	16,345
	<u>21,344</u>	<u>21,710</u>	<u>35,055</u>

In 2013 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2013, with regular maintenance in subsequent years. The agreement has an annual commitment of \$18,185 plus an annual cumulative inflation adjustment. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date.

## 17. 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	22,786	22,000	10,578
Later than One Year and no Later than Five Years	21,581	19,700	8,689
Later than Five Years	-	-	-
	<u>44,367</u>	<u>41,700</u>	<u>19,267</u>

## 18. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE	Payments	BOT Contributions	Closing Balances \$
Elco Boiler replacement	<i>in progress</i>			10,080	-	10,080
Totals			-	10,080	-	10,080

### Represented by:

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

-  
10,080

(10,080)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
<i>in progress</i>		Nil			-	Nil
Totals			-	-	-	-



## 19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The following staff members are related to Board of Trustee members: Stephani Preston (wife of Steve Preston), Kelly Waea-Allan (wife of Hamish Allan) and Emma Martin (wife of Steve Martin).

## 20. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,870	2,771
Full-time equivalent members	0.05	0.12
<i>Leadership Team</i>		
Remuneration	422,119	454,200
Full-time equivalent members	4	4
Total key management personnel remuneration	424,989	456,971
Total full-time equivalent personnel	4.05	4.12

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	130 - 140	140 - 150
Benefits and Other Emoluments	3 - 4	7 - 8
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 Nil	2017 FTE Number Nil
	0.00	0.00

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



## 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

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$10,080 was paid for the boiler replacement (\$8400) and a project management fee for capital works of \$1680. The costs will be claimed in 2019 when the ILE upgrade contract begins. The project is planned to be completed in 2019 and will be fully funded by the Ministry of Education. The project costing \$380,000 plus the boiler cost has been approved by the Ministry.

(Capital commitments at 31 December 2017: nil)

### (b) Operating Commitments

As at 31 December 2018 the Board has not entered into any contracts. The operating leases at 31 December 2017 have been reclassified as finance leases.

	2018 Actual \$	2017 Actual \$
No later than One Year	-	13,500
Later than One Year and No Later than Five Years	-	30,587
	-	<u>44,087</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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	48,293	38,860	187,044
Receivables	137,517	129,792	126,170
Investments - Term Deposits	339,247	324,000	313,163
Total Loans and Receivables	<u>525,056</u>	<u>492,652</u>	<u>626,377</u>

### Financial liabilities measured at amortised cost

Payables	182,778	176,000	191,508
Finance Leases	42,614	41,700	19,267
Painting Contract Liability	21,344	21,710	35,055
Total Financial Liabilities Measured at Amortised Cost	<u>246,736</u>	<u>239,410</u>	<u>245,830</u>

## 25. Events After Balance Date

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

## 26. Comparatives

There has been a prior period comparative which has been reclassified to make disclosure consistent with the current year:

The cost of Senior Camp was classified as a Locally Raised Fund Activity expense in 2017 but is now shown separately as a Learning Resource expense.





## Board/Principal Reports

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$6362 (excluding GST). The funding was spent on the employment of three support staff to organise lunchtime activities, and after-school soccer, netball, and rippa rugby teams together with the purchase of extra equipment for outdoor education opportunities. There were 150 children playing rippa rugby, 68 children playing netball, 30 children involved in gymnastics and 60 soccer players. The coaching and management of these teams was organised by school staff members. Representatives from Tokoroa North School also took part in interschool competitions for athletics, swimming, cross country, rippa rugby and gymnastics. Kiwisport funding was also used for transporting children to the tournaments.

### Report on Special and Contestable Funding

During the 2017 year the school was the recipient of a Government furniture grant of \$11099. Classroom desks, gymnastics balance beam and administration furniture were purchased for \$10448. The remaining balance of \$651 was used in the year ending 31 December 2018 to purchase a classroom book display.

## Statement of Resources

### School roll and days open

The school roll at:	1 July 2018	1 July 2017	1 July 2016
	458	456	441

The school was open for 384 half days in 2018 (2017: 388).

### Physical resources

The board is responsible for the management of the land and buildings under an occupancy agreement with the Ministry. These are made up of

2.02 hectares

administration building –refurbished 2012/2013

ten permanent classrooms

ten relocatable classrooms

hall –with a classroom, offices and special needs rooms attached

library/resource centre and with attached staff workrooms

special needs rooms –including the dental clinic now used for this purpose

boiler house and caretaker headquarters

sunshaded play areas

swimming pool –solar heating upgraded 2014

astroturfed netball/tennis courts/playgrounds

three separate playground areas with climbing, sliding equipment

All classrooms are used as classroom teaching spaces. Two of the permanent classrooms are used by the Learning Support Centre for ORS funded children.

The School has an active programme to provide computer and communications equipment. The computers are of varying ages and all have e-mail/internet facilities. Middle and senior classes have access to computers. Students also have access to chromebooks and i-pads which were purchased in 2016 to be used in the classrooms and special needs rooms.

As well as being excellently resourced for all aspects of the curriculum, the School has a wide range of sport, musical and cultural equipment used for extra-curricular events.. The deputy and assistant principals provide child-centred extension, enrichment and remedial reading programmes.

In the period covered by this report, the School has made use of the following facilities: Keswick Camp, Whakarewarewa Thermal Village, Duck Tours, Lakes Aquatic Centre, Paradise Valley Springs and Amaze Me (all in Rotorua), Hamilton Zoo, Extreme Edge and Inflatable World in Hamilton, Mt Maunganui reserve and Baywave pools and Rocktopia in Mt Maunganui, Maungatautari Sanctuary, Pohara Marae, Pukeatua, and in Tokoroa: South Waikato Indoor Pools, Tokoroa Memorial Park, Strathmore Park, the South Waikato Event Centre, Tokoroa Cinema, Te Kura Kaupapa Maori o Te Hīringa and Tokoroa Intermediate School. The Riding for the Disabled organisation held lessons for ORS funded children.

## Staffing

During the year the approved staffing component was 25.73 (2017: 25.72) full time teacher equivalents. This was used as follows:

In 2018 the school employed the following staff:

<i>Funded staffing:</i>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Principal	1	1	1
Teachers	23	22	24
Reading Recovery teacher	.6	.6	.7
Part time teachers	1.13	2.12	2.7

*The board also employed:*

Classroom support staff	17	17	17
Office support staff	3	3	3
Caretaker	1	1	1
Gardener	.15	.15	.15
Librarian	.5	.5	.5

The cost of employing non-teaching staff is included in the Statement of Comprehensive Income.

The Board has made a commitment to professional development. All teaching staff members were allocated sufficient funds to attend at least two days of training and support staff members had a training allocation of at least one day.

### Other resources

The school draws from a diverse range of cultures for its roll. Advantage has been taken of this to establish valuable links with local cultural groups. Various cultures contribute toward special classroom activities held during the course of the year.

## 2018 Annual Development Plan: End of Year Review

N A G	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
N A G 1	<b>E Learning Direction / Curriculum Review</b>	To continue implementing the overall E Learning curriculum statement.	To continue the E learning/ICT focus and ensure hardware and professional development supports classroom programmes. To support staff in Professional Development especially with Google	Principal, ICT Leader, teachers, team leaders.	All year.	The support from ICT Leaders have provided guidance to staff with some workshops in Term 1 and Incidental Professional Development when needed with individual staff members. ITS has ensured hardware is working. They have also provided guidance to support new ICT leader who has become confident in solving many IT problems within the school.
N A G 1	<b>Community engagement- Maori student achievement</b>	To continue to develop a whanau support group and support the development of a long term Maori achievement plan. To work with Tau Toko (Maori Achievement Collaborative) to continuing supporting Maori achieving as Maori.	This is an on-going part of the Maori strategic plan. To provide a vision and schoolwide Maori language programme and culture. To strengthen knowledge of our Maori learners	Maori curriculum leader	All year.	Initial hui with whānau group included discussing their involvement in our strategic plan. These ideas have been included which further supports involvement of parent/whānau engagement. Our involvement in Maori Achievement Collaborative, including attending MAC wānanga in Dunedin, has provided us with a vision and a pathway to continue engaging Maori children to have educational success. First stages of school wide development of Te Reo Maori with PD with Jeanne Gilbert. Developing a resource bank as we continue to develop confidence. We are confidently running a 70% play based programme in the New Entrant classes. After their first year of schooling at Tokoroa North School, data shows an improvement in their oral language. This development in oral language is transferred to help their understanding in all areas of the curriculum.
N A G 1	<b>Transitioning to school and Oral Language</b>	To provide play based/choice driven environments to build oral language competence.	Students starting school, transition better in a play based classroom. Students have been identified on school entry and 6 year nets with poor oral language. This can be strengthened in a play based programme through effective teaching practices.	AP, Junior teachers	All year.	We are confidently running a 70% play based programme in the New Entrant classes. After their first year of schooling at Tokoroa North School, data shows an improvement in their oral language. This development in oral language is transferred to help their understanding in all areas of the curriculum.
N A G 1	<b>ORS funded students</b>	To continue our inclusive policy of involving our ORS funded students in school-wide activities. Develop a new programme to actively involve mainstreamed ORS funded students using an Arts and Technology focus.	ORS funded students who are mainstreamed require an intensive programme that caters for their needs alongside our Learning Support Centre.	Principal, SENCO, Team Leader of Learning Support Centre, teacher responsible for programme	All year.	ORS funded students have successfully been mainstreamed throughout the year. In Term 1 & 2 the anticipated intensive programme was adapted due to the needs of the students. Due to a change in the specialist teacher a successful change was made to release the student's classroom teacher to focus on their ORS student which included working with the student, developing plans, resources and meeting with parents. This has been highly successful.
N A G 1	<b>School Values and beliefs</b>	To review the school's values and beliefs in consultation with our community.	The Education Council publication, Our Code Our Standards, highlighted some areas where review was needed in our school beliefs and values.	Principal, Team Leaders, teachers	All year.	Consultation during the year with staff, students and community has resulted in changes to our Tokoroa North School Shared Values and Beliefs. These changes also include areas what were highlighted from "Our Code Our Standards".

N A G 4 & 5	10YPP Property Plan	To prioritise works to be done as part of our 10YPP plan.	Priorities that are categorised Health and Safety need to be addressed initially (Priority 1) then Essential Infrastructure (Priority 2) for replacement and upgrade of buildings and structures.	Principal, BOT	All year.	Concept plans have now been completed in readiness for signing off. The upgrade of buildings and structures will now be completed in 2019.

# **TEAM 1, YEAR 5 and 6: NATIONAL CURRICULUM REVIEW 2017 DATA / 2018 GOAL SETTING**

**Note:** Year level labels refer to previous years cohort. E.g. 2018 Year 6 = 2017 Year 5

Year 5 & 6 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(ii) Planned Actions for Ending Achievement
<p>2018 Y5: 83% at or above</p> <p>2018 Y5 girls: 90% at or above</p> <p>2018 Y6: 83% at or above</p> <p>2018 Y6 boys: 89% at or above</p> <p>2018 Y6 Maori: 85% at or above</p> <p>2018:</p> <p>Probe tests:</p> <p>Y6 Maori: 72% (25/35) at or above</p> <p>Y5 girls: 89% (24/27) at or above</p> <p>Y5 boys: 81% (21/26) at or above</p> <p>Y5: 85% (45/53) at or above</p> <p>Y5 Maori: 85% (17/20) at or above</p> <p>Y5 NZ European 90% (18/20) at or above</p>	<p>2018 Y5 boys: 6 below 3 well below</p> <p>2018 Y5 Maori: 5 below 3 well below</p> <p>2018 Y6 female: 4 below 5 well below</p> <p>2018:</p> <p>Running records:</p> <p>Y6: All – 100% below</p> <p>Y5: 70% (7/10) below</p> <p>Probe tests:</p> <p>Y6 girls 32% (11/35) below</p> <p>Y6 boys: 31% (13/42) below</p>	<ul style="list-style-type: none"> <li>• Flexible grouping for needs – both classroom and withdrawal programmes</li> <li>• Relevant material and resources chosen to cater for interest and level</li> <li>• PD with team to share planning, comprehension activities, suitable related activities</li> <li>• Focus on inference with related activities</li> <li>• Encourage reading mileage – "Eyes on text"</li> <li>• Read with, read to, read by; including teacher read chapter/picture books</li> <li>• Emphasis placed on reading vocab and language</li> <li>• "At risk" children listened to regularly</li> <li>• Encourage low ability readers to support Team 3 Radical Readers programme – supports their own reading</li> <li>• Peer reading within class</li> <li>• ICT resources eg. Reading Eggs, Story Bird, Study Ladder, Literacy Shed, Storyline</li> <li>• Using Art/origami reading tasks to follow instructions and 'make'</li> </ul>
<p><b>Key Reading Targets for 2018:</b></p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• Of the 4 children achieving well below, (3 boys, 1 girl. 3 Maori and 1 NZ European. 1 will move from well below to below.</li> <li>• Of the 8 children achieving below, (6 boys, 2 girls. 5 Maori, 2 CI Maori, 1 Middle Eastern), 4 will move to at</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>• Of the 10 children achieving below, (4 boys, 6 girls. 6 Maori, 2 CI Maori, 1 Samoan, 1 Chinese) 5 will move to at</li> </ul>	<p><b>NOTE:</b> Comparison of data differs due to the removal of National Standards from our data collection. Post results are based only on running records OR Probe records of latest running record, not as an overall OTJ.</p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• Of the 1 child that will move from well below to below – she is still below but JUST at L23 (girl/maori)</li> <li>• Of the 4 children that will move to at</li> <li>• 2 have left</li> <li>• 2 have moved to at</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>• Of the 5 children that would move from below to at</li> <li>• 2 are still below but moved from 25-26 (girl/maori, boy maori)</li> <li>• 1 is just below but moved from 24-27 (boy/maori)</li> <li>• 2 moved from below to above 25-30 (girl/maori, girl/Chinese)</li> </ul>	

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(ii) Planned Actions for Lifting Achievement
<p>2018: Y6 girls: 76% at or above</p> <p>2018:</p> <ul style="list-style-type: none"> <li>• Y5 girls 83% (25/30) at or above</li> <li>• Y6 boys 80% (35/44) at or above</li> <li>• Y6 girls 77% (30/39) at or above</li> <li>• Y6 children 78% (65/83) at or above</li> <li>• Y6 Maori 83% (33/40) at or above</li> </ul>	<p>2018 Y6: 21 below 5 well below</p> <p>2018 Y6 boys: 17 below</p> <p>2018 Y6 Maori: 12 below 1 well below</p> <p>2018 Y5: 27 below 4 well below</p> <p>Y5 Maori: 14 below 2 well below</p> <p>2018 Y6: 17 below BUT!!</p> <ul style="list-style-type: none"> <li>• 1 moved from 1ii to 2B</li> <li>• 1 moved from 1iii to 2B</li> <li>• 2 moved from 2B to 2P</li> <li>• 1 moved from 1iii to 2A</li> <li>• 5 moved from 2B to 2A</li> </ul> <p>Y6 boys: 9 below BUT</p> <ul style="list-style-type: none"> <li>• 1 moved from 1iii to 2B</li> <li>• 2 moved from 2B to 2P</li> <li>• 3 moved from 2B to 2A</li> </ul> <p>Y6 Maori: 7 below BUT</p> <ul style="list-style-type: none"> <li>• 1 moved from 1iii to 2B</li> <li>• 1 moved from 2B to 2P</li> <li>• 3 moved from 2B to 2A</li> </ul> <p>2018 Y5: 13 below BUT</p> <ul style="list-style-type: none"> <li>• 2 moved from 1P to 2B</li> <li>• 6 moved from 1A to 2B</li> <li>• 5 well below</li> <li>• 1 is ESOL (BA)</li> <li>• 1 is ORRS (CS)</li> <li>• 1 is transient and globally low (MS)</li> <li>• 2 are globally low (SP, KW)</li> </ul> <p>Y5 Maori: 5 below BUT</p> <ul style="list-style-type: none"> <li>• 1 moved from 1P to 2B</li> <li>• 2 moved from 1A to 2B</li> <li>• 3 well below</li> <li>• 1 is transient and globally low (MS)</li> <li>• 2 are globally low (SP, KW)</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to write freely – quick writes (Louise Dempsey/Sheena Cameron ideas)</li> <li>• Model writing – use children's examples; oral discussion, scaffold, word dump to encourage independence (apply learning)</li> <li>• Guided writing</li> <li>• Success criteria discussed and visible – how to move from mediocre to outstanding</li> <li>• Opportunities to share "best" word/paragraph/sentence</li> <li>• Slow down to achieve quality not quantity – make it achievable to complete a piece of writing</li> <li>• Focus on a few genres in depth</li> <li>• Opportunities to write from own experience – make writing purposeful</li> <li>• Writing should have an audience to have purpose</li> <li>• Link writing to other curriculum areas</li> <li>• Team PD – continue to share ideas, activities, resources, next steps</li> <li>• Moderate writing in team – using draft</li> <li>• Assisted technology to support eg dyslexic students eg Pobble 365, GoPro.com</li> <li>• Freestyle writing (a variety of genre choices on the same topic)</li> </ul>

<p><b>Key Writing Targets for 2018:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Of the 27 children achieving below, (18 boys, 9 girls. 14 Maori, 4 CI Maori, 9 NZ European) 7 will move to at</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Of the 22 children achieving below, (17 boys, 5 girls. 12 Maori, 1 CI Maori, 8 NZ European, 1 Asian) 7 will move to at</li> </ul>	<p><b>Year 5</b></p> <p>Of the 7 children identified to move to at:</p> <ul style="list-style-type: none"> <li>5 have moved to at (2 boys, 3 girls. 4 Maori, 1 NZ European)</li> </ul> <p><b>Year 6</b></p> <p>Of the 7 children identified to move to at:</p> <ul style="list-style-type: none"> <li>6 have moved to at (6 boys. 3 Maori, 3 NZ European)</li> <li>1 has left</li> </ul>		
<p><b>Mathematics:</b></p> <p><b>NAG2A (b)(i) Areas of Strength</b></p> <p>2018: Y5: 78% at or above</p> <p>2018: Y5 girls: 84% at or above</p> <p>2018: Y6 boys: 76% at or above</p> <p>2018: Y6 Maori: 79% at or above</p> <p>2018: (Addition/subtraction)</p> <ul style="list-style-type: none"> <li>Y6: girls: 78% (31/40) at or above</li> <li>Y6 boys: 84% (37/44) at or above</li> <li>Y6 total: 81% (68/84) at or above</li> <li>Y6 Maori: 85% (34/40) at or above</li> </ul> <p>2018: (Multiplication/division)</p> <ul style="list-style-type: none"> <li>Y6 boys: 79% (35/44) at or above</li> <li>Y6 total: 75% (63/84) at or above</li> <li>Y6 Maori: 78% (31/40) at or above</li> <li>Y6 European 75% (23/31) at or above</li> </ul>	<p><b>NAG2A (b)(i) Areas for Improvement</b></p> <p>2018 Y5 boys: 8 below 2 well below</p> <p>2018 Y5 Maori: 9 below</p> <p>2018: Y6 girls: 8 below 4 well below</p> <p>2018: (Addition/subtraction)</p> <ul style="list-style-type: none"> <li>Y5 girls: 48% (15/31) below</li> <li>Y5 boys: 44% (14/32) below</li> <li>Y5 boys: 2% (1/32) well below</li> <li>Y5 totals: 2% (1/63) well below</li> <li>Y5 totals: 46% (29/63) below</li> </ul> <p>2018: (Multiplication/division)</p> <ul style="list-style-type: none"> <li>Y5 boys 9% (3/32) well below</li> <li>Y5 boys 50% (16/32) below</li> <li>Y5 girls 13% (4/31) well below</li> <li>Y5 girls 48% (15/31) below</li> <li>Y5 Maori 62% (16/26) well below/below</li> </ul>	<p><b>NAG2A (b)(ii) Planned Actions for Lifting Achievement</b></p> <ul style="list-style-type: none"> <li>Focused daily teaching: knowledge and strategy, balance programme – maintenance of all strands</li> <li>Flexible grouping for need – ability, interest, gender</li> <li>Sometimes mixed groupings – share expertise, learn from each other – whole class (Peel the onion)</li> <li>Paired grouping – engaging all</li> <li>Use relevant maths activities and resources – link to other curriculum areas and real life</li> <li>Sourcing rich mathematical tasks</li> <li>Team PD – continue to focus on strategies, stages, rich tasks, games, resources - moderate</li> <li>Use Pearson for assessment and related follow-up activities</li> <li>Use correct mathematical language</li> <li>ICT – Use related websites eg E-Ako maths, Study ladder</li> <li>Use of new Wilkie Way screening assessment to identify class and individual needs</li> </ul>	<p><b>NOTE: Comparison of data differs due to the removal of National Standards from our data collection. Post results are based on Pearson results in domains of add/sub and mult/div</b></p> <p><b>Year 5</b></p> <p>Of the 12 children achieving below to move to at:</p> <ul style="list-style-type: none"> <li>1 is still below (1 girl/Maori) but has moved from 5i to 5ii in both domains</li> </ul> <p><b>Year 6</b></p> <p>Of the 2 children achieving well below to move to below:</p> <ul style="list-style-type: none"> <li>1 has left</li> <li>1 (girl/European) is at – 6i in add/sub – and below – 5II in mult/div</li> </ul> <p>Of the 5 chn who will move to at</p>



	<ul style="list-style-type: none"> <li>• 1 has left</li> <li>• 1 (boy/Maori) has been reclassified but is at - 6i for both domains</li> <li>• 1 is at 6i mult/div and 6ii add/sub (girl/European)</li> <li>• 1 (boy/maori) is at 6j for both domains</li> <li>• 1 (girl/Maori) is at 6ii for mult/div and 5ii (below) for add/sub</li> </ul>
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**TEAM 2, YEAR 3 and 4: NATIONAL CURRICULUM REVIEW 2017 DATA / 2018 GOAL SETTING**

**Note:** Year level labels refer to previous years cohort. E.g. 2018 year 4 = 2017 year 3

Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i)	Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i)	Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i)	Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i) Year 3 & 4 Reading, NAGZA (b)(i)
<p>Year 3: 49/70 ((70%) At or Above NS in Reading Maori: 22/34 (71%) At or Above in Reading Girls: 24/32 (75%) At or Above NS in Reading</p> <p>Year 4: 53/71 – (75%) At or Above NS in Reading Maori: 24/30 – (80%) At or Above NS in Reading Girls: 26/31 – (84%) At or Above in Reading</p>	<ul style="list-style-type: none"> <li>Year 3 Boys: 25/38 (65%) At or Above NS in Reading</li> <li>Year 4 Boys 27/40 – (67%) At or Above in reading</li> </ul>	<ul style="list-style-type: none"> <li>Reading Mileage</li> <li>High interest material</li> <li>Automaticity of Basic Sight Words</li> <li>Buddy reading</li> <li>Identification of low achievers</li> <li>Shared book/Poems</li> <li>Hearing good readers read</li> <li>Grouping for needs</li> <li>Team Development lead by Literacy leader</li> <li>Digital resources – Reading Eggs</li> <li>Remedial small group instruction</li> <li>PD in Oral Language</li> </ul>	<p><b>Key Reading Targets for 2018:</b></p> <p>Year 3: Of the 11 children Reading Well Below (9 boys, 2 girls, 2 Maori, 1 Cook Island Maori, 7 NZers) 1 will have moved to Below</p> <p>Of the 10 children Reading Below NS (5 boys, 5 girls, 6 Maori, 2 Asian, 2 NZers), 5 will have moved to At</p> <p>Year 4:</p> <p>Of the 7 children reading Well Below (5 boys, 2 girls, 2 Maori, 2 Cook Island Maori, 2 NZ, 1 Cook Island Maori) 0 will have moved to Below.</p> <p>Of the 12 children reading Below (9 boys, 3 girls, 4 Maori, 3 Cook Island Maori and 5 NZers) 4 will have moved to At</p>
<p><b>End of Year Analysis:</b></p> <p>Year 3: Of the 10 students reading Well Below the NZ Curriculum Level, 4 are Well Below (3 boys, 1 girl, 1 Maori, 3 NZ), 3 boys have moved to At, (1 NZ, 2 Maori), 4 have left</p> <p>Of the 10 students reading Below the NZ Curriculum Level, 3 (1 boy, 2 girls, 1 NZ, 2 Maori) are Below, 7 (4 boys, 3 girls, 1 NZ, 4 Maori, 2 Asian) are At</p> <p>Year 4:</p> <p>Of the 7 students reading Well Below the NZ Curriculum Level, 6 (5 boys, 1 girl, 3 NZ, 2 Maori, 1 African) are Well Below, 1 Cook Island Maori girl has moved to Below</p> <p>Of the 12 students Reading Below the NZ Curriculum level 5 (5 boys, 2 Maori, 2 NZ, 1 Cook Island Maori) are Below, 5 (3 boys, 2 girls, 1 Maori, 3 NZ, 1 Cook Island Maori) are At and 2 have left.</p> <p>In Reading the students at Well Below have all been identified and are involved in remedial programmes.</p>			

Writing: NAGZA (b)(i) Areas of Strength	NAGZA (b)(i) Areas for Improvement	NAGZA (b)(ii) Planned Actions for Lifelong Achievement
<p>Year 3:</p> <p>43/70 (61%) At or Above NS in Writing</p> <p>13/15(87%) Maori Girls At or Above NS in Writing</p> <p>24/32 (75%) Girls At or Above NS in Writing</p> <p>Year 4:</p> <p>49/71 – (69%) At or Above NS in Writing</p> <p>Maori: 24/30 – (80%) At or Above NS in Writing</p> <p>Girls: 24/31 – (77%) At or Above NS in Writing</p>	<ul style="list-style-type: none"> <li>Year 3 Boys 19/38(50%) At or Above NS in Writing</li> <li>Year 3 Maori Boys 9/16(57%) At or Above NS in Writing</li> <li>Year 4 Boys: 25/40 – (62.5%) At NS in Writing</li> </ul>	<ul style="list-style-type: none"> <li>High interest topics – using video clips</li> <li>Quick writes</li> <li>Modelling &amp; scaffolding</li> <li>Step by step guidance</li> <li>Realistic expectations</li> <li>Access to word cards &amp; writing aids</li> <li>Writing criteria established</li> <li>Teach selected genres</li> <li>Moderating as a team and with other teams</li> <li>Team development led by Literacy leader</li> <li>Oral Language</li> <li>Celebrating good writing</li> <li>Language experiences – real life context</li> </ul>
<p><b>Key Writing Targets for 2018:</b></p> <p>Year 3: Of the 7 children Well Below (6 boys, 1 girl, 1 Cook Island Maori, 5 NZers) 0 will have moved to Below.</p> <p>Of the 18 children Below in Writing (12 boys, 6 girls, 6 Maori, 1 Asian, 11 NZers) 5 will have moved to At.</p> <p>Year 4: Of the 6 children Well Below (5 boys, 1 girl, 1 Maori, 4 NZers, 1 African) 0 will have moved to Below.</p> <p>Of the 18 children Below (11 boys, 7 girls, 5 Maori, 5 Cook Island Maori, 1 Asian, 7 NZers) 5 will have moved to At</p>		
<p><b>End of Year Analysis:</b></p> <p>Of the 7 students Well Below the NZ Curriculum Level in Writing 1 (NZ boy) has moved to Below, 2 (2 boys, Maori &amp; NZer) are Well Below, 4 have left.</p> <p>Of the 18 students Below the NZ Curriculum Level in Writing 10 are Below (7 boys, 3 girls, 5 Maori, 4 NZers, 1 Asian) 5 are At (3 boys, 2 girls, 2 Maori, 3 NZers) 2 are Well Below (1 boy, 1 girl, 2 NZers), 1 has left</p> <p>Of the 6 students Well Below the NZ Curriculum Level in Writing, all are Well Below</p> <p>Of the 18 students Below the NZ Curriculum Level in Writing 9 are Below (6 boys, 3 girls, 4 NZ, 3 Maori, 2 Cook Island Maori), 5 have moved to At (3 boys, 2 girls, 3 NZ, 1 Cook Island Maori, 1 Asian), 2 have moved to Well Below (1 boy, 1 girl, 1 Maori, 1 Cook Island Maori) 2 have left</p> <p>Of the 8 students Well Below in Writing 1 started school here, 4 arrived during their Year 3 year and 2 started this year.</p>		
Mathematics: NAGZA (b)(i) Areas of Strength	NAGZA (b)(i) Areas for Improvement	NAGZA (b)(ii) Planned Actions for Lifelong Achievement
<p>Year 3: 52/70 (74%) At or Above NS in Maths</p> <p>25/32 (78%) Girls At or Above NS in Maths</p> <p>26/31(84%) Maori At or Above NS in Maths</p> <p>Year 4 Girls: 18/31 (58%) At or Above NS</p>	<ul style="list-style-type: none"> <li>Year 3 Boys: 27/38 (71%) At or Above NS in Maths</li> <li>Year 4: 37/71 (52%) achieving At or Above the NS</li> <li>Year 4 Maori 16/30 (53%) At or Above NS</li> </ul>	<ul style="list-style-type: none"> <li>Use of hands on equipment</li> <li>Practise at crossing the decades</li> <li>Force to use the strategies of the next stage when ready</li> <li>Knowledge activities/games</li> <li>Reinforcing what children know with engaging activities</li> <li>Family of facts teaching &amp; practise</li> <li>Repetition of strategy &amp; knowledge</li> <li>Use of computer websites – E-Ako, Pearson, Maths Adventure, Study ladder</li> <li>Grouping for needs</li> </ul>

		<ul style="list-style-type: none"> <li>• Team development lead by Numeracy leader</li> <li>• Remedial small group instruction</li> <li>• Basic facts</li> <li>• Resources from Wilkie Way Newsletters (word problems)</li> </ul>
<p><b>Key Mathematics Targets for 2018:</b></p> <p><b>Year 3:</b></p> <p>Of the 7 children Well Below (6 boys, 1 girl, 1 Maori, 6 NZers) 1 will have moved to Below</p> <p>Of the 10 children Below (5 boys, 5 girls, 5 Maori, 1 Cook Island Maori, 1 Asian, 3 NZers) 2 will have moved to At.</p> <p><b>Year 4:</b></p> <p>Of the 6 children Well Below (5 boys, 1 girl, 1 Maori, 1 African, 4 NZers) 0 will have moved to Below</p> <p>Of the 27 children Below (14 boys, 13 girls, 11 Maori, 5 Cook Island Maori, 2 Asian, 1 Latin American, 8 NZers) 5 will have moved to At.</p>	<p><b>End of Year Analysis:</b></p> <p><b>Year 3:</b></p> <p>Of the 7 students Well Below the NZ Curriculum Level 2 are Well Below (2 boys, 1 Maori, 1 NZ), 1 NZ boy has moved to Below, 1 Maori boy has moved to At, 3 have left.</p> <p>Of the 10 students Below the NZ Curriculum Level 4 are Below (2 boys, 2 girls, 3 Maori, 1 NZ), 1 Asian girl has moved to At, 2 NZ girls have moved to Well Below and 3 have left.</p> <p><b>Year 4:</b></p> <p>Of the 6 students Well Below the NZ Curriculum Level 1 African boy has moved to At, 2 have moved to Below (1 girl, 1 boy, 1 Maori, 1 NZ) 3 NZ boys are Well Below</p> <p>Of the 27 students Below the NZ Curriculum Level 2 have moved to Above (1 boy, 1 girl, 1 Maori, 1 Asian), 14 have moved to At (8 boys, 6 girls, 4 NZ, 6 Maori, 3 Cook Island Maori, 1 Latin American), 8 are Below (5 boys, 3 girls, 3 NZ, 3 Maori, 2 Cook Island Maori) and 3 have left.</p> <p>Of the 12 students Well Below in Maths, 2 started school here, 3 started in 2017 and 5 started this year.</p>	

# TEAM 3, YEAR 1 and 2: NATIONAL CURRICULUM REVIEW 2017 DATA / 2018 GOAL SETTING

Year 1 & 2 Reading: NAG2A (b)(i)	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(ii) Planned Actions for Lifting Achievement
<p><b>Areas of Strength</b></p> <p>2017 Year 1 30% at or above NS.</p> <ul style="list-style-type: none"> <li>• Maori 21%</li> <li>• Boys 29%</li> <li>• Girls 30%</li> </ul> <p>2017 Year 2 69% at or above NS.</p> <ul style="list-style-type: none"> <li>• Maori 63%</li> <li>• Boys 64%</li> <li>• Girls 74%</li> </ul>	<p>2018 Year 2: To raise levels of all children, specifically Maori.</p>	<p>Guided reading magenta/red/yellow – read every day with the teacher</p> <p>Basic sight words development in multiple ways.</p> <p>Teacher Lead Phonics – every day</p> <p>Oral language – planned and integrated through the curriculum</p> <ul style="list-style-type: none"> <li>- using the vocab book</li> <li>- Blank level of questioning</li> </ul> <p>Link reading &amp; writing (interlinked)</p> <p>Reading to (at least 3 books as well as the big book and poem)</p> <p>Variety of reading approaches – reading to, shared, guided and independent</p> <p>Modelling big book – plan if needed.</p> <p>Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times.</p> <p>Comprehension – oral language</p> <p>Radical readers</p> <p>Reading egg – 20 mins at least 4 times a week</p> <p>Rainbow Readers (NE based)</p> <p>Feedback to the children</p>
<p><b>Key Reading Targets for 2018:</b></p> <p>Of the 10 students Below in Reading (3 are Maori, 2 are Asian and 5 are European) 8 of these students will move to At.</p> <p>Of the 17 students Well Below in Reading (7 are Maori, 1 is Samoan, 1 is Indian, 1 is Jordanian and 7 are European) 6 of these students will move to At and 7 to Below.</p>	<p><b>End of Year Analysis:</b></p> <p>Of the 10 Year 2 students Below in Reading 8 were targeted as <i>Priority Learners</i>. The results were:</p> <p>Above: 1 boy</p> <p>At: 4 (1 boy and 3 girls)</p> <p>Below: 3 (1 boy and 2 girls)</p> <p>WB: 0</p> <p>Of the 17 students Well Below in Reading 7 were targeted as <i>Priority Learner</i>. The results were:</p> <p>Above: 2 boys</p> <p>At: 3 (1 boy and 2 girls)</p> <p>Below: 1 boy</p> <p>WB: 1 boy</p> <p>All Below and Well Below children had Reading Eggs, 3 had remedial reading support, they all went to Radical Readers for reading mileage, 4 had Reading Recovery and all had phonics with their teacher and a teacher aide.</p>	
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(ii) Planned Actions for Lifting Achievement

<p><b>2017 Year 1</b> 43% at or above NS.</p> <ul style="list-style-type: none"> <li>• Maori 33%</li> <li>• Boys 38%</li> <li>• Girls 50%</li> </ul> <p><b>2017 Year 2</b> 61% at or above NS.</p> <ul style="list-style-type: none"> <li>• Maori 69%</li> <li>• Boys 49%</li> <li>• Girls 77%</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2018 Year 2:</b> To raise writing levels of all children specifically boys and Maori.</li> </ul>	<p>Generating ideas – find, do view or listen to something, giving children the choice of what to write about and the materials they choose to write on and with.</p> <p>Target children well below and track</p> <p>Well below children to write every day</p> <p>Link writing with reading especially at emergent level – interactive writing, phonics in the classroom</p> <p>Provide activities to help develop fine motor skills</p> <p>Set clear expectations – success criteria.</p> <p>Oral language</p> <p>Language Experience – once a week.</p> <p>Moderation</p> <p>Regular modelling by the teacher – make mistakes</p> <p>Give regular and meaningful feedback often</p> <p>Value their writing by celebrating it or sharing it – make it meaningful.</p>
<p><b>Key Writing Targets for 2018:</b></p> <p>Of the 8 students Below in Writing (2 are Maori, 1 is Samoan and 5 are European) 4 of these students will move to At.</p> <p>Of the 10 students Well Below in Writing (5 are Maori, 1 is Indian and 4 are European) 4 of these students will move to At and 6 to Below.</p>	<p><b>End of Year Analysis:</b></p> <p>Of the 8 students Below in Writing 7 students were targeted as <i>Priority Learners</i>. The results were:</p> <p>Above: 0</p> <p>At: 4 (3 boys and 1 girl)</p> <p>Below: 3 (2 boys and 1 girl)</p> <p>WB: 0</p> <p>Of the 10 students Well Below in Writing 1 student was targeted as a <i>Priority Learner</i>. The results were:</p> <p>Above: 0</p> <p>At: 0</p> <p>Below: 1 boy</p> <p>WB: 0</p> <p>2 of these children had reading Recovery and 2 had remedial reading. All had access to Reading Eggs for a minimum of a term and they had Phonics from the teacher and Teacher Aide. 2 were attached to our Rt. Lit for reading and writing support.</p>	
<p><b>Mathematics:</b></p> <p><b>NAG2A (b)(i) Areas of Strength</b></p> <p>2017 Year 1 69% at or above NS.</p> <ul style="list-style-type: none"> <li>• Maori 72%</li> <li>• Boys 68%</li> <li>• Girls 70%</li> </ul> <p>2017 Year 2 73% at or above NS.</p> <ul style="list-style-type: none"> <li>• Maori 81%</li> <li>• Boys 69%</li> <li>• Girls 77%</li> </ul>	<p><b>NAG2A (b)(i) Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• <b>2018 Year 2:</b> To raise maths levels of all children.</li> </ul>	<p><b>NAG2A (b)(iii) Planned Actions for Lifelong Achievement</b></p> <p>Oral Language – maths terms, questions, responses, sharing.</p> <p>Integrated learning in a fun and meaningful way - big books, topics, integrated units, calendar maths</p> <p>Problem of the day</p> <p>Hands on learning – using materials, risk taking, outside maths opportunities.</p> <p>Differentiated/tiered learning</p> <p>Maths available all day</p> <p>Open ended tasks to support all needs</p>

		Observations of children's strategies – monitoring for next steps (anecdotal notes), feedback Number of the week Displays of maths can link with literacy. Set high expectations of all learners.
Key Mathematics Targets for 2018:	<p>Of the 8 students Below in Maths (2 are Maori, 1 is Samoan, 2 are Indian and 3 are European) 5 of these students will move to At.</p> <p>Of the 4 students Well Below in Maths (1 is Maori, 1 is Jordanian and 2 are European) 2 of these students will move to At and 2 Below.</p>	<p><b>End of Year Analysis:</b> Of the 8 students Below in Maths 7 were targeted as <i>Priority Learners</i>. The results were:</p> <p>Above: 0 At: 6 (5 boys and 1 girl) Below: 1 boy WB: 0</p> <p>All Below and Well Below students were encouraged to participate in daily Calendar Maths. They were withdrawn for specific maths lessons in a small group and learnt to play maths games that built their knowledge and to practice strategies.</p>