

# Financial Statements

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

	Position	How position on board gained	Occupation	Term expires/expired
Andrew Smith	Parent Rep	Selected April 2014 Elected November 2014 Chairperson June 16 Elected November 2017	Data Warehouse Lead – Tertiary Education Commission	Nov 2020
Rachel Rix	Parent Rep	Elected November 2014 Elected November 2017	Secondary Teacher	Nov 2020
Simon Blunt	Parent Rep	Elected November 2014 Elected November 2017	GM Finance NZ Bus	Nov 2020
David Miller	Parent Rep	Elected June 2016	Management Consultant	June 2019
Marianne Taylor	Parent Rep	Elected June 2016	Creative Producer	June 2019
Gary Porteous	Parent Rep	Elected June 2016	Civil Engineer	June 2019
Kate Christie	Principal	Appointed April 2017	Principal	
Sarah Peck	Staff Rep	Selected February 2017 Resigned April 2018	Teacher	June 2019
Leigh Robson	Staff Ref	Selected May 2018	Teacher	June 2019
Debby Hunt	Secretary		Executive Officer	

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# Directory

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

### School Postal Address

110 Cashmere Avenue School  
Khandallah  
Wellington 6035

### School Phone

04 9394700

### School Email

[office@cashmere-ave.school.nz](mailto:office@cashmere-ave.school.nz)

### Ministry Number

2821

# Statement of Responsibility

## Cashmere Avenue School Board of Trustees 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.

**Andrew Smith**

Board Chairperson



Signature of Board Chairperson

Date: 8.5.19

**Katriona Christie**

Principal



Signature of Principal

Date: 8.5.19

# Statement of Comprehensive Revenue and Expense

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

	NOTES	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Revenue</b>				
Government Grants	2	2,757,866	2,822,233	2,612,593
Locally Raised Funds	3	303,892	247,370	280,780
Interest Received		553	1,000	964
<b>Total Revenue</b>		<b>3,062,311</b>	<b>3,070,603</b>	<b>2,894,337</b>
<b>Expenses</b>				
Locally Raised Funds	3	102,498	109,620	84,180
Learning Resources	4	1,881,864	2,001,153	1,740,488
Administration	5	198,672	182,064	186,791
Finance	6	1,657	-	1,768
Property	7	738,829	816,253	751,380
Depreciation	8	71,416	70,426	66,082
Loss on Disposal of Property, Plant & Equipment		877	-	3,174
<b>Total Expenses</b>		<b>2,995,812</b>	<b>3,179,516</b>	<b>2,833,862</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>66,498</b>	<b>(108,913)</b>	<b>60,475</b>
<b>Other Comprehensive Revenue and Expenses</b>				
Other Comprehensive Revenue and Expense for the year		-	-	-
<b>Total Other Comprehensive Revenue and Expenses</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Comprehensive Revenue and Expenses</b>		<b>66,498</b>	<b>(108,913)</b>	<b>60,475</b>

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

# Statement of Changes in Net Assets/Equity

Cashmere Avenue School Board of Trustees  
For the year ended 31 December 2018

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Equity</b>			
<b>Balance at 1 January</b>			
Opening Balance	656,505	656,505	587,984
<b>Total Balance at 1 January</b>	<b>656,505</b>	<b>656,505</b>	<b>587,984</b>
<b>Movements during the year</b>			
<b>Furniture Grant</b>			
Furniture grant for the year	-	-	8,046
<b>Total Furniture Grant</b>	<b>-</b>	<b>-</b>	<b>8,046</b>
Total comprehensive revenue and expenses for the year	66,498	(108,913)	60,475
<b>Equity at 31 December</b>	<b>723,003</b>	<b>547,592</b>	<b>656,505</b>

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

# Statement of Financial Position

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

	NOTES	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Current Assets</b>				
Cash and Cash Equivalents	9	444,644	245,618	313,795
Accounts Receivable	11	185,152	107,661	107,661
GST Receivable		7,838	4,365	4,365
Stock - Stationery/Uniforms	10	1,865	1,548	1,548
<b>Total Current Assets</b>		<b>639,498</b>	<b>359,192</b>	<b>427,370</b>
<b>Current Liabilities</b>				
Accounts Payable	13	145,801	116,160	116,160
Provision for Cyclical Maintenance	14	(6,938)	17,550	17,550
Finance Lease Liability - Current Portion	15	10,383	10,028	10,028
Funds held for Capital Works Projects	16	80,604	-	-
<b>Total Current Liabilities</b>		<b>229,850</b>	<b>143,738</b>	<b>143,738</b>
Working Capital Surplus / (Deficit)		409,649	215,454	283,632
<b>Non-Current Assets</b>				
Property, Plant & Equipment	12	435,262	427,385	468,121
<b>Total Non-Current Assets</b>		<b>435,262</b>	<b>427,385</b>	<b>468,121</b>
<b>Non-Current Liabilities</b>				
Provision for Cyclical Maintenance	14	117,469	84,242	84,242
Finance Lease Liability	15	4,438	11,005	11,005
<b>Total Non-Current Liabilities</b>		<b>121,907</b>	<b>95,247</b>	<b>95,247</b>
Net Assets		723,004	547,592	656,506
<b>Equity</b>				
Equity		723,004	547,592	656,506
Total Equity		723,004	547,592	656,506

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

# Statement of Cash Flows

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

	NOTES	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
.				
<b>Cash Flows from Operating Activities</b>				
Government Grants		540,582	604,948	547,538
Locally Raised Funds		246,819	247,370	281,044
Goods and Services Tax (net)		(3,473)	-	(1,060)
Payments to Employees		(317,912)	(403,854)	(196,970)
Payments to Suppliers		(367,560)	(487,951)	(485,962)
Cyclical Maintenance		(8,000)	-	-
Interest Paid		(1,657)	-	(1,768)
Interest Received		553	1,000	-
<b>Net Cash from Operating Activities</b>		<b>89,352</b>	<b>(38,487)</b>	<b>142,822</b>
<b>Cash Flows from Investing Activities</b>				
Purchase of PPE		(28,410)	(29,690)	(108,120)
Purchase of Investments		-	-	-
<b>Net Cash from Investing Activities</b>		<b>(28,410)</b>	<b>(29,690)</b>	<b>(108,120)</b>
<b>Cash Flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	8,048
Finance Lease Payments		(10,699)	-	7,708
Funds Administered on behalf of Third Parties		-	-	(10,000)
Funds Held for Capital Works Projects		80,604	-	(23,106)
<b>Net Cash from Financing Activities</b>		<b>69,905</b>	<b>-</b>	<b>(17,350)</b>
Net Increase/(decrease) in Cash and Cash Equivalents		130,847	(68,177)	17,352
Cash and Cash Equivalents at the beginning of the year		313,795	313,795	296,443
Cash and Cash Equivalents at the end of the year	9	444,644	245,618	313,795

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



# Notes to the Financial Statements

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Cashmere Avenue 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 15.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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 are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

### **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 categories used by the School and the estimated useful life for each, are:

Buildings	40 years
Furniture	10 years
Equipment	5 - 10 years
Information technology	3 - 5 years
Plant	10 - 15 years
Grounds Development (non-building)	10 - 20 years
Leased assets held under a finance lease	4 years
Library books	12.5% diminishing value

### k) Intangible Assets

#### Software costs

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

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

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

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

**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 Entitlement***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 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, 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.

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) 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.

**r) 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.

**s) Budget Figures**

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

**t) 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.

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>2. Government Grants</b>			
Operational Grants	469,175	456,664	427,677
Teacher Salary Grants	1,609,493	1,609,493	1,474,904
Resource Teachers learning and behaviour Grants	56,100	53,285	48,091
Other MOE Grants	15,307	94,999	68,914
Use of Land and Buildings	607,792	607,792	593,006
<b>Total Government Grants</b>	<b>2,757,866</b>	<b>2,822,233</b>	<b>2,612,593</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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### 3. Locally Raised Funds

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

#### Revenue

Donations - Voluntary	81,010	77,000	73,117
Donations - Home and School	81,000	36,000	71,500
Donations - Other	16,770	13,650	21,898
Activities	110,422	106,270	99,358
Trading	12,887	12,600	13,875
Other Revenue	1,803	1,850	1,031
<b>Total Revenue</b>	<b>303,892</b>	<b>247,370</b>	<b>280,780</b>

#### Expenses

Activities	98,431	103,370	78,916
Trading	4,068	6,250	5,264
<b>Total Expenses</b>	<b>102,498</b>	<b>109,620</b>	<b>84,180</b>

Surplus for the year Locally Raised Funds	201,393	137,750	196,600
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	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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### 4. Learning Resources

Curricular	18,462	22,188	21,590
Library Resources	1,176	1,500	948
Information & Communication Technology	26,381	41,712	41,749
Employee Benefits - Salaries	1,683,290	1,754,431	1,557,925
Resource/attached Teacher Costs	113,530	137,049	96,773
Staff Development	39,025	44,273	21,504
<b>Total Learning Resources</b>	<b>1,881,864</b>	<b>2,001,153</b>	<b>1,740,488</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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### 5. Administration

ACC Premium	6,254	1,000	6,193
Auditing	5,293	5,293	5,293
Board of Trustee Fees	4,730	5,060	5,150
Board of Trustees Expenses	11,489	8,360	8,979

For the year ended 31 December 2018

Communication	6,387	4,000	4,891
Consumables	10,943	18,944	21,975
Insurance	9,020	9,340	9,118
Operating Lease	10,529	-	-
Other	3,156	3,200	2,410
Salaries - Non-teaching	125,678	121,867	117,644
Staff expenses - personnel	5,194	5,000	5,138
<b>Total Administration</b>	<b>198,672</b>	<b>182,064</b>	<b>186,791</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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## 6. Finance

Finance Costs	1,657	-	1,768
<b>Total Finance</b>	<b>1,657</b>	<b>-</b>	<b>1,768</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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## 7. Property

Caretaking and Cleaning	73,466	70,691	75,626
Cyclical Maintenance Provision	16,739	(6,750)	25,614
Grounds	4,604	4,500	4,321
Heat, Light and Water	20,008	21,500	20,516
Rates	2,083	2,400	2,054
Repairs and Maintenance	12,098	113,700	28,668
Security	2,039	2,420	1,574
Use of Land and Buildings	607,792	607,792	593,006
<b>Total Property</b>	<b>738,829</b>	<b>816,253</b>	<b>751,380</b>

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

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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## 8. Depreciation

Furniture	15,570	15,733	15,742
Equipment	13,395	16,320	12,070
Library	4,120	3,500	3,490
Plant	4,801	4,801	4,816
Grounds	7,498	7,498	7,914
ICT equipment	16,055	12,085	12,850
Leasehold Improvements	2,793	4,278	2,744
Leased Assets	6,409	5,222	5,467
Assistive Technology	775	989	989
<b>Total Depreciation</b>	<b>71,416</b>	<b>70,426</b>	<b>66,082</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>9. Cash and Cash Equivalents</b>			
Cash on Hand	150	150	150
BNZ Current Account	101,800	20,738	20,738
BNZ Imprest Account	1,149	796	796
BNZ Call Account	341,545	223,934	292,111
<b>Total Cash and Cash Equivalents</b>	<b>444,644</b>	<b>245,618</b>	<b>313,795</b>

Of the \$444,644 Cash and Equivalents, \$80,604 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>10. Inventories</b>			
Stationery	1,325	1,237	1,237
Uniforms	540	311	311
<b>Total Inventories</b>	<b>1,865</b>	<b>1,548</b>	<b>1,548</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>11. Accounts Receivable</b>			
Accounts Receivable	-	700	700
Teacher Salary Grant	110,641	83,683	83,683
Sundry Debtors	74,511	23,278	23,278
<b>Total Accounts Receivable</b>	<b>185,152</b>	<b>107,661</b>	<b>107,661</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>.</b>			
Receivables from Exchange transactions	74,511	23,978	23,978
Receivables from Non-exchange transactions	110,641	83,683	83,683
<b>Total .</b>	<b>185,152</b>	<b>107,661</b>	<b>107,661</b>

**12. Property, Plant & Equipment**

<b>2018</b>	<b>Cost \$</b>	<b>Accumulated Depreciation \$</b>	<b>Net Book Value \$</b>
Information Technology	124,187	(71,073)	53,114
Equipment	136,111	(62,910)	73,201
Plant	71,617	(59,620)	11,997
Furniture	187,270	(105,024)	82,246
Grounds Development	158,422	(100,599)	57,823
Leasehold Improvements	111,732	(8,541)	103,191
Leased Assets	34,663	(13,343)	21,321
Assistive Technology	4,691	(1,162)	3,530
Library resources	98,642	(69,801)	28,840
<b>Balance at 31/12/18</b>	<b>927,335</b>	<b>(492,072)</b>	<b>435,263</b>

<b>2018</b>	<b>Opening Balance (NBV) \$</b>	<b>Additions \$</b>	<b>Disposals \$</b>	<b>Depreciation \$</b>	<b>Total (NBV) \$</b>
Information Technology	51,842	17,326	-	(16,055)	53,114
Equipment	81,928	4,667	-	(13,395)	73,200
Plant	16,798	-	-	(4,801)	11,997
Furniture	94,617	3,199	-	(15,570)	82,245
Grounds Development	65,320	-	-	(7,498)	57,822
Leasehold Improvements	105,984	-	-	(2,793)	103,191
Leased Assets	23,243	4,487	-	(6,409)	21,320
Assistive Technology	3,957	2,757	(2,410)	(775)	3,530
Library resources	24,431	8,529	-	(4,120)	28,880
<b>Balance at 31/12/18</b>	<b>468,120</b>	<b>40,966</b>	<b>(2,410)</b>	<b>(71,416)</b>	<b>435,263</b>



2017	Opening Balance (NBV)	Additions \$	Disposals \$	Depreciation \$	Total (NBV) \$
Information Technology	31,811	32,881	-	(12,850)	<b>51,842</b>
Equipment	71,890	22,167	(58)	(12,070)	<b>81,928</b>
Plant	21,614	-	-	(4,816)	<b>16,798</b>
Furniture	88,690	21,685	(14)	(15,742)	<b>94,617</b>
Grounds Development	73,234	-	-	(7,914)	<b>65,320</b>
Leasehold Improvements	104,753	3,975	-	(2,744)	<b>105,984</b>
Leased Assets	13,378	15,332	-	(5,467)	<b>23,243</b>
Assistive Technology	-	4,946	-	(989)	<b>3,957</b>
Library Resources	23,890	7,133	(3,102)	(3,490)	<b>24,431</b>
<b>Balance at 31/12/17</b>	<b>429,260</b>	<b>108,119</b>	<b>(3,174)</b>	<b>(66,082)</b>	<b>468,120</b>

2017	Cost \$	Accumulated Depreciation \$	Net Book Value \$
Information Technology	106,860	(55,018)	<b>51,842</b>
Equipment	131,442	(49,515)	<b>81,927</b>
Plant	71,617	(54,819)	<b>16,798</b>
Furniture	184,070	(89,453)	<b>94,617</b>
Grounds Development	158,422	(93,101)	<b>65,321</b>
Leasehold Improvement	111,732	(5,748)	<b>105,984</b>
Leased Assets	30,176	(6,933)	<b>23,243</b>
Assistive Technology	4,946	(989)	<b>3,957</b>
Library Resources	90,113	(65,681)	<b>24,432</b>
<b>Balance at 31/12/17</b>	<b>889,378</b>	<b>(421,257)</b>	<b>468,121</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>13. Accounts Payable</b>			
Operating Creditors	13,226	5,635	5,635
Accruals	3,793	3,793	3,793
Employee Entitlements - Salaries	110,641	83,684	83,683
Employee Entitlements - Leave Accruals	18,141	23,049	23,048
<b>Total Accounts Payable</b>	<b>145,801</b>	<b>116,160</b>	<b>116,160</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
•			
Payables for Exchange Transactions	17,019	9,429	9,429
Payables for Non-exchange Transactions - Taxes Payable (PAYR and Rates)	-	-	-
Payables for Non-Exchange Transactions - Other	128,782	106,731	106,731
<b>Total .</b>	<b>145,801</b>	<b>116,160</b>	<b>116,160</b>
	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL

#### 14. Provision for Cyclical Maintenance

##### Movements in Cyclical Maintenance Provision

Provision at the Start of the Year	101,792	101,792	95,378
Increase in Provision During the Year	16,739	23,000	25,614
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(8,000)	(23,000)	(19,200)
<b>Provision at the End of the Year</b>	<b>110,531</b>	<b>101,792</b>	<b>101,792</b>

##### Provision Split as:

Current Portion	(6,938)	17,550	17,550
Non-Current Portion	117,469	84,242	84,242
<b>Total Provision</b>	<b>110,531</b>	<b>101,792</b>	<b>101,792</b>

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2018. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>15. Finance Lease Liability</b>			
<b>The School has entered into a number of Finance Lease agreements for TELA's. Minimum lease payments payable:</b>			
No Later than One Year	10,383	10,028	10,028
Later than One Year and no Later than Five Years	4,438	11,005	11,005
Later than Five Years	-	-	-
<b>Total</b>	<b>14,821</b>	<b>21,033</b>	<b>21,033</b>

## 16. 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 Balance \$	Receipts from MOE \$	Payments \$	Transferred to fixed assets \$	Closing Balance \$
5YA Roofing #207866		0.00	26,343	0	0	26,343
5YA non slip decks #207865		0.00	29,000	0	0	29,000
5YA carpets #120036		0.00	25,261	0	0	25,261
Total		0.00	80,604	0	0	80,604

### Represented by

Funds held on behalf of Ministry of Education	80,604
Funds due from Ministry of Education	-

Block 3 was programmed work carried out during term 1 and 2 2017 using 5YA funding.

	2017	Opening Balance \$	Receipts from MOE \$	Payments \$	Transferred to fixed assets \$	Closing Balance \$
Block 3 Refurbishment	Completed	23,106	466,363	(493,444)	3,975	-
		<b>23,106</b>	<b>466,363</b>	<b>(493,444)</b>	3,975	-

The board provides for interior and exterior painting of Ministry owned buildings through it's cyclical maintenance programme with regular maintenance in subsequent years. The board has not contracted out this work.

## 17. 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.

## 18. Remuneration

### **Key management personnel compensation**

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

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<i>Board Members</i>	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
Remuneration	4,730	3,940
Full-time Equivalent Members	0.55	0.52
<i>Leadership Team</i>	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
Remuneration	566,631	463,543
Full-time Equivalent Members	6.00	5.00
<b>Total key management personnel remuneration</b>	<b>570,261</b>	<b>481,185</b>
<b>Total Full time Equivalent Personnel</b>	<b>6.55</b>	<b>5.52</b>

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

<b>Salaries and Other Short-term Employee Benefits</b>	<b>2018 Actual \$000</b>	<b>2017 Actual \$000</b>
Salary and Other Payments	120 - 130	90 - 100
Benefits and Other Emoluments	3 - 4	0 - 2

### **Other Employees**

There were other employees with remuneration greater than \$100,000 was in the following bands

<b>Remuneration \$000</b>	<b>2018 FTE number</b>	<b>2017 FTE number</b>
110 - 130	0	1

## 19. Contingencies

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

## 20. Commitments

### a) Capital Commitments

As at 31 December 2018 the Board has entered into the following contract agreements for 5YA funded capital works.

#### 5YA Property

1. Roofing replacement Block 3, Block 9 \$34,199
2. Provide Non Slip Decks: \$29,270 plus BoT contribution \$3,500 - Total \$32,770
3. Carpets: Block 3 admin, Block 17 replace carpet \$28,261

(Capital commitments at 31 December 2017: \$0.00)

### b) Operating Commitments

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

*Play Equipment Limited - Playground renovation \$83,729*

The playground will be funded by donations from the Cashmere Avenue Home and School Association. They have paid \$45,000 in 2018. The remaining funds have been committed to be donated in 2019. In 2018 a deposit of \$45,143 was paid to Playground Equipment Ltd.

*Operating Lease - TELA Lease 79805 expired May 2018*

The MOE reclassification of Teacher Laptop leases as finance leases and the board change of approach to purchase of IT equipment leases has results in the current year figures being significantly reduced in comparison to the previous year.

	2018 Actual \$	2017 Actual \$
No later than One Year	829	829
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
<b>Total</b>	<b>829</b>	<b>829</b>

## 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:

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Financial Liabilities measured at amortised cost</b>			
Payables	145,801	116,160	116,160
Finance Leases	14,821	21,033	21,033
<b>Total Financial Liabilities measured at amortised cost</b>	<b>160,621</b>	<b>137,193</b>	<b>137,193</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Cash and Receivables</b>			
Cash and Cash Equivalents	444,494	245,618	313,645
Accounts Receivable	74,511	23,978	23,978
Teacher Salary Grant	110,641	83,683	83,683
<b>Total Cash and Receivables</b>	<b>629,645</b>	<b>353,279</b>	<b>421,306</b>

### 23. Events After Balance Date

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

### 24. Critical Accounting Estimates and Assumptions

In preparing these financial statements the School has made estimates and assumptions concerning the future in regards to assets lives, provisions for cyclical maintenance and impairment of assets. None of these estimates and assumptions are consider critical by the School.

### 25. Community Grants

Our school community appreciates the support of the following organisations.

There were two community grants in 2018 \$4,770 (2017: \$840)

	2018 \$	2017 \$
St Vincent de Paul - towards senior camp	770	840
Thomas George Macarthy Trust	4,000	0
	<b>4,770</b>	<b>840</b>

### 26. Cashmere Avenue School & Community Cochran hall

During 2002-2003 the school was involved in having a Hall built on the school grounds. The Cochran Hall is a Cashmere community asset. It replaces the Cashmere Avenue School Community Hall that was demolished in 2001. The school community, Khandallah Arts Theatre and the local Cashmere community, along with the Methodist Church, were involved in raising funds to finance the Cochran Hall. The funds raised were not the property of the School and are not disclosed in the Statement of Financial Performance or the Statement of Financial Position. A Board of Administration has been established to run the Cochran Hall.

Ownership of the Cochrah Hall was passed to the Ministry of Education at completion of the project for a notional \$1. The repayment of the \$60,000 loan from the Methodist Church was completed in 2010. In 2014 the asset of \$60,000 was written off through changes in the Statement of Equity.

# Kiwi Sport

## Cashmere Avenue School Board of Trustees For the year ended 31 December 2018

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwi sport funding of \$4,878.30 (excluding GST).

The funding was spent on supporting outside school hours participation in miniball, touch rugby, winter netball, junior summer netball and the Kiwi Tryathlon. Teams were supplied with uniforms and equipment. A member of the teaching staff acted as liaison between the parent coaches and managers and the school. School facilities were made available to these sports teams to practice.

The board contracted Easyswim to run a Kiwi Sport supported swimming and move'n'prove lessons for all the children.

A staff member coordinated Inter school events with some of the funding being used to provide the staff member with release time to affect this. School sports uniforms and equipment were managed by school staff and provided to the teams.

The school field and courts was made available to the school families from the local junior soccer, cricket and netball teams for practices.

The number of students participating in extra curricula sport organised by the school was 60% of the school roll (56% in 2017).

# Cashmere Avenue School Maraeroa o Khandallah Charter 2018 - Variance





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Strategic Goal 4.3: Develop modern and flexible learning spaces to support future-focussed learning.

Annual Planning for 2018

Annual Planning for Strategic Goal 1: To provide an innovative and engaging curriculum that meets the needs of all students

Context/Background:

Expected Outcome Indicators: Students will -

Teachers will -

Annual Planning for Strategic Goal 2: To be the hub of the community, welcoming, involving and responding to the needs of whānau, parents, volunteers and outside agencies in our community of learning.

Annual Planning for Strategic Goal 3: To embrace the many cultures that meet in the school community and celebrate that diversity within the curriculum, school protocols and practices, and the environment, including:

Context/Background:

Expected Outcomes: Students will -

Annual Planning for Strategic Goal 4: To provide a safe and effective school environment that promotes and develops

Context/Background:

School environment to reflect our care for our environment and to reflect the school's love for learning and our cohesive team culture:

Commence work for 5 Year Agreement (Capital Works) and 10 Year Property Plan (Maintenance programme).

## Our Aims and Objectives

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### **Our Mission:**

Cashmere Avenue School will create a learning environment and pathways to prepare students for their future schooling and life steps.

This is captured in our School essence statement - “Making **OUR** Way in the World”

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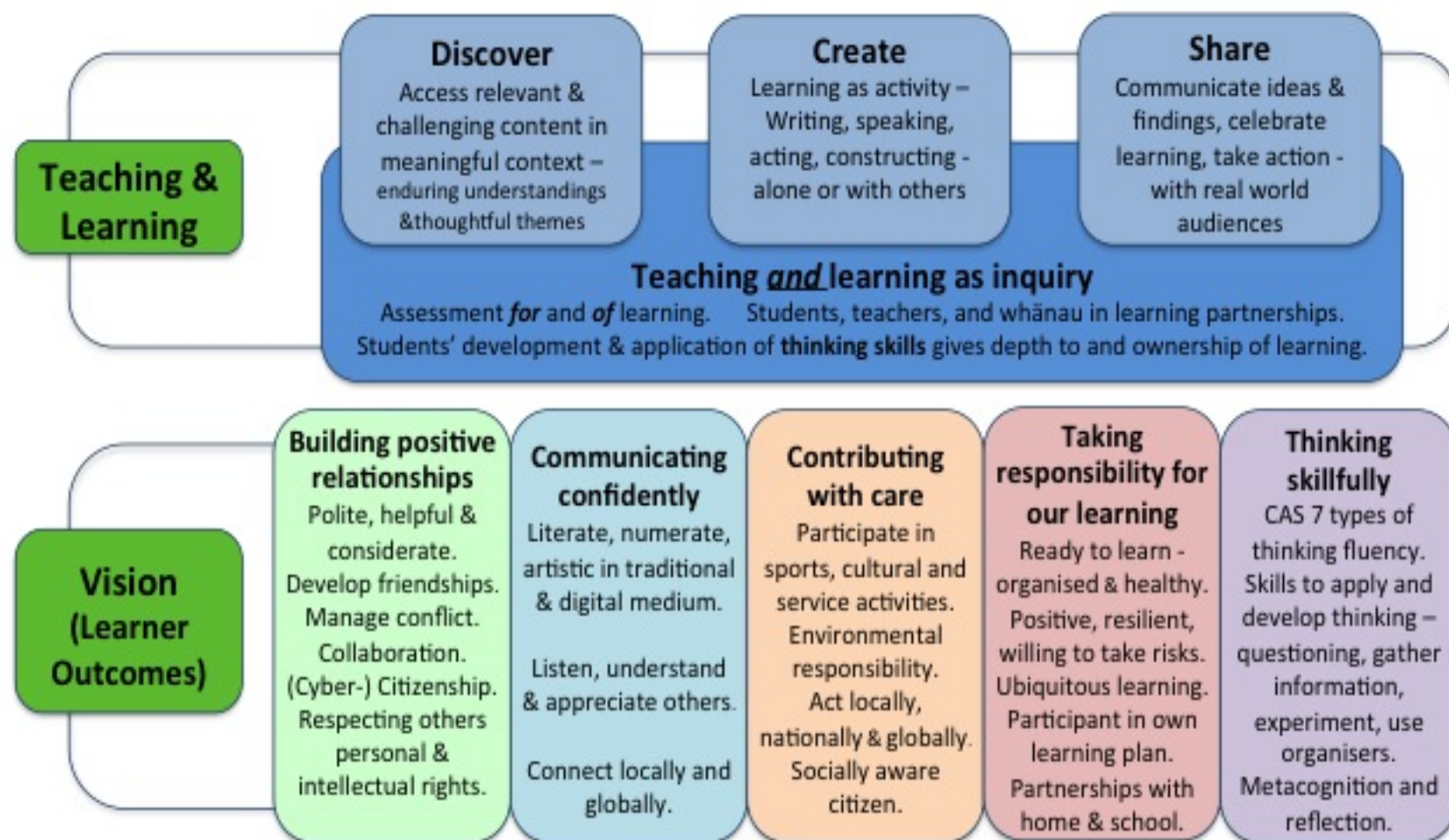
### **Our Values (Kaingākau):**

At our school we encourage and model the values of the New Zealand Curriculum. To guide the behaviour of our students, staff and parents - towards themselves, each other and the environment, we give special emphasis to:

- |                  |                |
|------------------|----------------|
| ● Excellence     | Hiranga        |
| ● Honesty        | Tinihanga kore |
| ● Respect        | Manaakitanga   |
| ● Fairness       | Pono           |
| ● Responsibility | Kaitiakitanga  |
| ● Enjoyment      | Koanga ngākau  |

**Our Vision:**

Our vision describes both the teaching and learning partnership that we aspire to, and the desired learner outcomes.



Adapted from a model developed by Derek Wenmouth and Russell Burt.

**The Vision Defined:**

	<b>Vision for Teaching &amp; Learning</b>	<b>Teachers design Learning Environments that enable:</b>
<b>DISCOVER:</b>	<p><b>Students can access challenging, meaningful and engaging content when;</b></p> <ul style="list-style-type: none"> <li>● seeking information;</li> <li>● using resources/tools to develop/practise skills/strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry learning, Problem-based learning, authentic and engaging learning contexts</li> <li>● the development of research skills - questioning, search skills, evaluating data and critical thinking.</li> <li>● the use of a wide range of 'physical world' and 'digital world' experiences and resources to engage and excite learners and to support their individual learning needs.</li> </ul>
<b>CREATE:</b>	<p><b>Students can construct new knowledge and demonstrate learning through active creation, individually and collaboratively, using 21st C tools.</b></p>	<ul style="list-style-type: none"> <li>● collaborative learning, both within and beyond the school.</li> <li>● authentic choice for expression of learning using a rich variety of tools, both traditional and digital.</li> </ul>
<b>SHARE &amp; RESPOND - LEARNING COMMUNITY:</b>	<p><b>Students can share ongoing learning &amp; outcomes of learning (creations, new ideas, actions) with real world audiences.</b></p> <p><b>Students (&amp; parents, whanau) can respond to &amp; support others' learning in &amp; beyond school.</b></p>	<ul style="list-style-type: none"> <li>● students to share &amp; discuss outcomes of their learning, in class, with parents, with local audiences, and on-line.</li> <li>● students to responsibly participate in discussions, reporting to parents, and wider on-line forums, and/or managed 'social' networks.</li> <li>● students to take responsible action in response to authentic opportunities or needs within the school context and beyond.</li> </ul>
<b>LEARNING AS INQUIRY:</b>	<p><b>Students can identify where they are in progressions of learning, provide evidence and identify next steps (including responding appropriately to comments and feedback).</b></p>	<ul style="list-style-type: none"> <li>● students to develop and maintain a dynamic record of their personal learning journey.</li> <li>● ongoing learning conversations between learners, parents and teachers.</li> <li>● personalising of learning goals and programmes</li> </ul>

<b>Vision for Learner Outcomes</b> Teachers and staff design Policies, Learning Environments and Programmes that enable students to:	
<b>BUILDING POSITIVE RELATIONSHIPS:</b>	<ul style="list-style-type: none"> <li>• develop respect for others by being caring, polite, friendly and helpful</li> <li>• get along with others, recognising that we are all different, cooperating and including others, being considerate of others needs, actively listening, and managing conflicts (Top 10 Positive Behaviours).</li> <li>• become good ‘cyber-citizens’, using digital tools safely, participating in online communities respectfully and with consideration for the personal and intellectual property rights of others.</li> </ul>
<b>COMMUNICATING CONFIDENTLY:</b>	<ul style="list-style-type: none"> <li>• be highly capable of communicating through written language, oral language, the language of mathematics, artistic expression - using digital and nondigital technologies.</li> <li>• communicate purposefully with others when recounting, describing, narrating, reporting, persuading, entertaining, and explaining.</li> </ul>
<b>CONTRIBUTING WITH CARE:</b>	<ul style="list-style-type: none"> <li>• be involved in a wide range of experiences – sports, cultural, academic, service, leadership</li> <li>• contribute at a variety of levels – class, school, local community, national, global</li> <li>• develop respect for and celebrate cultural difference and diversity</li> <li>• know how to make a positive impact through collaborating with others, being responsible and active citizens, acting with care for the environment and demonstrating a social conscience</li> </ul>
<b>TAKING RESPONSIBILITY FOR OUR LEARNING:</b>	<ul style="list-style-type: none"> <li>• develop self-belief and a positive “can-do” attitude through opportunities to take risks, be resourceful and innovative, creatively problem-solve and try alternatives when challenged, and cope with change and challenges (resilience).</li> <li>• be ready for learning (organised, fit and healthy) <b>and</b> be mindful of the learning needs of others.</li> <li>• be responsible for own growth and strive for excellence (“aim high”) through setting goals, self-assessing and evaluating own progress, persevering, seeking support when needed, recognising and celebrating success.</li> <li>• have increasing responsibility to manage their own learning timetables and learning plans</li> <li>• learn ubiquitously (anywhere, anytime) beyond the school environment and outside of school hours</li> </ul>
<b>THINKING SKILFULLY:</b>	<ul style="list-style-type: none"> <li>• collaboratively and constructively develop their different types of thinking – analysing, creating, evaluating, remembering, applying, understanding, caring</li> <li>• develop skills and strategies to question, gather and organise information, experiment, using graphic organisers and thinking tools</li> <li>• apply thinking skills and strategies in all aspects of school life</li> <li>• think about and discuss own thinking and learning (metacognition)</li> </ul>

## Supporting Diversity

The school welcomes and enjoys the rich diversity of students' cultures, backgrounds and learning experiences. There is particular acknowledgement of the importance of Te Reo Māori and Tikanga Māori in the school to celebrate New Zealand's bicultural heritage. Students develop their understanding and respect for Te Ao Māori through:

- Teachers who use Te Reo incidentally in the classroom and plan Taha Māori perspectives in integrated units when appropriate;
- Whole school 'kapa haka' to learn kawa, waiata, haka, karanga, whaikorero and karakia for school events such as pōwhiri;
- An annual "Akoako" enrichment programme that focuses on developing students' skills and awareness of te reo and tikanga Māori. The programme operates for 15-20 weeks (45 minutes per week) with mixed year grouping to enable tuakana teina reciprocal teaching;
- Termly whole school pōwhiri to welcome new families and staff to the school, and an end of year Poroporoaki for leaving whanau;
- An annual visit to Maraeroa Marae for all year 3 and 4 students including a noho or sleepover for the year 4 students;
- Optional participation in the annual St Brigids Kapa Haka festival.

The school values the views, aspirations and concerns of the school's Māori community. Whānau Hui are held to seek perspectives on new initiatives and feedback on existing programmes.

The school acknowledges that there may be times when parents ask for further instruction in Te Reo Māori and Tikanga Māori for their children, particularly if those students have already developed a higher level of knowledge and ability. All requests will be considered carefully by the Board of Trustees, and with guidance from the Ministry. The board will take reasonable steps to provide further instruction, within the constraints of:

- availability of personnel with the requisite skills and qualifications;
- financial viability; and
- availability of accommodation within the school.

This consideration applies not only to the parents of Māori students within the school. Where reasonable, the School will continue to consider cases where parents have made requests for further instruction that is relevant to the development of their child's cultural understandings and aspirations or the fostering of a special talent. Such provisions may include modification of the students learning programme, exemption from attending school to

attend off-site education, co-enrolment in correspondence school programmes, or provision of time and accommodation for specialist tutors or teachers to come into the school.

**Inclusion - students with special needs**

Inclusive processes and practices are in place to support all students with special learning needs or physical disabilities and transition them – on enrolment, when moving to a new teacher, and when transitioning to other schools.

The students and classroom teachers are well supported by a support team including a SENCO, and experienced and well-trained teacher aides.

There are clear procedures and systems for developing and reviewing Individual Education Plans (IEPs) for high needs students and intervention plans (PPPs - Personal Progress Plans) for moderate needs students. The teachers embrace working in partnership with the students' parents and external support specialists to develop appropriate learning goals, resources and adaptations to their learning programmes to ensure students are included as valued and contributing class members to their fullest capability.

Able students are identified and the SENCO provides support and guidance to classroom teachers to adapt the programmes for these students where required. Other supports that may be provided are - attendance at the one day school, cross grouping across classes in some areas, and withdrawal extension programmes based on student interest and motivation.



## Strategic Aims:

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1. To provide an innovative and engaging curriculum that meets the needs of all students:
  - 1.1. that ensures **success and continued progress in reading, writing, mathematics and statistics for all students**, particularly those that are below or at risk of not achieving the expected curriculum level;
  - 1.2. that develops **skilful, confident, motivated and self-managing learners across the curriculum** including in the learning areas of the arts, health and PE, science, social sciences, and technology;
  - 1.3. that **embeds eLearning as a teaching and learning practice at school and home**; and
  - 1.4. that is improved through **ongoing curriculum and teaching review and development**.
2. To be the **hub of the community**, welcoming, involving and responding to the needs of whānau, parents, volunteers and outside agencies in our community of learning:
  - 2.1. enhancing relationships between school, parents and community groups; and
3. To embrace the many cultures that meet in the school community and celebrate that diversity within the curriculum, school protocols and practices, and the environment, including:
  - 3.1. ensuring **Māori students enjoy education success as Māori** and meeting Treaty of Waitangi obligations; and
  - 3.2. ensuring **the cultures of all students are acknowledged and respected**.
4. To provide a safe and effective school environment that promotes and develops:
  - 4.1. a **culture of care and pride in the school** and school environment;
  - 4.2. the **infrastructure for effective eLearning**; and
  - 4.3. **modern and flexible learning spaces to support future-focused teaching and learning**.

## Strategic Plan 2016-2018

### 1. Strategic Aim: To provide an innovative and engaging curriculum to meet the needs of all students -

- 1.1. that ensures **success and continued progress in reading, writing, mathematics and statistics for all students**, particularly those that are below national standards or at risk of being below;
- 1.2. that develops **skilful, confident, motivated and self-managing learners across the curriculum** including in the learning areas of the arts, health and PE, science, social sciences, and technology;
- 1.3. that **embeds eLearning as a teaching and learning practice at school and home**; and
- 1.4. that is improved through **ongoing curriculum** and teaching review and development.

	2016	2017	2018
Strategic Goal 1.1: Students' success and continued progress in reading, writing and mathematics	<ul style="list-style-type: none"> <li>Consolidate schoolwide use of the PaCT tool to assess national standards progress in mathematics and statistics, and report to the board</li> <li>Continue Personal Progress Plans (PPPs) strategy for national standards priority students through use of aspects of the CAS skills framework, and analysis of PaCT aspects results; AND review how the processes support the principles of inclusion</li> <li>Support for priority groups as identified in annual analysis of national standards achievement</li> </ul>	<ul style="list-style-type: none"> <li>Explore further strategies and approaches to accelerate students progress and provide students with agency</li> <li>Support for priority groups as identified in annual analysis of national standards achievement</li> <li>Refine the use of PPPs through the use of a Google based tracking system to monitor priority students, their goals and strategies to accelerate their learning</li> <li>Development of the use of evidence to provide learning programmes and support students to manage own learning</li> </ul>	<ul style="list-style-type: none"> <li>Establish with staff the agreed levels of the curriculum that are 'at expectation' for student achievement</li> <li>Inquire into strategies and approaches to accelerate students progress and provide students with agency in all areas</li> <li>Explore support for the teaching and learning of writing: progress of priority students and exploration of authenticity for students in writing programmes</li> <li>Develop knowledge of the levels in an actively learning brain</li> <li>Priority students as recommended by ERO: identification, tracking over time,</li> </ul>

			<p>SEN register &amp; interventions, retrieval of data</p> <ul style="list-style-type: none"> <li>• Develop through consultation an understanding of the beliefs and principles that see progress in reading, writing, mathematics</li> <li>• Develop through consultation new strategic aims that reflect work on progress for students in reading, writing and mathematics</li> </ul>
Strategic Goal 1.2: Developing skilful, confident, motivated and self-managing learners across the curriculum.	<ul style="list-style-type: none"> <li>• Continue to develop the use of student questioning and self management (Agency) as aligned to the CAS Skills framework</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop use of the CAS Skills framework and the Learning Progressions to support student learning across the curriculum (continuing developing the use of student questioning and agency)</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate a shared understanding of a CAS graduate profile</li> <li>• Inquire into the use of references that outline the skills of an agentic student and the classroom culture</li> <li>• Link student assessment and reporting to parents to the CAS graduate profile</li> <li>• Explore the culture of an agentic, future focused programme in other settings</li> </ul>
Strategic Goal 1.3: eLearning is embedded as a teaching and learning practice at school and home.	<ul style="list-style-type: none"> <li>• Development of course setting and use of digital teaching resources in Mathematics</li> <li>• Review of current use of digital devices in relation to SAMR model</li> </ul>	<ul style="list-style-type: none"> <li>• Trial the ICT Continuum with focus on broadening the use of IT as a tool to enhance learning in new and innovative ways</li> <li>• Research and develop the provision of students records of personal learning through digital resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Support more teachers with use of online learning stories &amp; information sharing</li> <li>• ICT Continuum to be implemented</li> </ul>

<p>Strategic Goal 1.4: Ongoing review and development of the school curriculum and teaching</p>	<ul style="list-style-type: none"> <li>• Induct new staff using trial draft of school curriculum document</li> <li>• Review and revise teacher and leadership appraisal and development processes to reflect the Practising Teacher Criteria and future focussed learning practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of aspect of school strategic aims</li> <li>• Prepare for ERO review.</li> <li>• Embed teacher and leadership appraisal and development processes to reflect the Practising Teacher Criteria and future focussed learning practice.</li> <li>• Review reporting to parents processes</li> </ul>	<ul style="list-style-type: none"> <li>• Support teachers with mechanisms enabling collaboration for Teacher Inquiry: staff norms, vertical collaboration, powerful teacher inquiries</li> <li>• Review and revise teacher and leadership appraisal and development processes to reflect the Professional Standards and Code</li> <li>• Appraisal processes to enable teacher agency</li> <li>• Community consultation to develop new strategic aims</li> <li>• Implementation of recommendations from the ERO review: Te ao Māori integration into everyday school culture</li> <li>• Inquire into how teachers reflect a school's beliefs in their practice - explore other school settings</li> </ul>
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**2. Strategic Aim: To be the hub of the community, welcoming, involving and responding to the needs of whānau, parents, volunteers and outside agencies in our community of learning,**

1.5. Enhancing relationships between school, parents and community groups.

	2016	2017	2018
<b>Strategic Goal 2.1:</b> Enhancing relationships between school, parents and community groups	<ul style="list-style-type: none"> <li>• Consultation with parents on 'Curriculum and Learning' (board led), ensuring the views of Maori and other cultures, are acknowledged and respected</li> <li>• Review involvement of community groups in the school curriculum (those groups that support curriculum and learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop &amp; implement initiatives based on Connected Community consultation</li> <li>• Review reporting to parents procedures and format</li> </ul>	<ul style="list-style-type: none"> <li>• Educate community on our mahi towards our vision and how they can help us towards it</li> <li>• Invite community to have input into graduate profile</li> <li>• Consultation with parents on development of the new strategic aims</li> <li>• Implement outcomes of reporting to parents review and ERO's recommendation of seeking and using whānau voice when reporting</li> <li>• Amend reporting structures to reflect levels of the curriculum that are 'at expectation'</li> <li>• Communicate reporting changes for student achievement to parents</li> </ul>

**3. To embrace the many cultures that meet in the school community and celebrate that diversity within the curriculum, school protocols and practices, and the environment, including:**

- 1.6. ensuring **Māori students enjoy education success as Māori** and meeting Treaty of Waitangi obligations; and
- 1.7. ensuring **the cultures of all students are acknowledged and respected.**

	2016	2017	2018
<b>Strategic Goal 3.1:</b> Ensuring Māori students enjoy education success as Māori	<ul style="list-style-type: none"> <li>Refresh Akoako programme activities to emphasise te reo and cultural activities.</li> <li>Continue school kapa haka and akoako programme as an integrated programme and with community support.</li> </ul>	<ul style="list-style-type: none"> <li>Review coverage of Māori perspectives in school curriculum and programmes (Ka Hikitia principal - Identity, culture and language count)</li> <li>Host St Brigid Kapa Haka Festival</li> </ul>	<ul style="list-style-type: none"> <li>Adapt curriculum and classroom programmes to support Māori perspectives as appropriate</li> <li>Equip teachers to use Te Reo throughout the school</li> <li>Explore whānau groups in other settings</li> <li>Whānau Group: seek attendance of community members</li> <li>Seek Māori perspective into strategic aims and graduate profile</li> </ul>
<b>Strategic Goal 3.2:</b> Ensuring the cultures of all students are acknowledged and respected.	<ul style="list-style-type: none"> <li>Develop cycle of community meetings with diverse families</li> </ul>	<ul style="list-style-type: none"> <li>Review coverage of the perspectives of Pasifika and other cultures prevalent in the school, in the school curriculum and programmes</li> </ul>	<ul style="list-style-type: none"> <li>Promote the inclusion and celebration of other cultures</li> <li>Adapt curriculum to support other cultural perspectives as appropriate.</li> </ul>

**4. To provide a safe and effective school environment that promotes and develops**

1.8. a culture of care and pride in the school and school environment;

1.9. the infrastructure for effective eLearning; and

1.10. modern and flexible learning spaces to support future-focused teaching and learning (refer to the 5 Year Agreement for property)

	2016	2017	2018
<b>Strategic Goal 4.1:</b> Promote and develop a culture of care and pride in the school.	<ul style="list-style-type: none"> <li>Implement recommendations from yearly "Well-being@school" student &amp; teacher survey</li> <li>Review compliance with new Health and safety legislation and follow up accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Implement recommendations from yearly "Well-being@school" student &amp; teacher survey</li> <li>Develop a shared understanding with students and staff with the competency 'contributing with care'</li> </ul>	<ul style="list-style-type: none"> <li>Implement recommendations from yearly "Well-being@school" student &amp; teacher survey</li> <li>Observe different school settings for the practice that creates a 'contributing with care' outcome</li> <li>Consult with staff, students and Home and School on the development of the outdoor learning environment: mural, planting, playgrounds</li> <li>Replace outdoor signage</li> </ul>
<b>Strategic Goal 4.2:</b> Promote and sustain the infrastructure for effective eLearning.	<ul style="list-style-type: none"> <li>Implement end of Lease options for 2013 Airbook lease and 2013 TELA laptop leases</li> </ul>	<ul style="list-style-type: none"> <li>Implement end of Lease options for 2014 Chromebook &amp; iPad lease</li> <li>IT device purchase in accordance with new buyout programme &amp; sustain 1:2 device ratio</li> </ul>	<ul style="list-style-type: none"> <li>Implement end of Lease options for 2015 Chromebook &amp; iPad lease</li> <li>Further IT device purchase according to plan to sustain 1:2 device ratio and mix of devices</li> </ul>
<b>Strategic Goal 4.3:</b> Develop modern and flexible learning spaces to support future-focussed learning.	<ul style="list-style-type: none"> <li>Room 10-12 project is completed</li> <li>Modern Learning Environment: Room 3-6 planning is completed &amp; project to tender</li> </ul>	<ul style="list-style-type: none"> <li>Modern Learning Environment: Room 3-6 is complete &amp; signed off</li> <li>5 Year Agreement for capital property work developed by board with consultant &amp; approved by MoE.</li> </ul>	<ul style="list-style-type: none"> <li>Leaky classroom issues processed</li> <li>5YA agreed actions commence and 2019, 2020 actions planned</li> <li>Consult for goals of further modernisation of older classrooms</li> </ul>

## Annual Planning for 2018 - Variance

### Annual Planning for Strategic Goal 1: To provide an innovative and engaging curriculum that meets the needs of all students

- 1.1 that ensures **success and continued progress in reading, writing, mathematics and statistics for all students**, particularly those that are below or at risk of not achieving the expected curriculum level;
- 1.2 that develops **skilful, confident, motivated and self-managing learners across the curriculum** including in the learning areas of the arts, health and PE, science, social sciences, and technology;
- 1.3 that **embeds eLearning as a teaching and learning practice at school and home**; and
- 1.4 that is improved through **ongoing curriculum and teaching review and development**.

### Context/Background:

Since 2014 the school has had a focus on personalising learning and increasing agency for students:

- Core Education PD has supported practices to support modern, innovative teaching and learning practice
- Extensive PD developing questioning skills for both staff and students to promote deeper thinking
- School wide teacher inquiries around collaboration, reflection and voice and choice to promote greater agency
- In 2017 particularly, teachers have come to a point in their learning where school wide agreed principles and approaches are needed; teacher agency over areas of inquiry is needed and professional learning supports teacher's inquiries.

### Expected Outcome Indicators: Students will -

- demonstrate skills of agency across the curriculum at Stage 1 of 'Towards Learner Agency' consistently across the school
- achieve success in relation to expected levels of the curriculum
- be involved in interventions of a high priority student
- improve the ability to reflect on their own thinking & learning processes
- set personal goals, self-evaluate against required performance levels and describe their progress
- collaborate with, learn from, and facilitate the learning of others
- be curious and feel that their curiosity can be explored further in the classroom.



**Teachers will -**

- comment on their teacher agency for their Teacher Inquiry and the commentary will indicate inspiration and personal professional growth; question, reflect and plan for change in their own practice; comment that the school's support systems increased their enablement to inquire.
- develop a class culture for authentic learning and students' management of learning journeys.

<b>Actions from Strategic Goals to achieve</b> <b>Key to Text Colour:</b> <b>Not progressed</b> <b>In progress</b> <b>Completed</b>	<b>Led by</b>	<b>Timeframe</b>	<b>Evaluation: action (evidence) and outcomes</b>
<p>Teacher Inquiries into agreed teaching and learning approaches and planned school actions to support inquiry culture:</p> <ul style="list-style-type: none"> <li>Be knowledgeable as a staff, BoT and community on trends affecting education</li> <li>Agree as a staff, the attitudes, skills and knowledge a graduate of CAS leaves with</li> <li>Agree as a whole community upon the graduate profile, asking for stakeholder voice - ensuring Māori perspectives are gained. Carry out a 'market day' with community</li> <li>Agree as a staff our teaching and learning approaches that meet our vision, mission and support our graduate profile</li> </ul>	<p>Principal, SLT &amp; Professional facilitator</p> <p>Professional facilitator</p> <p>Principal, SLT</p> <p>SLT, spotlight on teachers</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 3</p> <p>Terms 1 - 2</p> <p>Term 1</p>	<p><b>Building Knowledge and School Capacity:</b>  Discussions in Board meetings in response to: research provocations provided; CAS' journey so far; NZ Curriculum 'front end'; relevance and attraction of CAS (being a school for employment due to providing professional growth and employee wellbeing); need for a vision; BoT interpretation and understanding of teachers' Graduate Profile and a 'Moving Schools' talk from Mark Sweeney.</p> <p>Staff meetings and Callback Days were devoted to teachers looking back over the past three years of professional learning meetings. Beliefs about why we educate now and for the future as a school and the approaches and principles of learning have been determined.</p> <p>Outcomes</p>

<ul style="list-style-type: none"> <li>● Explore the development of growth mindset across our school references, class cultures and communication to home of the power of a growth mindset</li> <li>● Develop teacher inquiry mindedness through leaders modelling.</li> <li>● With a teacher's inquiry mindset, explore other schools that have agentic cultures and integrated curriculum practice</li> <li>● Initiate action research teams across the school: establish need/rationale, structure and maintain goal of action research: to inspire teacher growth and to breathe life into our school teaching and learning</li> <li>● Coaching culture to support Teacher Inquiries and priority student achievement: released time for coaching each term</li> <li>● Development of Maths Hub to become a tool to support student management of learning</li> </ul> <p>Develop school expectations of what achievement looks like at each curriculum level: investigate assessment procedures used across school that support teacher's OTJs; amend mid-year reports; amend end of year reports; communicate changes to community; amend eTap markbooks; amend and store teacher references</p>	SLT, spotlight on teachers  Principal and SENCO  SLT  Maths Hub Think Tank  SLT & all teachers	Terms 1 - 4  Term 2  Term 2  Terms 1 - 4  Terms 1 - 2  Terms 1 - 3	<ul style="list-style-type: none"> <li>- Graduate Profile developed and already referred to in a number of contexts e.g. Classroom Observation criteria, Maths Hub organisation, TAI goals.</li> <li>- Whole school understanding of CAS as a 'Moving School' and an emerging school wide understanding of the school's direction</li> <li>- Common discourses in the way teachers talk about their practice e.g. teachers talk about the need for creativity and therefore the action of teachers understanding they need to facilitate more than instruct</li> <li>- Teachers understanding of why the school is resourcing different professional learning opportunities and there are less requests for professional learning that are not aligned to the school's direction</li> <li>- Cohesion</li> </ul> <p><b>Growth Mindset - in progress</b></p> <ul style="list-style-type: none"> <li>- Has been expressed in newsletters via Principal's message</li> <li>- Need to formalise why we believe in this</li> <li>- Need to formalise a review of our school wide references and to build this into the school's review of all shared documents in response to new vision and learner dispositions</li> </ul>
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<p>workshops for new teachers to be upskilled, plan eLearning breakfast workshops to offer support and refresher.</p> <p>Seesaw: Further investigate it's services and share practice in its use.</p> <p>Align practice with new digital technologies curriculum - audit against objectives.</p> <p>Plan for new strategic plan development: understand as as a BoT the school's movement &amp; implications on teaching &amp; the environment, select a committee to head the strategic plan, select facilitator, plan for market day,</p>	<p>spotlight on teachers</p> <p>eLearning Co-ordinators</p> <p>eLearning Co-ordinators</p> <p>Principal, SLT, BoT, Facilitator</p> <p>SLT</p>	<p>Term 2 - 3</p> <p>Term 2</p> <p>Terms 3 - 4</p> <p>Term 1</p>	<p>year groups and how this needs to be communicated to the community</p> <ul style="list-style-type: none"> <li>- Staff collaboration to develop 'Healthy Assessment Pyramids'</li> <li>- Information Sharing and Reporting to Parents Overview developed and modified throughout the year</li> <li>- In progress: Cluster APs and DPs collaboration to inquire into what achievement looks like when 'above' and 'below' at the end of the year</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>- Assessment is carried out using the NZC and the NZC is used for reporting against</li> <li>- Teachers are confident in levelling students</li> </ul> <p><b>Digital Technologies</b> eLearning Committee formed to gain voice from across the school. Yet to firmly establish with committee where the school practice aligns already and where our needs are in response to the new curriculum area.</p> <p><b>Strategic Plan Development</b> Strategic Consultation sub-committee formed. Sub-committee, along with voice of SLT, created opportunities and a plan for people to have a voice. Consultation strategies occurred:</p>
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<p>create completed graduate profile, create cohesive vision &amp; strategic plan and seek further feedback.</p>			<ul style="list-style-type: none"> <li>- Community: BoT face to face consultation at Parent Interview night and digital survey</li> <li>- Use of teacher's Graduate Profile - gave value to teacher's process and professional opinions</li> <li>- Yr 4-6 student voice in groups</li> <li>- Whānau Group: consulted over the Graduate Profile and use of their feedback</li> <li>- Teacher consultation to develop their Top 5 attitudes and skills and to work with students' feedback</li> <li>- Digital teacher survey</li> </ul> <p>The sub-committee decided a Market Day was not needed due to determining what information was needed from the community to build a vision from.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- Assurance that all stakeholders had voice</li> <li>- That our process provided targeted feedback to vision with</li> <li>- The coverage and amount of stakeholder voice provided enough for the Think Tank to synthesise with and for the leadership and BoT to have as leverage to move forward with</li> <li>- Cohesion</li> </ul> <p><b>Appraisal System</b></p> <ul style="list-style-type: none"> <li>- New documentation for recording of Teacher Inquiries (TAI)</li> </ul>
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<p>Appraisal system reviewed and year overview developed, including:</p> <p>Professional Standards for teaching unpacked</p> <p>Teacher Inquiry goals on Strategic Goal 1</p> <p>Student achievement goals for Priority Student achievement</p> <p>Coaching overview to support teacher goals</p> <p>Storage of evidence / reflection notes aligned to Professional Standards</p>			<ul style="list-style-type: none"> <li>- New coaching procedures that create time and space for deep reflection.</li> <li>- Classroom observations criteria redeveloped in response to the Graduate Profile.</li> <li>- Provisionally Certified Teacher and Mentor Programme developed.</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- TAIs developed with their own personal teaching goals on Student Agency; teacher autonomy</li> <li>- teacher reflections put into actions - change is planned, documented and reflected upon</li> <li>- inquiries document effects of coaching culture led by the APs - teachers are reflecting on their practice in relation to their personal student agency goal</li> <li>- less workload for recording of inquiries creates more capacity to reflect and plan strategies</li> <li>- Teachers look ahead to and reflect on the criteria for their observations. This prompts teachers to view their practice with a future focused lens</li> <li>- How has coaching system and the coaching conversation record supported your professional growth?</li> </ul> <p><b>Implications and Next Steps for 2019:</b></p>
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			<ul style="list-style-type: none"> <li>- For teachers to understand the stages of their inquiry - for the process to be transparent and owned by them; more fluid.</li> <li>- Spiral of Inquiry?</li> <li>- Do teachers understand what future focused practice looks like i.e. what does it look like when learning is simultaneously calling for creativity, critical thinking and learning through inquiry? Do we need all teachers to visit schools that are future focused?</li> <li>- PCT 2 and Mentor Programme in need of development</li> </ul>
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**Annual Planning for Strategic Goal 2: To be the hub of the community, welcoming, involving and responding to the needs of whānau, parents, volunteers and outside agencies in our community of learning,**

2.1 Enhancing relationships between school, parents and community groups.

**Annual Planning for Strategic Goal 3: To embrace the many cultures that meet in the school community and celebrate that diversity within the curriculum, school protocols and practices, and the environment, including:**

3.1 ensuring **Māori students enjoy education success as Māori** and meeting Treaty of Waitangi obligations; and

3.2 ensuring **the cultures of all students are acknowledged and respected.**

**Context/Background:**

The actions below relate to our obligations to meet the requirements of the Treaty of Waitangi - to include the guiding principles of participation, partnership and protection as well as the guiding principles of the Ka Hikitia – Accelerating Success Strategy. Both influence our actions to make a significant difference for Māori students in education.

- Whānau groupings well established
- Akoako programme embedded
- School wide powhiri - termly to welcome new families/whanau and students
- Celebration of diverse cultures - e.g Universal Day

- if Māori, be able to see and hear Te Reo and Tikanga practices in classrooms
- establish and maintain positive relationships, respect others' needs and show empathy
- value, and be inclusive of, diversity and difference: cultural, linguistic, gender, special needs and abilities
- show a clear sense of self in relation to cultural, local, national and global contexts

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<ul style="list-style-type: none"> <li>Improving connection with families from different backgrounds - seek for them to help us celebrate festivals and to educate the staff and classes</li> <li>Investigate how other schools integrate cultural responsiveness: when visiting other schools, when collaborating with cluster schools</li> <li>Review how our Enduring Understandings are implemented to bring about cultural contexts</li> <li>Plan for cultural responsiveness journey 2019 and beyond, focusing on Te ao Māori inclusion</li> <li>Seek Māori perspective on how to develop a strong whānau group</li> <li>With the support and professional learning from Kathryn Burkett, Engage Training, review and develop our Behaviour Management Procedures, along with training on the use of restraint</li> <li>Promote image of tuakana teina through Kapa Haka relationships, ako programme and student mentors</li> </ul>	All teachers	Terms 1 - 4	<p>Implications and Next Steps for 2019:</p> <ul style="list-style-type: none"> <li>Update form in response to new vision</li> <li>Plan for across school communication via digital sharing e.g. Seesaw, eTap's Spotlight</li> </ul>
	SLT & all teachers	Terms 2 - 3	<p><b>Learning about different cultures</b></p> <p>This did not occur due to development of school direction; there needed to be an emphasis / a strong purpose that all could see. Consider for 2019.</p>
	SLT	Term 3	<p><b>Strong whānau group</b></p> <p>Spoken at Board level and with enduring whānau group members.</p>
	SLT & interested teachers	Terms 3 - 4	<p><b>Behaviour Management Procedures</b></p> <p>Staff have collaborated over these, however a need for our agreed Graduate Profile and school vision was needed for the next phase.</p>
	Tikanga Co-ordinator	Terms 1 - 2	<p>Implications and Next Steps for 2019:</p> <ul style="list-style-type: none"> <li>Do we need Kathryn Burkett's and RTLB's facilitation?</li> </ul>
	SLT	Term 1	<p><b>Tuakana Teina</b></p> <p>Implications and Next Steps for 2019:</p> <ul style="list-style-type: none"> <li>Make this explicit with community and students - particularly in Kapa Haka</li> </ul>
	Tikanga Co-ordinator	Terms 1 - 3	

### Annual Planning for Strategic Goal 4: To provide a safe and effective school environment that promotes and develops

- 4.1 a **culture of care and pride in the school** and school environment;
- 4.2 the **infrastructure for effective eLearning**; and
- 4.3 **modern and flexible learning spaces** to support future-focused teaching and learning (refer to the 5 Year Agreement for property)

#### Context/Background:

Later in 2017, the school's 5YA / 10YPP were signed off by the MoE. Work is due to commence in the early part of 2018 as listed on these agreements. Feedback from students, parents and staff has seen the need to focus on 'beautifying' the school grounds. Home and School have committed time and energy to raise funds for such projects in 2018. We have a three-tiered property and each level requires development to reflect our school culture but particularly the lower site where a building was removed in 2017. We are aiming for an environment that is conducive to play but flexible to accommodate outside learning.

Actions to achieve	Led by	Timeframe	Evaluation: action (evidence) and outcomes
<p>School environment to reflect our care for our environment and to reflect the school's love for learning and our cohesive team culture:</p> <ul style="list-style-type: none"> <li>- Plan further planting that will be sustained over time</li> <li>- Appoint a community member or staff member to oversee an Environmental group that encourage students into sustainable gardening</li> <li>- Plan the school mural - one that is a voice of the students and echoes the school values</li> <li>- Consult staff, students and parents on the ideal development of the lower site playgrounds</li> </ul>	<p>Principal Board</p> <p>Principal Executive Officer SLT</p>	<p>Terms 1 - 4</p>	<p>Grounds Development Group formed. Actions planned and being implemented. Outcomes:</p> <ul style="list-style-type: none"> <li>- Home and School have collaborated to have an impact upon the school's environment</li> <li>- Home and School have supported the growth of the school through ICT and ground developments</li> <li>- Teachers have been consulted with - feel valued.</li> </ul> <p>Implications and Next Steps for 2019:</p>

<ul style="list-style-type: none"> <li>- Plan with Home and School committee the redevelopment of the yellow playground and court area, aiming for a flexible outdoor learning, play and sports space</li> <li>- Coloured markings on top court and middle site court outside Rooms 11 and 12</li> <li>- Manage cleaning and caretaker contracts to ensure quality care</li> </ul> <p>Commence work for 5 Year Agreement (Capital Works) and 10 Year Property Plan (Maintenance programme).</p> <p>2018 projects:</p> <ul style="list-style-type: none"> <li>● Health and Safety</li> <li>● Infrastructure</li> <li>● Observe other school settings for modernisation projects</li> <li>● Consult for area of school to plan next modernisation project on</li> <li>● Plan modernisation project</li> </ul> <p>Leaky building:</p> <ul style="list-style-type: none"> <li>● Room 1 permanent replacement is sought</li> <li>● Room 1 replacement complete &amp; signed off</li> </ul>	<p>Property project manager, Principal, BoT and Executive Officer</p>	<p>Terms 1 - 4</p>	<ul style="list-style-type: none"> <li>- How can the school's vision be reflected in the environment?</li> </ul>
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## Student Achievement Targets

Previous actions listed for Strategic Goal 1 link to our core work in raising achievement

### Student Achievement Targets in Writing

1.1 All students who achieved Below or Well Below in the National Standards in Writing in 2017, will be at the expected level of the curriculum by the end of 2018.

1.2 There will be accelerated progress for the identified cohorts of concern.

**Background Data:** 89% of students achieved At and Above the National Standard expectation in 2017 for their year group / time at school. 13% of boys achieved Below or Well Below in the National Standards in Writing in 2017; 13% of Māori students achieved Below or Well Below in the National Standards in Writing in 2017; 17% of Asian students achieved Below or Well Below in the National Standards in Writing in 2017; boys, Māori and Asian students are the school's identified cohorts of concern.

### Actions to Accelerate Achievement

- Survey and observe staff in writing to ascertain areas of need to be covered in professional learning
- Professional learning matched to staff's areas of need
- Professional learning and school visits to focus on how to use authentic opportunities for writing to increase student engagement
- Development of content knowledge: understanding what deeper features and what surface features to give more teaching time to at different parts of the school journey
- Model use of eLearning to support children as writers
- Model identifying a student's need from use of assessment tool
- Understand, model and share what deliberate, innovative acts of teaching look like

### Roles of Responsibility

SLT and spotlight on teachers  
Facilitators

- Leaders to be equipped to have robust talks about what effective teaching of literacy looks like - use of school visits to compare and contrast
- Develop year overview of moderation for writing across the school

### Analysis of Variance Against Achievement Targets

1.1 All students who achieved Below or Well Below in the National Standards in Writing in 2017, will be at the expected level of the curriculum by the end of 2018.

1.2 There will be accelerated progress for the identified cohorts of concern.

Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> <li>• Of the 37 students identified as below in writing in 2017, 6 left the school during 2018 and 7 moved on to Year 7 at the end of 2017.</li> <li>• 25% (6 / 24) of students that were below in 2017, were at the expected curriculum level in 2018. 18 students remain below the expected curriculum level.</li> <li>• 5 of these students are boys and have made progress. 2 of these students made accelerated progress.</li> <li>• 71% (211 / 300) were at the curriculum level expectation</li> </ul>	<p>We have shifted our assessment benchmarks from National Standards to Curriculum Level reporting. This has caused a change in our language for moderation and assessment tools. Therefore this may have had an effect on accuracy.</p> <p>Of the 18 students that remain below curriculum level expectation:</p> <ul style="list-style-type: none"> <li>- 11 are on the SEN register as priority 1 or 2 for having unique learning needs (e.g. Dyslexia)</li> <li>- 7 are ESOL identified students. 1 of these students has attendance concerns</li> </ul>	<p>There will be cluster wide consultation and professional learning to encourage greater clarity of what the Curriculum Levels look like and the impact this will have.</p> <p>Improve identification and tracking of Priority and Monitored students, with clarification of which children are identified as each.</p> <p>Increase support for SENCo to ensure that systems are accessible and updated to enable the SLT to discuss interventions for Priority Students.</p>

<ul style="list-style-type: none"><li>● 17% (52 / 300) were above curriculum level expectation (88% at and above).</li><li>● 12% (37 / 300) were below the curriculum level expectation.</li></ul>	<p>and is referred to Oranga Tamariki.</p> <ul style="list-style-type: none"><li>- 1 has a severe High Health need</li></ul>	<p>Support for teachers to set appropriate goals and providing improved scaffolds for when to deeply analyse assessment information. As per the Teacher Inquiry Cycle. SLT to check the goals teachers have made to ensure that they match the assessment, and the needs of the student - for them, at that time.</p>
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[2018 EOY Data Analysis](#)

## Appendix 1: Cycle of Charter Consultation and Review

Focus for year	Strategic Aims	Vision for learner outcomes	Values
Year 1:  <b>Curriculum and learning</b>	1. To provide an innovative and engaging curriculum that meets the needs of all students: 1.1. that ensures <b>success and continued progress in reading, writing, mathematics and statistics for all students</b> , particularly those that are below national standards or at risk of being below; 1.2. that develops <b>skilful, confident, motivated and self-managing learners across the curriculum</b> including in the learning areas of the arts, health & PE, science, social sciences, & technology; 1.3. that <b>embeds eLearning as a teaching and learning practice at school and home</b> ; & 1.4. that is improved through <b>ongoing curriculum and teaching review and development</b> .	Communicating Confidently  Taking Responsibility for Our Learning  Thinking Skilfully	Excellence Hiranga
Year 2:  <b>Connected Community</b>	2. To be the <b>hub of the community</b> , welcoming, involving and responding to the needs of whānau, parents, volunteers and outside agencies in our community of learning, including: 2.1. enhancing relationships between school, parents and community groups. 3. To embrace the many cultures that meet in the school community and celebrate that diversity within the curriculum, school protocols and practices, and the environment, including: 3.1. ensuring <b>Māori students enjoy education success as Māori</b> and meeting Treaty of Waitangi obligations; and 3.2. ensuring <b>the cultures of all students are acknowledged and respected</b> .	Contributing with Care	Respect Manaakitanga  Enjoyment Koanga ngākau
Year 3:  <b>Safe &amp; Effective Environment</b>	4. To provide a safe and effective school environment that promotes and develops: 4.1. a <b>culture of care and pride in the school</b> and school environment; 4.2. the <b>infrastructure for effective eLearning</b> ; and 4.3. <b>modern and flexible learning spaces to support future-focused teaching and learning</b> .	Building Positive Relationships	Responsibility Kaitiakitanga  Honesty Tinihanga kore  Fairness - Pono





# Independent auditor's report

## **To the readers of the financial statements of Cashmere Avenue School for the year ended 31 December 2018**

The Auditor-General is the auditor of Cashmere Avenue School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Stephens Wellington Audit, 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 5 to 22, which comprise the statement of financial position as at 31 December 2018, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 08 May 2019. This is the date at which our opinion is expressed.

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

### **Basis for 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 1 to 4 and 23 to 59 but does not include the financial statements, and our auditor's report thereon.

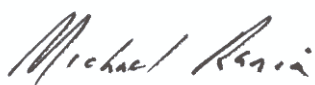
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Michael Rania | **Moore Stephens Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand