

NEWTOWN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

| | |
|-------------------------------|--|
| Ministry Number: | 2926 |
| Principal: | Mark Brown |
| School Address: | Mein Street, Newtown , Wellington |
| School Postal Address: | Mein Street, Newtown, WELLINGTON, 6021 |
| School Phone: | 04 389 6667 |
| School Email: | admin@newtown.school.nz |

Members of the Board of Trustees

| Name | Position | How Position Gained | Term Expires/ Expired |
|-----------------|-----------------|------------------------------------|--------------------------------------|
| Annette Giddos | Chairperson | Elected | May 2019 |
| Mark Brown | Principal | ex Officio | |
| Julie Bennett | Parent Rep | Elected | May 2019 |
| Lucy Kebbell | Parent Rep | Elected | May 2019 |
| Victoria Esson | Parent Rep | Elected | May 2019 |
| Jasmine Gilbert | Parent Rep | Co-opted | May 2019 |
| Kelvin Harper | Staff Rep | Elected | May 2019 |
| Miriam Swanson | Staff Rep | Co-opted | May 2019 |

| | |
|---------------------------------------|------------------------|
| Accountant / Service Provider: | Education Services Ltd |
|---------------------------------------|------------------------|

NEWTOWN SCHOOL

Annual Report - For the year ended 31 December 2018

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Newtown School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

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

Julie Bennett

Full Name of Board Chairperson

Julie Bennett

Signature of Board Chairperson

31/05/19

Date:

Nicola Read

Full Name of Principal

N Read (Acting)

Signature of Principal

31/5/19

Date:

Newtown School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

| | Notes | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 2,859,236 | 2,433,033 | 2,554,458 |
| Locally Raised Funds | 3 | 136,911 | 85,500 | 102,807 |
| Interest Earned | | 3,806 | 5,000 | 3,884 |
| Gain on Sale of Property, Plant and Equipment | | 574 | - | - |
| | | <u>3,000,527</u> | <u>2,523,533</u> | <u>2,661,149</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 45,839 | 28,800 | 49,436 |
| Learning Resources | 4 | 2,112,500 | 1,880,734 | 2,074,410 |
| Administration | 5 | 225,868 | 169,400 | 175,188 |
| Finance Costs | | 3,428 | 800 | 1,762 |
| Property | 6 | 695,261 | 435,560 | 401,025 |
| Depreciation | 7 | 106,462 | 92,000 | 98,397 |
| Loss on Disposal of Property, Plant and Equipment | | 19,771 | - | 1,803 |
| | | <u>3,209,129</u> | <u>2,607,294</u> | <u>2,802,021</u> |
| Net Surplus / (Deficit) | | (208,602) | (83,761) | (140,872) |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>(208,602)</u> | <u>(83,761)</u> | <u>(140,872)</u> |

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

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

For the year ended 31 December 2018

| | Actual 2018 \$ | Budget (Unaudited) 2018 \$ | Actual 2017 \$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | 509,367 | 587,120 | 650,239 |
| Total comprehensive revenue and expense for the year | (208,602) | (83,761) | (140,872) |
| Capital Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | 371,350 | - | - |
| Equity at 31 December | 672,115 | 503,359 | 509,367 |
| Retained Earnings | 672,115 | 503,359 | 509,367 |
| Equity at 31 December | 672,115 | 503,359 | 509,367 |

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

Newtown School
Statement of Financial Position
As at 31 December 2018

| | | 2018 | 2018 | 2017 |
|---|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 140,226 | 119,571 | 98,933 |
| Accounts Receivable | 9 | 152,496 | 87,764 | 91,078 |
| GST Receivable | | 8,944 | 31,386 | 9,300 |
| Prepayments | | 9,260 | 8,739 | 8,336 |
| Inventories | 10 | 1,274 | 359 | 1,430 |
| Investments | 11 | - | 134,478 | 101,553 |
| | | 312,200 | 382,297 | 310,630 |
| Current Liabilities | | | | |
| Accounts Payable | 13 | 150,229 | 159,007 | 216,516 |
| Revenue Received in Advance | 14 | 16,011 | - | 14,350 |
| Provision for Cyclical Maintenance | 15 | - | - | 24,563 |
| Painting Contract Liability - Current Portion | 16 | 17,546 | - | - |
| Finance Lease Liability - Current Portion | 17 | 11,953 | - | 7,588 |
| Funds held in Trust | 18 | - | - | (4,482) |
| | | 195,739 | 159,007 | 258,535 |
| Working Capital Surplus/(Deficit) | | 116,461 | 223,290 | 52,095 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 641,622 | 280,206 | 463,914 |
| | | 641,622 | 280,206 | 463,914 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 13,536 | 137 | - |
| Painting Contract Liability | 16 | 48,108 | - | - |
| Finance Lease Liability | 17 | 24,324 | - | 6,642 |
| | | 85,968 | 137 | 6,642 |
| Net Assets | | 672,115 | 503,359 | 509,367 |
| Equity | | 672,115 | 503,359 | 509,367 |

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

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

| | | 2018 | 2018 | 2017 |
|---|----------|----------------|-----------------------------|---------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 683,056 | 712,652 | 793,613 |
| Locally Raised Funds | | 124,341 | 85,500 | 126,466 |
| Goods and Services Tax (net) | | 356 | - | 22,086 |
| Payments to Employees | | (582,081) | (445,300) | (495,390) |
| Payments to Suppliers | | (350,371) | (250,843) | (287,230) |
| Cyclical Maintenance Payments in the year | | (17,546) | (54,904) | - |
| Interest Paid | | (3,428) | (800) | (1,762) |
| Interest Received | | 3,755 | 5,000 | 3,884 |
| Net cash from / (to) the Operating Activities | | (141,918) | 51,305 | 161,667 |
| Cash flows from Investing Activities | | | | |
| Purchase of PPE (and Intangibles) | | (290,782) | - | (145,891) |
| Proceeds from Sale of Investments | | 101,553 | - | - |
| Net cash from / (to) the Investing Activities | | (189,229) | - | (145,891) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 371,350 | - | - |
| Finance Lease Payments | | (3,392) | (3,000) | (5,103) |
| Painting contract payments | | - | (14,000) | 2,994 |
| Funds Administered on Behalf of Third Parties | | 4,482 | - | - |
| Net cash from Financing Activities | | 372,440 | (17,000) | (2,109) |
| Net increase/(decrease) in cash and cash equivalents | | 41,293 | 34,305 | 13,667 |
| Cash and cash equivalents at the beginning of the year | 8 | 98,933 | 85,266 | 85,266 |
| Cash and cash equivalents at the end of the year | 8 | 140,226 | 119,571 | 98,933 |

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Newtown School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

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

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

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

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

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board’s use of the land and buildings as ‘occupant’ is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

| | |
|-------------------------------|----------|
| Building Improvements | 20 years |
| Furniture and Equipment | 15 years |
| Information and Communication | 10 years |
| Library Resources | 8 years |

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

m) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

| | 2018 | 2018 | 2017 |
|---|------------------|-----------------------|------------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operational grants | 565,463 | 537,152 | 561,006 |
| Teachers' salaries grants | 1,639,222 | 1,479,834 | 1,555,287 |
| Use of Land and Buildings grants | 437,243 | 240,547 | 267,509 |
| Resource teachers learning and behaviour grants | 10,130 | - | - |
| Other MoE Grants | 205,483 | 170,500 | 166,150 |
| Other government grants | 1,695 | 5,000 | 4,506 |
| | 2,859,236 | 2,433,033 | 2,554,458 |

3. Locally Raised Funds

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

| | 2018 | 2018 | 2017 |
|--|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations | 12,458 | 15,500 | 15,837 |
| Bequests & Grants | 21,410 | 3,000 | 4,000 |
| Activities | 81,837 | 58,500 | 75,469 |
| Trading | 10,194 | 6,500 | 6,940 |
| Fundraising | 11,012 | 2,000 | 561 |
| | 136,911 | 85,500 | 102,807 |
| Expenses | | | |
| Activities | 27,746 | 22,800 | 39,817 |
| Trading | 15,598 | 6,000 | 9,619 |
| Fundraising costs | 2,495 | - | - |
| | 45,839 | 28,800 | 49,436 |
| <i>Surplus for the year Locally raised funds</i> | 91,072 | 56,700 | 53,371 |

4. Learning Resources

| | 2018 | 2018 | 2017 |
|------------------------------|------------------|-----------------------|------------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Curricular | 43,152 | 60,400 | 34,559 |
| Library resources | 765 | 2,700 | 912 |
| Employee benefits - salaries | 2,045,616 | 1,805,634 | 2,025,837 |
| Staff development | 18,144 | 6,000 | 7,798 |
| Rtm | 4,823 | 6,000 | 5,304 |
| | 2,112,500 | 1,880,734 | 2,074,410 |

5. Administration

| | 2018 | 2018 | 2017 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Audit Fee | 7,127 | 7,200 | 7,800 |
| Board of Trustees Fees | 2,950 | 2,500 | 2,400 |
| Board of Trustees Expenses | 20,913 | 10,750 | 15,644 |
| Communication | 4,682 | 4,450 | 4,158 |
| Consumables | 11,072 | 16,900 | 20,409 |
| Operating Lease | 21,317 | 31,000 | 15,246 |
| Other | 25,513 | 16,900 | 20,548 |
| Employee Benefits - Salaries | 109,120 | 59,000 | 66,624 |
| Insurance | 9,974 | 9,700 | 9,819 |
| Service Providers, Contractors and Consultancy | 13,200 | 11,000 | 12,540 |
| | <u>225,868</u> | <u>169,400</u> | <u>175,188</u> |

6. Property

| | 2018 | 2018 | 2017 |
|-------------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Caretaking and Cleaning Consumables | 12,294 | 27,550 | 31,156 |
| Cyclical Maintenance Expense | 54,627 | 6,863 | (16,615) |
| Grounds | 24,799 | 22,000 | 3,774 |
| Heat, Light and Water | 31,009 | 40,200 | 43,224 |
| Rates | 1,757 | 1,500 | 1,382 |
| Repairs and Maintenance | 22,028 | 24,900 | 18,990 |
| Use of Land and Buildings | 437,243 | 240,547 | 267,509 |
| Security | 4,606 | 5,500 | 5,743 |
| Employee Benefits - Salaries | 41,826 | 60,500 | 48,856 |
| Consulting & Contractors | 65,072 | 6,000 | (2,994) |
| | <u>695,261</u> | <u>435,560</u> | <u>401,025</u> |

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

| | 2018 | 2018 | 2017 |
|--|----------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Building Improvements | 24,772 | 23,174 | 24,785 |
| Furniture and Equipment | 44,388 | 39,728 | 42,491 |
| Information and Communication Technology | 22,874 | 20,313 | 21,725 |
| Leased Assets | 11,586 | 6,358 | 6,800 |
| Library Resources | 2,842 | 2,427 | 2,596 |
| | <u>106,462</u> | <u>92,000</u> | <u>98,397</u> |

8. Cash and Cash Equivalents

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Cash on Hand | 50 | - | 50 |
| BNZ 421-00 | 98,807 | 78,203 | 57,515 |
| BNZ 421-25 | 40,157 | 40,157 | 40,157 |
| BNZ 421-66 | 1,212 | 1,211 | 1,211 |
| Cash equivalents for Cash Flow Statement | 140,226 | 119,571 | 98,933 |

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

9. Accounts Receivable

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 16,585 | 11,246 | - |
| Receivables from the Ministry of Education | 22,592 | - | - |
| Interest Receivable | 51 | - | - |
| Teacher Salaries Grant Receivable | 113,268 | 76,518 | 91,078 |
| | 152,496 | 87,764 | 91,078 |
| Receivables from Exchange Transactions | 16,636 | 11,246 | - |
| Receivables from Non-Exchange Transactions | 135,860 | 76,518 | 91,078 |
| | 152,496 | 87,764 | 91,078 |

10. Inventories

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 1,274 | 359 | 1,430 |
| | 1,274 | 359 | 1,430 |

11. Investments

The School's investment activities are classified as follows:

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | - | 134,478 | 101,553 |

12. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|----------------|-----------------|------------|------------------|----------------|
| 2018 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 125,004 | - | - | - | (24,772) | 100,232 |
| Furniture and Equipment | 266,465 | 225,647 | (17,926) | - | (44,388) | 429,798 |
| Information and Communication Tech | 49,586 | 52,962 | (11,854) | - | (22,874) | 67,820 |
| Leased Assets | 13,611 | 33,369 | - | - | (11,586) | 35,394 |
| Library Resources | 9,248 | 1,972 | - | - | (2,842) | 8,378 |
| Balance at 31 December 2018 | 463,914 | 313,950 | (29,780) | - | (106,462) | 641,622 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| 2018 | \$ | \$ | \$ |
| Building Improvements | 563,316 | (463,084) | 100,232 |
| Furniture and Equipment | 916,170 | (486,372) | 429,798 |
| Information and Communication | 210,084 | (142,264) | 67,820 |
| Leased Assets | 61,280 | (25,886) | 35,394 |
| Library Resources | 80,432 | (72,054) | 8,378 |
| Balance at 31 December 2018 | 1,831,282 | (1,189,660) | 641,622 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|----------------|----------------|------------|-----------------|----------------|
| 2017 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 149,789 | - | - | - | (24,785) | 125,004 |
| Furniture and Equipment | 231,774 | 77,183 | - | - | (42,491) | 266,466 |
| Information and Communication Tech | 36,804 | 36,309 | (1,803) | - | (21,725) | 49,585 |
| Leased Assets | 15,746 | 4,666 | - | - | (6,800) | 13,612 |
| Library Resources | 10,093 | 1,750 | - | - | (2,596) | 9,247 |
| Balance at 31 December 2017 | 444,206 | 119,908 | (1,803) | - | (98,397) | 463,914 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| 2017 | \$ | \$ | \$ |
| Building Improvements | 563,316 | (438,312) | 125,004 |
| Furniture and Equipment | 785,982 | (519,516) | 266,466 |
| Information and Communication | 181,268 | (131,683) | 49,585 |
| Leased Assets | 27,911 | (14,299) | 13,612 |
| Library Resources | 78,460 | (69,213) | 9,247 |
| Balance at 31 December 2017 | 1,636,937 | (1,173,023) | 463,914 |

13. Accounts Payable

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Operating creditors | 23,467 | 68,998 | 20,570 |
| Accruals | 5,526 | 6,003 | 6,720 |
| Capital accruals for PPE items | 2,632 | - | 16 |
| Banking staffing overuse | - | - | 90,644 |
| Employee Entitlements - salaries | 113,268 | 76,518 | 91,078 |
| Employee Entitlements - leave accrual | 5,336 | 7,488 | 7,488 |
| | <u>150,229</u> | <u>159,007</u> | <u>216,516</u> |
| Payables for Exchange Transactions | 150,229 | 159,007 | 125,872 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | 90,644 |
| | <u>150,229</u> | <u>159,007</u> | <u>216,516</u> |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|-------------------|----------------------|-------------------------------------|----------------------|
| Income In Advance | 1,585 | - | - |
| FANS | 14,426 | - | 14,350 |
| | <u>16,011</u> | <u>-</u> | <u>14,350</u> |

15. Provision for Cyclical Maintenance

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 24,563 | (6,726) | 41,178 |
| Increase/(decrease) to the Provision During the Year | 54,627 | 6,863 | (16,615) |
| Use of the Provision During the Year | (65,654) | - | - |
| Provision at the End of the Year | <u>13,536</u> | <u>137</u> | <u>24,563</u> |
| Cyclical Maintenance - Current | - | - | 24,563 |
| Cyclical Maintenance - Term | 13,536 | 137 | - |
| | <u>13,536</u> | <u>137</u> | <u>24,563</u> |

16. Painting Contract Liability

| | 2018 | 2018 | 2017 |
|-----------------------|---------------|-------------|----------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Current Liability | 17,546 | - | - |
| Non Current Liability | 48,108 | - | - |
| | <u>65,654</u> | <u>-</u> | <u>-</u> |

In 2018 the Board signed an agreement with Programmed Maintenance Services (NZ) Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has an annual commitment of \$17,546. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

| | 2018 | 2018 | 2017 |
|--|---------------|-------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| No Later than One Year | 14,675 | - | 7,588 |
| Later than One Year and no Later than Five Years | 28,849 | - | 6,642 |
| | <u>43,524</u> | <u>-</u> | <u>14,230</u> |

18. Funds held in Trust

| | 2018 | 2018 | 2017 |
|--|----------|-------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Funds Held in Trust on Behalf of Third Parties - Current | - | - | (4,482) |
| Funds Held in Trust on Behalf of Third Parties - Non-current | - | - | - |
| | <u>-</u> | <u>-</u> | <u>(4,482)</u> |

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

| | 2018 Actual \$ | 2017 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 2,950 | 2,400 |
| Full-time equivalent members | 0.25 | 0.16 |
| <i>Leadership Team</i> | | |
| Remuneration | 418,595 | 500,112 |
| Full-time equivalent members | 4.00 | 5.00 |
| Total key management personnel remuneration | 421,545 | 502,512 |
| Total full-time equivalent personnel | 4.25 | 5.16 |

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

Principal

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

| | 2018 Actual \$000 | 2017 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 130 - 140 | 130 - 140 |
| Benefits and Other Emoluments | 17 - 18 | 16 - 17 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2018 FTE Number | 2017 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | - | - |
| | 0.00 | 0.00 |

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

21. Compensation and Other Benefits Upon Leaving

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

| | 2018 Actual | 2017 Actual |
|------------------|----------------|----------------|
| Total | \$2,000 | - |
| Number of People | 1 | - |

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

| | 2018 Actual \$ | 2017 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | | 1,454 |
| Later than One Year and No Later than Five Years | | - |
| Later than Five Years | | - |
| | - | 1,454 |

(b) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings. The amount committed on the contract is:

| | 2018 Actual \$ | 2017 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | 17,551 | - |
| Later than One Year and No Later than Five Years | 70,205 | - |
| Later than Five Years | 17,551 | - |
| | 105,307 | - |

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

| | 2018 Actual \$ | 2018 Budget (Unaudited) \$ | 2017 Actual \$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 140,226 | 119,571 | 98,933 |
| Receivables | 152,496 | 87,764 | 91,078 |
| Investments - Term Deposits | - | 134,478 | 101,553 |
| Total Loans and Receivables | 292,722 | 341,813 | 291,564 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 150,229 | 159,007 | 216,516 |
| Borrowings - Loans | - | - | - |
| Finance Leases | 36,277 | - | 14,230 |
| Painting Contract Liability | 65,654 | - | - |
| Total Financial Liabilities Measured at Amortised Cost | 252,160 | 159,007 | 230,746 |

26. Events After Balance Date

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

27. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Newtown School (the School). The Auditor-General has appointed me, Henry McClintock, using the staff and resources of BDO Wellington Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Henry McClintock
BDO Wellington Audit Limited
On behalf of the Auditor-General
Wellington, New Zealand



Newtown School

Love learning, love life!

Literacy End of Year Data Report 2018 AoV

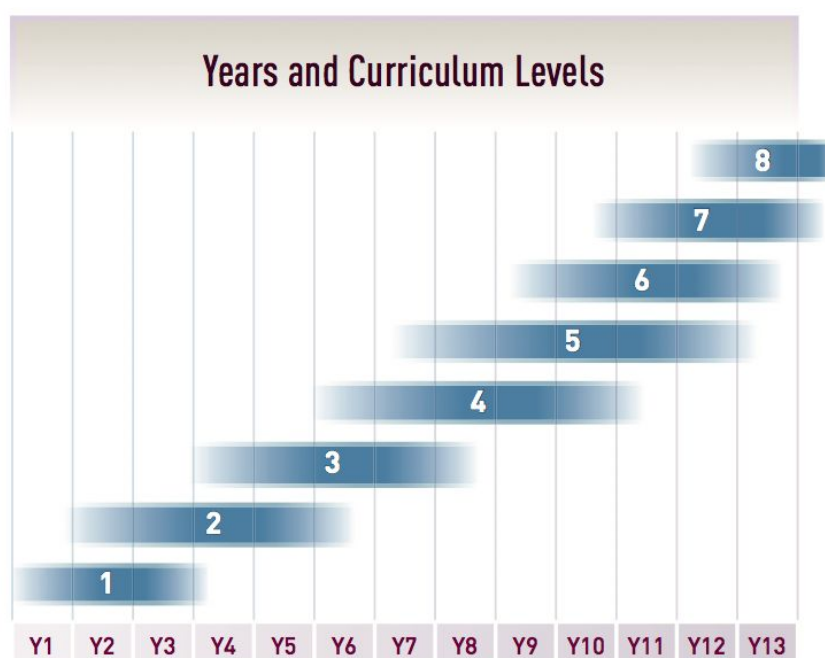
| | |
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| Reading Achievement - Mainstream | 4 |
| Writing Achievement - Mainstream | 5 |
| Māori Achievement - Mainstream | 6 |

Introduction

What is this data?

These results are part of ongoing formative data teachers collect throughout the year. This report uses running records for Reading, analysed writing samples and Maths tests called GLOSS and JAM. All these tests are completed individually and allow teachers to make informed decisions about learning.

The tables below show a comparative Term One and Term Three sample using the same assessment tool. This provides evidence of incremental progress our learners are making within their curriculum level.



What tools did we use?

Reading: Running records

Each learner reads a text to a teacher who keeps track of their students' reading behaviours to identify progress, patterns and comprehension skills as the student's reading happens.

Writing-writing sample

Each learner writes for a set amount of time on a specific topic. The purpose is to determine what the student now knows and what they might learn next, using a rubric of defined progressive aspects of excellent writing.

Comments

Cohort numbers across Term One and Three may vary due to a number of factors:

- Year One indicates new students that have arrived throughout the year.
- Across all year groups, there are students arriving and leaving. Approximately 4-5 each year group.
- Some absent students

Intentional literacy based actions 2018

- Targeted ELL teacher and Teacher assistant small group work in addition to regular literacy sessions
- Phonics support programme for New Entrant, Year 1 and 2 students
- Continued emphasis on oral language including play-based learning.
- Writing opportunities provided and encouraged every day across the whole school
- Teacher as Inquiry focus on our teaching practice of writing

- Observations of each other, direct feedback and application
- Use of digital tools including programme reading eggs

Reflections

- Greater collaboration between staff of delivery of writing
- An increased amount of cross-curricular writing which is integrated throughout the whole programme
- Increased understanding of the deeper features of writing
- Increased motivation to write evident across the school
- Using Mid Year PaCT data to inform teaching and program delivery

School-Wide Summary

| Areas of strength | Areas of concern |
|--|---|
| <ul style="list-style-type: none"> • Reading: Every year group in Term 3 has 70% or greater at or above the expected level for their age. • Reading: Number of Year 4 and year 6 students who have shifted to <i>above</i> the expected level. • Writing: Year 6 students who are now above the expected level is greatly improved (35%). • Writing: Year two cohort at or above expected level has shifted from 24% to 72%. Awesome. | <ul style="list-style-type: none"> • Reading and Writing: There still remains a group of Year 6 boys who have continued to struggle with literacy despite many layers of support. • Reading and Writing: High proportions of our at-risk writers are English language learners and remain at level One of the curriculum. |
| Maintaining and raising achievement | |
| <ul style="list-style-type: none"> • Continue to provide excellent English language learning supported small group work. • Continue to closely monitor during Term 4 the 16 students in year 2 who are reading at 5-6 years to see what progress in a level they have made by week 6. • Continue to check those within each whānau who are working towards the level, making the most of the final term of reading progress to be made. • Increased reading with adults for those identified as at risk • All students identified at risk are included in targeted literacy times with teachers. • Students already identified as at risk need to continue to be monitored closely within whānau assessment. | |
| Recommendations | |
| <ul style="list-style-type: none"> • Continue to target our Maori students in literacy by developing holistic programmes in 2019. • Check the year 5 PaCT results to set planned actions for 2019. • Continue to provide excellent English language learning supported small group work. • Students to better develop an understanding for students of analysing their writing and setting next steps for themselves. • Leadership will look at PaCT data at the end of the end to identify the type of support that each whānau needs | |

Reading Achievement - Mainstream

| Curriculum level | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|------------------|-----|-----|-----|------|-------|---------|-------|-------|-------|-------|-------|-------|-------|-----|-------|---|
| Reading Level | 1-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15-16 | 17-18 | 19-20 | 21-22 | 23-24 | 25-26 | 27-28 | 29-30 | 30+ | | |
| Reading Age | 5-6 | | | | 6-7 | 6.5-7.5 | 7-8 | 8-9 | | | 9-10 | 10-11 | 11-12 | 12+ | Total | |
| Year 1 | 18 | 34 | 11 | 4 | | | | | 1 | | | | | | 68 | |
| Year 2 | 3 | 9 | 7 | 6 | 8 | 3 | 10 | 4 | 6 | | | | | | 56 | |
| Year 3 | | 2 | 4 | 1 | 10 | 4 | 10 | 6 | 6 | | 5 | | | | 48 | |
| Year 4 | 4 | | | | 4 | 3 | 2 | 27 | | | 6 | 1 | | | 47 | |
| Year 5 | 2 | | | | 1 | 1 | 1 | 9 | | | 10 | 12 | 2 | | 38 | |
| Year 6 | 3 | | | | | | 1 | 5 | | | 11 | 6 | 1 | 4 | 31 | |
| | | | | | | | | | | | | | | | 288 | |

Term 3 - Reading - Whole School

| Curriculum level | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|------------------|-----|-----|-----|------|-------|---------|-------|-------|-------|-------|-------|-------|-------|-----|-------|---|
| Reading Level | 1-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15-16 | 17-18 | 19-20 | 21-22 | 23-24 | 25-26 | 27-28 | 29-30 | 30+ | | |
| Reading Age | 5-6 | | | | 6-7 | 6.5-7.5 | 7-8 | 8-9 | | | 9-10 | 10-11 | 11-12 | 12+ | Total | |
| Year 1 | 21 | 33 | 24 | 5 | 9 | 3 | 1 | | | | | | 1 | | 97 | |
| Year 2 | | 4 | 4 | 8 | 7 | 10 | 10 | 4 | 1 | | 1 | | 3 | | 52 | |
| Year 3 | | 1 | | 4 | 3 | 10 | 4 | 20 | 7 | 4 | 11 | 1 | 3 | | 68 | |
| Year 4 | 5 | | | | 2 | | 7 | 10 | | | 23 | 9 | 9 | 2 | 67 | |
| Year 5 | 1 | | | | 5 | | 3 | 6 | | | 13 | 7 | 9 | 5 | 49 | |
| Year 6 | 1 | | | | 2 | | | 4 | | | 4 | 5 | 12 | 9 | 37 | |
| | | | | | | | | | | | | | | | 370 | |

Reading

Areas of strength

- There has been a shift across all years that shows encouraging progress especially knowing a large number of students are English language learners.
- Increased proportion of students school-wide who are at and above the expected reading level, experiencing success.
- Every year group in Term 3 has 70% or greater at or above the expected level for their age.
- Number of Year 4 students who have shifted to *above* the expected level
- Number of Year 6 shifted to *above* the expected level

Areas of concern

- Year 5 students that are reading at 6-7 years (6)
- Year 3 students with reading age 6-7.5 years (10)
- Year 2 students reading yellow and below (8)

| Term 1 - Writing - Whole School | | | | | | | | | | | | | | | | |
|---------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| Writing Level | 1B | 1P | 1A | 2B | 2P | 2A | 3B | 3P | 3A | 4B | 4P | 4A | 5B | 5P | 5A | Total |
| Year 1 | 50 | 14 | 1 | | | | | | | | | | | | | 65 |
| Year 2 | 12 | 19 | 10 | | | | | | | | | | | | | 41 |
| Year 3 | 8 | 22 | 16 | 2 | 1 | 2 | | | | | | | | | | 51 |
| Year 4 | 8 | 12 | 14 | 8 | 6 | 8 | 6 | | | | | | | | | 62 |
| Year 5 | 8 | 3 | 10 | 10 | 5 | 6 | 4 | 2 | 1 | | | | | | | 49 |
| Year 6 | 1 | 5 | 4 | 6 | 4 | 3 | 3 | 5 | | 1 | 1 | | | | | 33 |

Writing Achievement - Mainstream

| Writing | |
|--|--|
| Areas of strength | Areas of concern |
| <ul style="list-style-type: none"> There has been a shift across all years that shows encouraging progress especially knowing a large number of students are English language learners. Increased proportion of students school-wide who are at and above the expected writing experiencing success. Year 6 students who are now above the expected level is greatly improved (35%) Year two cohort at or above expected level has shifted from 24% to 72%. Awesome. | <ul style="list-style-type: none"> There still remains a group of Year 6 boys who have continued to struggle with literacy despite many layers of support. High proportions of our at-risk writers are English language learners and remain at level One of the curriculum. The year 5 cohort have made limited movement across the year. Level of written literacy our students begin with is limited. This is an independent standardised test without teacher support which is challenging for our English language learners who would normally have scaffolding to allow them to succeed. |

Māori Achievement - Mainstream

Term 1 - Reading - Māori Learners

| Curriculum level | Level One | | | | | Level Two | | | | | Level Three | | | Level Four | | |
|------------------|-----------|-----|-----|------|-------|-----------|-------|-------|-------|-------|-------------|-------|-------|------------|-------|--|
| Reading Level | 1-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15-16 | 17-18 | 19-20 | 21-22 | 23-24 | 25-26 | 27-28 | 29-30 | 30+ | | |
| Reading Age | 5-6 | | | | 6-7 | 6.5-7.5 | 7-8 | 8-9 | | | 9-10 | 10-11 | 11-12 | 12+ | Total | |
| Year 1 | 1 | 6 | | | | | | | | | | | | | 7 | |
| Year 2 | 1 | 1 | | | 1 | | | | 1 | | | | | | 4 | |
| Year 3 | | | 2 | | 2 | 1 | | 1 | 1 | | | | | | 7 | |
| Year 4 | | | | | | | 3 | 5 | | | | | | | 8 | |
| Year 5 | | | 1 | | | | 1 | | | | 2 | 1 | | | 5 | |
| Year 6 | | | | | | | 1 | 3 | | | | | | | 4 | |

Term 3 - Reading - Māori Learners

| Curriculum level | Level One | | | | | Level Two | | | | | Level Three | | | Level Four | | |
|------------------|-----------|-----|-----|------|-------|-----------|-------|-------|-------|-------|-------------|-------|-------|------------|-------|--|
| Reading Level | 1-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15-16 | 17-18 | 19-20 | 21-22 | 23-24 | 25-26 | 27-28 | 29-30 | 30+ | | |
| Reading Age | 5-6 | | | | 6-7 | 6.5-7.5 | 7-8 | 8-9 | | | 9-10 | 10-11 | 11-12 | 12+ | Total | |
| Year 1 | 1 | 5 | 5 | 1 | | | | | | | | | | | 12 | |
| Year 2 | | 1 | | 1 | 1 | | | 1 | | | | | | | 4 | |
| Year 3 | | | 2 | 1 | | 2 | | 1 | 2 | | | | | | 8 | |
| Year 4 | | | | | | | 1 | 3 | | | 5 | | | | 9 | |
| Year 5 | | | | | 2 | | | 1 | | | 2 | 1 | | | 6 | |
| Year 6 | | | | | 1 | | | 2 | | | 2 | 1 | 1 | | 7 | |

Term 1 - Writing - Māori Learners

| Writing Level | 1B | 1P | 1A | 2B | 2P | 2A | 3B | 3P | 3A | 4B | 4P | 4A | 5B | 5P | 5A | Total |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| Year 1 | 5 | 1 | | | | | | | | | | | | | | 6 |
| Year 2 | 2 | 1 | | | | | | | | | | | | | | 3 |
| Year 3 | 3 | 1 | 2 | 1 | | | | | | | | | | | | 7 |
| Year 4 | 1 | 2 | 3 | 1 | | | | | | | | | | | | 7 |
| Year 5 | 1 | 1 | 1 | 2 | | | | | | | | | | | | 5 |
| Year 6 | 2 | 1 | 3 | | | | | | | | | | | | | 6 |

Term 3 - Writing - Māori Learners

| Writing Level | 1B | 1P | 1A | 2B | 2P | 2A | 3B | 3P | 3A | 4B | 4P | 4A | 5B | 5P | 5A | Total |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| Year 1 | 4 | 5 | 1 | | | | | | | | | | | | | 10 |
| Year 2 | 1 | 2 | | 1 | | | | | | | | | | | | 4 |
| Year 3 | 3 | | 3 | 1 | | | | | | | | | | | | 7 |
| Year 4 | 1 | 1 | | 4 | 1 | 1 | | | | | | | | | | 8 |
| Year 5 | 1 | 2 | 2 | 1 | 1 | | | | | | | | | | | 7 |
| Year 6 | | 1 | 2 | 2 | 1 | 1 | | | | | | | | | | 7 |

Māori Achievement

| Areas of strength | Areas of concern |
|---|--|
| <ul style="list-style-type: none">• Pleasing Year 4 shift into above expectations.• Year 6 shift for a number of students is promising as it is challenging to continue progress at this level due to depth and breadth of how reading is used (reading to learn). | <ul style="list-style-type: none">• A significant proportion of our students are at risk as writers.• No year 5 or 6 Maori students are above where they are expected to be.• Our Maori students are affected by transience, severe behaviour support, challenging family circumstances and in school interventions. |



Newtown School

Love learning, love life!

Maths End of Year Data Report 2018 AoV

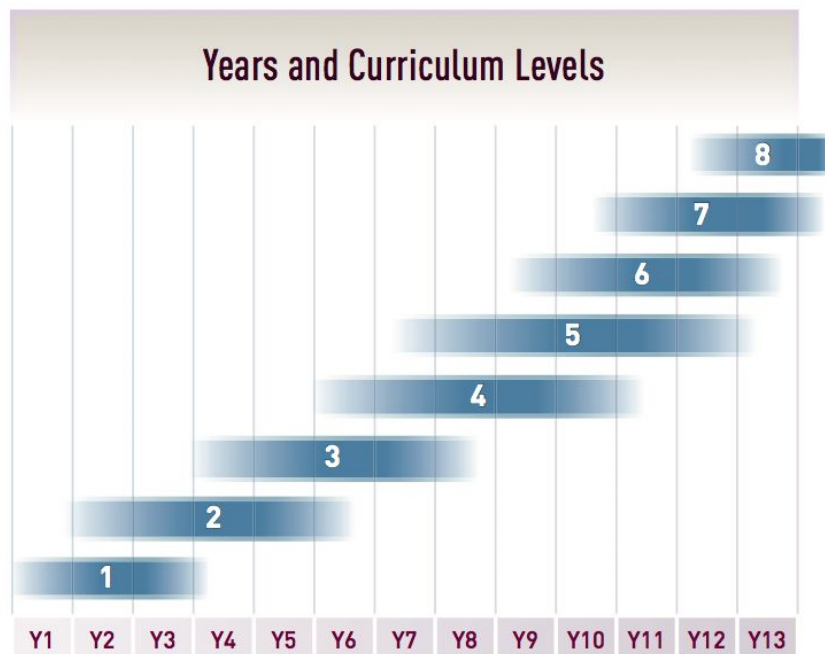
| | |
|---------------------------------------|----------|
| Introduction | 1 |
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| Māori Achievement - Mainstream | 4 |

Introduction

What is this data?

These results are part of ongoing formative data teachers collect throughout the year. This report uses running records for Reading, analysed writing samples and Maths tests called GLOSS and JAM. All these tests are completed individually and allow teachers to make informed decisions about learning.

The tables below show a comparative Term One and Term Three sample using the same assessment tool. This provides evidence of incremental progress our learners are making within their curriculum level.



What tools did we use?

Maths-GLOSS and Jam

Each learner individually answers a series of Maths questions which provide strategy stages across the operational domains of numeracy. This report uses the addition/subtraction domain.

Comments

Cohort numbers across Term One and Three may vary due to a number of factors:

- Year One indicates new students that have arrived throughout the year.
- Across all year groups, there are students arriving and leaving. Approximately 4-5 each year group.
- Some absent students

School-Wide Summary

| Areas of strength | Areas of concern |
|---|--|
| <ul style="list-style-type: none"> There has been a shift across all years that shows encouraging progress. | <ul style="list-style-type: none"> Group of Year 2 students that are working below Stage 4 (22) Group of Year 4 students that need to move into Stage 5 (22) |
| Maintaining and raising achievement | |
| <ul style="list-style-type: none"> Continue to reinforce the considered non-negotiables that we have within Maths: <ul style="list-style-type: none"> Real life problem solving Use of discourse, talk moves and ability to show or explain the thinking Use of equipment Deepening numbers sense, patterns, multiple strategies Continue to monitor within each whānau those who are at risk and provide additional teacher time for them. | |
| Recommendations | |
| <ul style="list-style-type: none"> Check other aspects of this assessment tool for the year 2 and year 4 at-risk students to identify patterns of strengths and needs. Ensure programmes continue to maintain a high standard of expected practice and deepening mathematical understanding and application by: <ul style="list-style-type: none"> Reviewing Student achievement plan Targeted teacher PD A clear induction of new staff Continue to extend students already stage 7 + | |

Maths Achievement - Mainstream

Term 1 - Maths Add/Sub - Whole School

| Curriculum level | | Level One | | | Level Two | | | Level Three | | | Level Four | | | |
|------------------|---|-----------|----|---|-----------|----|----|-------------|---|----|------------|----|---|-------|
| Maths Stage | 0 | 1 | 2 | 3 | 4 | E5 | 5 | E6 | 6 | E7 | 7 | E8 | 8 | Total |
| Year 1 | 6 | 17 | 35 | 9 | 4 | 1 | | | | | | | | 66 |
| Year 2 | 1 | 10 | 13 | 8 | 15 | 9 | | | | | | | | 55 |
| Year 3 | | 5 | 3 | 8 | 18 | 9 | 2 | 2 | 1 | | | | | 48 |
| Year 4 | | | | 8 | 24 | 8 | 8 | 8 | 7 | 2 | | | | 65 |
| Year 5 | | | | 4 | 6 | 8 | 10 | 15 | 5 | 1 | 1 | | | 50 |
| Year 6 | | | | 1 | 5 | 3 | 10 | 7 | 7 | 2 | 1 | | | 36 |

Term 3 - Maths Add/Sub - Whole School

| Curriculum level | | Level One | | | Level Two | | | Level Three | | | Level Four | | | |
|------------------|---|-----------|----|----|-----------|----|----|-------------|---|----|------------|----|---|-------|
| Maths Stage | 0 | 1 | 2 | 3 | 4 | E5 | 5 | E6 | 6 | E7 | 7 | E8 | 8 | Total |
| Year 1 | | 19 | 43 | 21 | 8 | 3 | | | | | | | | 94 |
| Year 2 | | 2 | 10 | 10 | 17 | 19 | | | | | | | | 58 |
| Year 3 | | | 4 | 12 | 18 | 12 | 4 | 3 | 4 | | 1 | | | 58 |
| Year 4 | | | 1 | 4 | 17 | 9 | 11 | 16 | 7 | 3 | 1 | | | 69 |
| Year 5 | | | | 1 | 9 | 6 | 2 | 20 | 8 | 4 | 1 | | | 51 |
| Year 6 | | | | | 4 | 6 | 2 | 11 | 8 | 4 | 3 | | | 38 |

Maths

Areas of strength

- 70% of all students are at or above the expected level for their age.
- 80% of Year 5 and 6 students are at or above the expected level for their age.
- Year 4 have made significant progress from Early Stage 5 to Early Stage 6
- Year 3-5 students that are working at Early Stage 7 and above

Areas of concern

- Group of Year 2 students that are working below Stage 4 (22)
- Group of Year 4 students that need to move into Stage 5 (22)

Māori Achievement - Mainstream

Term 1 - Maths Add/Sub - Māori Learners

| Curriculum level | | Level One | | | Level Two | | | Level Three | | | Level Four | | | |
|------------------|---|-----------|---|---|-----------|----|---|-------------|---|----|------------|----|---|-------|
| Maths Stage | 0 | 1 | 2 | 3 | 4 | E5 | 5 | E6 | 6 | E7 | 7 | E8 | 8 | Total |
| Year 1 | 1 | 2 | 4 | | 1 | | | | | | | | | 7 |
| Year 2 | | | 2 | 1 | 1 | | | | | | | | | 4 |
| Year 3 | | | 1 | 1 | 2 | 1 | | | 1 | | | | | 6 |
| Year 4 | | | | 1 | 4 | 1 | 1 | | | | | | | 7 |
| Year 5 | | | 1 | | 1 | 1 | 1 | 2 | | | | | | 6 |
| Year 6 | | | | 1 | 2 | 1 | 2 | 1 | | | | | | 7 |

Term 3 - Maths Add/Sub - Māori Learners

| Curriculum level | | Level One | | | Level Two | | | Level Three | | | Level Four | | | |
|------------------|---|-----------|---|---|-----------|----|---|-------------|---|----|------------|----|---|-------|
| Maths Stage | 0 | 1 | 2 | 3 | 4 | E5 | 5 | E6 | 6 | E7 | 7 | E8 | 8 | Total |
| Year 1 | | 1 | 8 | 2 | 1 | | | | | | | | | 12 |
| Year 2 | | | 1 | | 2 | | | | | | | | | 3 |
| Year 3 | | | | 1 | 4 | 1 | | | 1 | | | | | 7 |
| Year 4 | | | | | 5 | | 2 | 2 | | | | | | 9 |
| Year 5 | | | | | 2 | 1 | 1 | 3 | | | | | | 7 |
| Year 6 | | | | | 1 | 3 | | 2 | 1 | | | | | 7 |

Māori Achievement

Areas of strength

- Year 5 and 6 students that are working above Early Stage 5
- The progress that at-risk students have made with their knowledge to move them closer to the expected level

Areas of concern

- 40% of Māori students in Year 2-6 are not at the expected stage for their age
- Year 4 students who have not made the shift into Early Stage 5

| Term 1 - Maths Add/Sub - Whole School | | | | | | | | | | | | | | |
|---------------------------------------|---|----|----|---|----|----|----|----|---|----|---|----|---|-------|
| Maths Stage | 0 | 1 | 2 | 3 | 4 | E5 | 5 | E6 | 6 | E7 | 7 | E8 | 8 | Total |
| Year 1 | 6 | 17 | 35 | 9 | 4 | 1 | | | | | | | | 66 |
| Year 2 | 1 | 10 | 13 | 8 | 15 | 9 | | | | | | | | 55 |
| Year 3 | | 5 | 3 | 8 | 18 | 9 | 2 | 2 | 1 | | | | | 48 |
| Year 4 | | | | 8 | 24 | 8 | 8 | 8 | 7 | 2 | | | | 65 |
| Year 5 | | | | 4 | 6 | 8 | 10 | 15 | 5 | 1 | 1 | | | 50 |
| Year 6 | | | | 1 | 5 | 3 | 10 | 7 | 7 | 2 | 1 | | | 36 |
| | | | | | | | | | | | | | | |

| Term 3 - Maths Add/Sub - Whole School | | | | | | | | | | | | | | |
|---------------------------------------|---|----|----|----|----|----|----|----|---|----|---|----|---|-------|
| Maths Stage | 0 | 1 | 2 | 3 | 4 | E5 | 5 | E6 | 6 | E7 | 7 | E8 | 8 | Total |
| Year 1 | | 19 | 43 | 21 | 8 | 3 | | | | | | | | 94 |
| Year 2 | | 2 | 10 | 10 | 17 | 19 | | | | | | | | 58 |
| Year 3 | | | 4 | 12 | 18 | 12 | 4 | 3 | 4 | | 1 | | | 58 |
| Year 4 | | | 1 | 4 | 17 | 9 | 11 | 16 | 7 | 3 | 1 | | | 69 |
| Year 5 | | | | 1 | 9 | 6 | 2 | 20 | 8 | 4 | 1 | | | 51 |
| Year 6 | | | | | 4 | 6 | 2 | 11 | 8 | 4 | 3 | | | 38 |

Declaration of use of Kiwisport Funding Newtown School

Our Kiwisport funds focus is to increase participation of all students in their involvement in sport. This is done through the use of a **sports coordinator** who facilitates the external teams within our school;

- Football
- Netball
- Waterpolo
- Minipolo

This requires hours each week of communication, timetabling, facilitation., organizing, and writing notices.

Over the previous year, we have increased the number of students actively involved in sport across our school.