

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RIVERTON PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Riverton Primary School (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe Horwath, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the Statement of Financial Position as at 31 December 2017, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2018. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises 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 the Kiwi Sport 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.



Kenneth Sandri
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

RIVERTON PRIMARY SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	7 Leader Street, Riverton, Invercargill
School Postal Address:	7 Leader Street, Riverton, Invercargill
School Phone:	03 234 8663
School Email:	office@rivertonschoolnz.net
Ministry Number:	9822

RIVERTON PRIMARY SCHOOL

Financial Statements - For the year ended 31 December 2017

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Riverton Primary School

Statement of Responsibility

For the year ended 31 December 2017

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

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

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

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

Katrina Anderson

Full Name of Board Chairperson

Timothy Page

Full Name of Principal

K Anderson

Signature of Board Chairperson

T Page

Signature of Principal

30 May 2018

Date:

30 May 2018

Date:

Riverton Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,201,526	474,507	1,163,132
Locally Raised Funds	3	118,127	100,320	82,016
Interest Earned		4,187	-	5,229
Other Revenue		72,000	52,000	75,000
		<hr/> 1,395,840	626,827	1,325,377
Expenses				
Locally Raised Funds	3	77,063	37,910	57,620
Learning Resources	4	903,202	182,700	896,690
Administration	5	64,576	87,500	92,057
Property	6	298,704	290,629	274,608
Depreciation	7	37,184	-	25,537
		<hr/> 1,380,729	598,739	1,346,512
Net Surplus / (Deficit) for the year		15,111	28,088	(21,135)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> 15,111	28,088	(21,135)

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



Riverton Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	273,076	273,076	290,498
Total comprehensive revenue and expense for the year	15,111	28,088	(21,135)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	3,713
Equity at 31 December	288,187	301,164	273,076
Retained Earnings	288,187	301,164	273,076
Equity at 31 December	288,187	301,164	273,076

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



Riverton Primary School

Statement of Financial Position

As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	8	172,633	55,807	27,719
Accounts Receivable	9	71,378	47,201	47,201
GST Receivable		28,414	4,467	4,467
Investments	10	40,531	100,473	100,473
		<u>312,956</u>	<u>207,948</u>	<u>179,860</u>
Current Liabilities				
Accounts Payable	12	133,680	55,158	55,158
Revenue Received in Advance	13	357	-	-
Provision for Cyclical Maintenance	14	114,867	43,608	43,608
Finance Lease Liability - Current Portion	15	22,298	15,347	15,347
Funds held for Capital Works Projects	16	73,665	-	-
		<u>344,867</u>	<u>114,113</u>	<u>114,113</u>
Working Capital Surplus/(Deficit)		(31,911)	93,835	65,747
Non-current Assets				
Investments	10	64,131	-	-
Property, Plant and Equipment	11	344,007	357,207	357,207
		<u>408,138</u>	<u>357,207</u>	<u>357,207</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	65,296	121,398	121,398
Finance Lease Liability	15	22,744	28,480	28,480
		<u>88,040</u>	<u>149,878</u>	<u>149,878</u>
Net Assets		<u>288,187</u>	<u>301,164</u>	<u>273,076</u>
Equity		<u>288,187</u>	<u>301,164</u>	<u>273,076</u>

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



Riverton Primary School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		284,303	262,078	248,406
Locally Raised Funds		169,013	152,320	153,630
Goods and Services Tax (net)		(23,947)	-	221
Payments to Employees		(183,045)	(172,900)	(202,635)
Payments to Suppliers		(135,610)	(188,410)	(191,265)
Cyclical Maintenance Payments in the year		(16,496)	(25,000)	-
Interest Received		4,188	-	4,813
Net cash from / (to) the Operating Activities		98,405	28,088	13,170
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	2,040
Purchase of PPE (and Intangibles)		(4,310)	-	(46,065)
Purchase of Investments		(4,189)	-	(4,495)
Net cash from / (to) the Investing Activities		(8,498)	-	(48,520)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,713
Finance Lease Payments		(18,659)	-	34,687
Funds Administered on Behalf of Third Parties		-	-	176
Funds Held for Capital Works Projects		73,665	-	-
Net cash from Financing Activities		55,006	-	38,576
Net increase/(decrease) in cash and cash equivalents		144,913	28,088	3,226
Cash and cash equivalents at the beginning of the year	8	27,720	27,719	24,493
Cash and cash equivalents at the end of the year	8	172,633	55,807	27,719

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.



Riverton Primary School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Riverton Primary 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 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

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

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

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

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Buildings	50 years
Furniture and equipment	5–15 years
Information and communication technology	3–5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Revenue Received in Advance

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

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

n) 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).

o) 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.



p) 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.

q) Budget Figures

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

r) 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.



Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	265,423	257,001	237,003
Teachers' salaries grants	728,419	19,300	721,597
Use of Land and Buildings grants	189,161	193,129	193,129
Other government grants	6,505	5,077	11,403
	<u>1,201,526</u>	<u>474,507</u>	<u>1,163,132</u>

Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	28,084	24,600	26,345
Fundraising	619	21,000	198
Other revenue	9,540	9,620	9,100
Trading	15,118	10,500	8,869
Activities	64,766	34,600	37,504
	<u>118,127</u>	<u>100,320</u>	<u>82,016</u>
Expenses			
Activities	49,646	24,100	40,641
Trading	12,790	6,200	12,665
Fundraising (costs of raising funds)	4,971	-	759
Transport (local)	-	-	3,555
Other Locally Raised Funds Expenditure	9,656	7,610	-
	<u>77,063</u>	<u>37,910</u>	<u>57,620</u>
<i>Surplus for the year Locally raised funds</i>	<u>41,064</u>	<u>62,410</u>	<u>24,396</u>

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	36,806	33,600	21,002
Other	1,600	1,600	1,600
Information and communication technology	2,685	6,400	180
Employee benefits - salaries	851,233	132,000	853,119
Staff development	6,043	4,000	12,038
	<u>903,202</u>	<u>182,700</u>	<u>896,690</u>



5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	4,008	3,500	3,360
Board of Trustees Fees	2,950	3,500	2,600
Board of Trustees Expenses	1,968	1,500	2,108
Communication	6,641	7,000	7,794
Operating Lease	-	14,500	9,842
ACC	-	-	528
Other	17,495	18,900	17,889
Employee Benefits - Salaries	28,738	32,000	42,451
Insurance	2,409	3,400	2,385
Service Providers, Contractors and Consultancy	367	3,200	3,100
	<u>64,576</u>	<u>87,500</u>	<u>92,057</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	9,215	9,800	11,083
Cyclical Maintenance Expense	31,653	25,000	9,736
Grounds	2,365	2,000	2,500
Heat, Light and Water	17,825	16,000	13,768
Rates	4,275	4,300	4,683
Repairs and Maintenance	12,519	12,200	11,047
Use of Land and Buildings	189,161	193,129	193,129
Employee Benefits - Salaries	31,691	28,200	28,662
	<u>298,704</u>	<u>290,629</u>	<u>274,608</u>

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.

7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Buildings	10,056	-	10,024
Furniture and Equipment	16,052	-	6,420
Information and Communication Technology	7,459	-	8,743
Leased Assets	3,312	-	-
Library Resources	305	-	350
	<u>37,184</u>	<u>-</u>	<u>25,537</u>



13. Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Bank Current Account	124,935	44,600	16,512
Bank Call Account	47,698	11,207	11,207
Cash equivalents and bank overdraft for Cash Flow Statement	172,633	55,807	27,719

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

14. Receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	24,693	3,578	3,578
Interest Receivable	416	416	416
Teacher Salaries Grant Receivable	46,270	43,207	43,207
	71,378	47,201	47,201
Receivables from Exchange Transactions	25,108	3,994	3,994
Receivables from Non-Exchange Transactions	46,270	43,207	43,207
	71,378	47,201	47,201

15. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	40,531	100,473	100,473
Non-current Asset			
Long-term Bank Deposits	64,131	-	-

16. Property, Plant and Equipment

2017	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	16,000				-	16,000
Building Improvements	272,276			-	(10,056)	262,220
Furniture and Equipment	52,452	4,109		-	(16,052)	40,509
Information and Communication	14,040		-	-	(7,459)	6,581
Leased Assets	-	19,874			(3,312)	16,562
Library Resources	2,440	-	-	-	(305)	2,135
Balance at 31 December 2017	357,208	23,983	-	-	(37,184)	344,007



	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Land	16,000	-	16,000
Building Improvements	455,905	(193,684)	262,221
Furniture and Equipment	210,028	(169,519)	40,508
Information and Communication	45,509	(38,928)	6,581
Leased Assets	19,874	(3,312)	16,562
Library Resources	48,882	(46,747)	2,135
Balance at 31 December 2017	796,197	(452,190)	344,007

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Land	16,000	-	-	-	-	16,000
Building Improvements - Crown	280,663	1,636	-	-	(10,024)	272,275
Furniture and Equipment	18,526	40,346	-	-	(6,420)	52,452
Information and Communication Technology	11,603	11,180	-	-	(8,743)	14,040
Library Resources	2,790	-	-	-	(350)	2,440
Balance at 31 December 2016	329,582	53,162	-	-	(25,537)	357,207

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Land	16,000	-	16,000
Building Improvements	455,905	(183,629)	272,276
Furniture and Equipment	205,919	(153,467)	52,452
Information and Communication Technology	45,509	(31,469)	14,040
Library Resources	48,882	(46,443)	2,439
Balance at 31 December 2016	772,215	(415,008)	357,207

12. Accounts Payable

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
Operating creditors	84,760	11,951	11,951
Employee Entitlements - salaries	46,270	43,207	43,207
Employee Entitlements - leave accrual	-	-	-
	133,680	55,158	55,158
Payables for Exchange Transactions	133,680	55,158	55,158
Payables for Non-exchange Transactions - Other	-	-	-
	133,680	55,158	55,158

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Other Funds	357	-	-
	<u>357</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	165,006	165,006	155,792
Increase to the Provision During the Year	15,157	-	9,736
Use of the Provision During the Year		-	(522)
Provision at the End of the Year	<u>180,163</u>	<u>165,006</u>	<u>165,006</u>
Cyclical Maintenance - Current	114,867	43,608	43,608
Cyclical Maintenance - Term	65,296	121,398	121,398
	<u>180,163</u>	<u>165,006</u>	<u>165,006</u>

15. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	22,298	15,347	15,347
Later than One Year and no Later than Five Years	22,744	28,480	28,480
Later than Five Years	-	-	-
	<u>45,042</u>	<u>43,827</u>	<u>43,827</u>



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:

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Switchboard	<i>in progress</i>	-	274,603	(200,938)	-	73,665
Totals		-	274,603	(200,938)	-	73,665

Represented by:

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

73,655

-

73,655

	2016	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Fire Alarm Upgrade	<i>completed</i>	(176)	-	(176)	-	-
Totals		(176)	-	(176)	-	-

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.



19. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	2,950	2,600
Full-time equivalent members	0.15	0.30
<i>Leadership Team</i>		
Remuneration	510,800	282,137
Full-time equivalent members	5	3
Total key management personnel remuneration	513,750	284,737
Total full-time equivalent personnel	5.15	3.30

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

20. Contingencies

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

20. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has entered into contract agreements for the following capital works.

(a) \$305,114 contract for switchboard replacement to be completed in 2018, which will be fully funded by the Ministry of Education. \$274,603 has been received of which \$200,938 has been spent on the project to date.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into no operating contracts.



21. Managing Capital

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

22. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	172,633	55,807	27,719
Receivables	71,378	47,201	47,201
Investments - Term Deposits	104,662	100,473	100,473
Total Loans and Receivables	<u>348,673</u>	<u>203,481</u>	<u>175,393</u>

Financial liabilities measured at amortised cost

Payables	133,680	55,158	55,158
Finance Leases	45,042	43,827	43,827
Total Financial Liabilities Measured at Amortised Cost	<u>178,722</u>	<u>98,985</u>	<u>98,985</u>

23. Events After Balance Date

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



**Riverton Primary SCHOOL
BOARD OF TRUSTEES
2017**

Name	Position	How Position on Board was gained	Term Expires	Occupation
Katrina Anderson	<i>Board Chair</i>	<i>Elected May 2017</i>	<i>March 2018</i>	<i>Child Care Owner</i>
Geordie Eade	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2018</i>	<i>Sheep Farmer</i>
Simon Anderson	<i>Parent rep</i>	<i>Elected May 2016</i>	<i>March 2018</i>	<i>Diary Farmer</i>
Nigel Watkinson	<i>Parent rep</i>	<i>Re-elected December 2015</i>	<i>December 2017</i>	<i>Police</i>
Brook Grimwood	<i>Parent rep</i>	<i>Re-elected December 2015</i>	<i>December 2017</i>	<i>Teacher</i>
Timothy Page	<i>Principal</i>	<i>Appointed July 2015</i>		<i>Principal</i>
Lacey Janssen	<i>Staff Rep</i>	<i>Appointed May 2016</i>		<i>Teacher</i>

**Riverton Primary SCHOOL
KIWISPORT
2017**

Students participated in organised sport. In 2017 the school received Kiwisport funding of \$2,255.71 (2015 \$2,242.52). The funding was spent on sports equipment, coaching of teams and providing a Sports Activator Program for whole school NE – Yr 6.

STRATEGIC PLAN 2017 - 2019

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self review process the board has identified the following priorities and targets for the year in accordance with our 3 year strategy. The aims are to:

STRATEGIC AIM 1: To attain high levels of student achievement in numeracy and literacy in relation to National Standards

2017	2018	2019
<ul style="list-style-type: none"> ● Consolidating effective processes around analysis of student achievement data ● Utilise SENCO (DP/Lacey) to provide support and guidance to teachers and teachers aides ● Implementing identified areas for improvement as a result of effective self review, specifically Writing ● Keep focus on continuous improvements through robust teacher appraisal 	<ul style="list-style-type: none"> ● Consolidating effective processes around analysis of student achievement data ● Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides ● Implementing identified areas for improvement as a result of defective self review specifically in Reading ● Review teacher appraisal process 	<ul style="list-style-type: none"> ● Consolidating effective processes around analysis of student achievement data ● Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides ● Implementing identified areas for improvement as a result of defective self review especially in Maths ● Teacher appraisal is effectively used to identify and address areas for improvement in relation to quality teaching

National Standards Strategic Aims

- All students at Riverton Primary will be able to successfully access the NZC, as evidenced by progress and achievement in relation to national standards
- National Standards will support improvement in progress and achievement in student outcomes. Students will be a part of setting their learning goals and the action required to achieve them. Teachers will be responsive to student needs.

2017 ANNUAL PLAN

Achievement Aim: Increase the number of students achieving 'At' or 'Above' the reading and writing national standard

Baseline Data

- Analysis of school-wide reading data in December 2016 identify there were significant number of students at risk who were Well Below 3.4% and Below 12.8% the National Standard for reading
- Analysis of school-wide writing data in December 2016 identify there were significant number of students at risk who were Well Below 3.4% and Below 15.1% the National Standard for writing
- The target groups will be the children working Below the National Standard

Target for Reading - To increase the numbers of children working at 'Below' to achieving 'At' the National Standards

- Yr 4 Both gender - 5
- Yr 5 Both gender - 5

Target for Writing - To increase the numbers of children working at 'Below' to achieving 'At' the National Standards

- Yr 4 Both gender - 8
- Yr 5 Both gender - 7

Actions to Achieve Targets	Led by	Budg	Timeframe	Outcome/Next steps
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		et		
Achievement data will be collated and reviewed each term using eTap and will include planned actions for raising achievement for those achieving Below (as well as catering for those above) on class action plans	Lead teachers and class teachers		Term 1 /2 /3 /4	We have focused on target children who were Below the NS. With this focus we have been able to move all pupils and those below. Next step is to try accelerate the progress of all pupils below the NS or expectations.
Teachers will Target areas of concern through explicit acts of teaching i.e. master spelling lists, punctuation, sentence structure, paragraphing et cetera	Management and class teachers		Term 1 /2 /3 /4	All staff have used various ways to assist the target children to accelerate their learning. Look at trends that are working across year levels and see if they can be implemented school-wide.
Provide learning support where possible either with a teacher or teacher aide. Review term by term based on quality assessment data	Principal Management	SEG / Teachers Salaries	Term 1 /2 /3 /4	Over the year we have provided quality teaching and we have used the T/A's in the class most of the time so that the teach could work with the target group of children. There were times when one-on-one intervention took place to encourage focused learning. Next year Dp or/and principal will take children to help with milage.
Teachers make planned writing assessments (including e-asttle) and moderations to analyse areas of need for students. This will happen within school and between schools	Syndicate leaders and class teachers, lead teachers in schools	MOE	Each term	In our WS cluster we have Writing as a goal and have worked with all the schools on moderation, analysis and assessment levels. Planning is done school-wide.

<p>Continue to integrate learning technology to engage writers and to provide different ways of presenting writing to an audience, ie Various Apps, Google docs, to improve the quality of writing.</p>	<p>Class teachers & ICT leaders</p>		<p>Each term</p>	<p>We have purchased more digital technology to engage pupils and promote learning, publishing and recording progress. All staff have used google docs to plan and are using better Apps. Use the reporting more consistently.</p>
<p>Using exemplars and quality examples of writing to model writing requirements to students.</p>	<p>Class teachers</p>		<p>Each term</p>	<p>In the cluster we have been work to make sure all staff have the correct insight and knowledge using the exemplars. They have observed each other and worked in critical friend pairs. Make sure the exemplars match up to our reporting.</p>
<p>Provide opportunities for students to self assess and set goals in a writing</p>	<p>Class teachers</p>		<p>Each term</p>	<p>Each time the children achieve a goal they set a new one. Goals are set at the start of each term and twice a year with the parents at 3-way conferences. The children self assess within peer groups and individually.</p>
<p>Work with students, families/whanau to set goals and identify ways to support students reading and writing and achievement</p>	<p>Class teacher</p>		<p>Term 1 - 4</p>	<p>Interviews held a couple of times a year with an optional interview at the end of the year. Reflection Journals sent home twice a year. Target pupils letters sent home and contact each term to discuss progress. These need to be replaced with written reports and open days for parents, to come</p>

				and listen to their child talking about their learning and showing the evidence.
Undertake quality professional development as appropriate linked to staff appraisal and performance management using the Writing PLD in our cluster.	Management	PD Budget	Each term	Throughout the year staff have had PD in writing and have worked with the progressions. They have linked the Charter goals in line with their teaching as inquiry and PTCs.

Monitoring: Monthly reporting against each of the actions is completed for the school management team and Board of trustees

STRATEGIC AIM 2: To have great involvement in active participation for members of the Riverton Primary community by:

2017	2018	2019
<ul style="list-style-type: none"> Review effectiveness of communication and consultation with parents, students and School community. This could include surveys, meetings, interviews and visits. All families are effectively engaged in supporting the students learning 	<ul style="list-style-type: none"> The Charter will take into account the findings from parent/whanau consultation in terms of Future directions Be innovative with communication and consultation with parents, students and the school community 	<ul style="list-style-type: none"> Consolidate the home-school partnership to support student engagement and achievement

Actions to Achieve Targets	Led by who	When	Outcome
Consolidate online methods of communication and	Principal and staff	Ongoing	The website is still in developmental

information re student learning, i.e. on websites, Facebook, Google Docs, eTxT, ePortfolio, email, newsletters			stages but getting there. We have many ways of communication for our families to be updated and reminded of happenings around the school. As staff we communicate using google docs.
Hold open afternoons/evenings for parents to share students learning (celebrations of learning ie Inquiry, Māori and other cultures), Drop in time to meet with principal to discuss curriculum, students achievements, assessments, etc	Principal and staff	Termly	Open door policy still stands and is important to families. More emphasis on termly celebrations need to be encouraged. Keep making sure all cultures are well represented in the school. Survey parents each term on assessment, achievement and Maori learning as maori.
Hold parent forums ie ICT, writing & bilingual class	Staff / parents / tutors	As required	We have had 2 x hui's during the year. I would like this to be more regularly. We did not hold a writing forum as staff needed to work on systems, planning and assessments before we can invite parents into the class to teach them what the expectations are for their children. 2018 will see workshops offered for parents to help their children at home.
BOT, FOTS and principal meet each term to discuss priorities for the year	Principal/BOT Chair/FOTS	2 X Term	I would like to encourage the chair of BOT and FOS to meet at least once a term. This way we can keep focus on what we want for the children.
Hold sessions for parents of new Entrance to ready students and parents for first year at school	Management / FOTS / BOT	Termly	We have a meeting and run the Young Explorers for the new entrants and have school visits before they come full

			time. In 2018 we will have cohort entry and will need work closely with the parents and ECE.
Hold consultations and review processes with Aparima College to encourage seamless transition between primary and secondary school	Management	Term 1 & 4	I have tried to make this work but each time have had a little resistance with the timing and work on having staff able to line it up with ours. Hope to engage more next year to make this work for both schools.
Review feedback from Māori consultation to determine best ways of engaging families of Māori learners	BOT / Principal		I have used a surveys and these have been successful. And a couple of hui during the year. I would like this to improve by having one each term and make sure we have 100% return of surveys.
Monitoring: Monthly reporting against each of the actions is completed for the school management team and BOT			

STRATEGIC AIM 3: To ensure resources and facilities at Riverton Primary meet the needs of our children by:

2016	2017	2018
<ul style="list-style-type: none"> ● Planning for future building developments. ● Assess BYOB implementation throughout the school ● All staff and pupils use digital devices with care and are well aware of cyber safety, ICT opportunities (multiple devices, network for learning) to ensure high levels of student interest 	<ul style="list-style-type: none"> ● Reviewing and planning for future ICT developments ● Modify existing building to create modern learning environments to increase opportunities for students collaboration and engagement 	<ul style="list-style-type: none"> ● Review Planning for future building developments. ● Look at new playground for Juniors and reposition it.

and motivation.		
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Actions to Achieve Targets	Led by who	When	Cost	Outcome
Provide opportunities for children to explore new learning environments and to recognise their talents/ ability, ie GATE programs, Science, Social Science Fair. Maximising the available ICT and by utilising teacher strengths	Teachers, lead GATE teacher, management	Ongoing	Budget/ Teacher salaries	We have encouraged all pupils to use the devices and work with new Apps and websites. We had groups and ind take part in the Science fair, GATE options, Young Einsteins, Oral and writing competitions.
Review and consolidate the progress system within the school so children have a seamless pathway from one year level to the next	Lead ICT and Teachers	Ongoing		We have put a matrix together for Maori, ICT and have already got the reading, writing and maths sorted across the main learning areas.
Remodel the senior block corridor and Junior class painting	Property	As 5YPP available	Ops grant	This will have to be looked into for 2018 once the external painting and roof/windows have been completed.
Painting the outside of school	Property	Term 1 & 4	Maintenance	This started in term 1 with Phoenix painting Rm 9 & 10. They will be carrying on with the

				Admin block in Dec and the rest of the school In January.
Upgrade ICT throughout the school, increase number of iPads & including chromebooks on loan from Equico	ICT Lead/ MOE/ Principal/BOT	Ongoing	FOTS/BOT	We were very fortunate to receive a loan from the Riverton Lions and FOS to help fund the 20 new iPads and 20 Chromebooks. They are all on loan for 3 years.
Upgrade classroom chairs in various classrooms when needed	Property	Ongoing	5YPP - Furniture	We have bought new chairs for the New entrant class.
Review the use of the smart boards and how effective they are in teaching and learning within the classroom and replace with Apple TV and 50" TV's.	ICT Lead/Principal	Term 1		After talking to staff it looks like only 2 still use the boards but not each day. The use of TV's will be more effective and will help the teachers as they have struggled with the lighting.
Monitoring: Monthly reporting against each of the actions is completed for the school management team and BOT				

ANNUAL PLAN FOR BILINGUAL CLASS - LEVEL 3:

2017	2018	2019
<ul style="list-style-type: none"> All learners are able to access Te Aho Arataki Marau Te Reo Maori o Aotearoa 	<ul style="list-style-type: none"> Whole staff PD in Māori - Level 1 or 2 paper or Core Ed 10 week 	<ul style="list-style-type: none"> Reviewing and planning for future Level 2 status in the bilingual class

<p>as evidenced by progress and achievement in relation to National Standards.</p> <ul style="list-style-type: none"> • All pupils will be using Speaking and listening more effectively in class. • Link Pangarau and Panui in the daily programmes. • Aim to have 80% of Yr 6 pupils achieving in Reo-A-Waha. • Still monitored using the National Standards • Review the planning for Whole School development in Māori language - All pupils working on current progressions, 1 hour instruction a week. 	<p>programmes.</p> <ul style="list-style-type: none"> • Pupils understand and speak māori well • All pupils engaged in Panui and Pangarau • Review parents support and planning for future 	<ul style="list-style-type: none"> • Whole staff PD in Māori • Reviewing and planning for future Whole School development in Māori language - All pupils working at Level 4B.
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Actions to Achieve Targets	Led by who	When	Cost	Outcome
<p>Provide opportunities for children to explore the spoken language and by utilising teacher strengths and PLD Facilitator.</p>	<p>Teachers, lead, management, facilitator</p>	<p>Ongoing</p>	<p>Budget/ Teacher salaries</p>	<p>During the year we have had all the children visit the local marae and then the bilingual class went to the Bluff Marae for an overnight trip. We have also helped out at the local marae with visitors coming to the area. We have used the facilitator to help the staff with confidence to teach the language and get to know the basics of the</p>

				language and some expectations.
Use the progress system within the school so children have a seamless pathway from one year level to the next	Lead and Teachers	Termly		Lisa J has set up a matrix for each level to follow as they move through the school from year to year. Oral language has been our focus.
Pupils will be assessed using the National Standards	Lead and Teachers	Ongoing		All pupils have been assessed with the NS and Lisa has also used the Te Manawa Titi.
Provide opportunities for the pupils to self assess and evaluate their progress and successes	Teachers and pupils	Term 1 - 4		Each term all pupils set goals and review them with the teacher or their peers. They talk about it in class.
Parental involvement where the pupils and whanau learn together	Pupils, Teacher and whanau	Ongoing		We have asked and offered parents to come and help out. We are looking at planning an Oraka Aparima O'wanga. Once this is organised it will give families the opportunity to learn and work alongside their children.
Embed Tataiako so māori learners can learn as Māori	Management and	Ongoing		This is evident across

	Lead			the school, in all planning and learning each week with instructional teaching
Use of Panui and Pangarau, how effectively it is taught and learning is taking place within the classroom	Lead/Principal	Termly		After looking at the results this year we have had a positive move in our oral language and this has helped in the areas of Panui and Pangarau.
Give all the pupils an opportunity to learn the Maori language during the week.	Staff and pupils	Termly		Each class has been asked to provide 1 hour of instructional teaching of the Maori Language a week. In the bilingual class they are expected to be taught between 31% and 50% which is 7.5 - 12.5 hours a week.
Introduce proper protocol during assemblies - like hui protocol	Classes and staff	Termly	Invite outside agencies	We have introduced a mihi whakatau for our assemblies and the classes have taken ownership of this. It will help break down the barriers of uncertainty when at a powhori.
Visit a different Marae each term to listen to stories and follow best practice, whole school to attend the first visit.	Staff and pupils	Termly	Budgeted for	The whole school went to the Oraka Aparima

				<p>marae for a powhori and later on in the year the bilingual class attended the Bluff Marae and on two other occasions we were invited to welcome visitors onto our local marae.</p>
<p>Monitoring: Reporting against each of the actions is completed for the school management team and BOT, using the NS.</p>				

Charter

The Charter will now be sent to the minister of Education Invercargill under the subject heading school number: 4008 Riverton Primary School Charter.

Target Reporting

In May 2018 the board will report back to the community on how they have met the targets set for 2017.

RIVERTON PRIMARY SCHOOL BOT – Annual Plan 2017

TERM 1		TERM 2		TERM 3		TERM 4	
Meeting 1	Meeting 2	Meeting 1	Meeting 2	Meeting 1	Meeting 2	Meeting 1	Meeting 2
Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal
Charter Target for 2017	Variance of analysis 2016	Report on Student	NAG report	Progress	NAG Report	Report on Student	Annual Achievement

Teacher Reg	Confirmation of Job descriptions and appraisal Process (reviewed) Classroom Update RAMS for Australian Exchange NAG Report	Safety	Curriculum Report Science	against targets	Classroom Update Curriculum Report Social Sciences	Safety	Data – Reading, Writing, Maths 2017 staffing RAMS school camps ROX Review school climate –survey parents
Finances Variance Report Budget 2017	Finances Variance Report Draft Acc to Auditor	Finances Variance report Annual accounts to Ministry	Finances Variance report	Finances Variance Report	Finances Variance Report	Finances Variance Report	Finances Variance report Budget Report
Property 10YPP Roofing and Painting Progress Report	Property Boiler Service/check Fire Drill report Playground Audit Report - Paint exterior of school in Blocks and start interior.	Property Repair windbreaks and Sandpit shelter	Property Earthquake Drill Report	Property Roof School School House Painting	Property Lockdown Drill report Playground	Property Walk around School	Property Continue painting programme

					Audit	Re maintenance	Tsunami Drill report
Self Review Survey parents on Curriculum	Self Review Policy - Sport	Self Review Policy - H & S	Self Review Curriculum	Self Review Policy -	Self Review Asset and property	Self Review Policy -	Self Review 2017 Review programme

ANNUAL PLANNING

Strategies for Raising Student Achievement

NAG's: Curriculum				
<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
focus will be on building on the achievement data for 2017 and ensuring all students have the opportunities to progress as far as they can in their learning and social and emotional development	Staff	Ongoing		<p><i>Target children are reported on each term in reading, writing and mathematics. Pupils that have special needs have been given extra teacher aide time and those needing extension have programmes in class and at REAP.</i></p> <p><i>We have employed 5 teacher aids to help all the pupils to succeed.</i></p> <p><i>The board received a mid year report and will have an EOY report on</i></p>
continue to revisit and review the curriculum plan to ensure all staff have a clear understanding of the school goals and objectives -	Principal & staff	Ongoing		<p>These are in weekly notes and reviewed in curriculum meetings.</p> <p>In term 1 we reviewed Appraisals, Healthy Schools, Reading and ICT. During Term 2 we looked at writing, handwriting and Maths. In term 3 we are reviewing maori language, staff confidence using the language, writing recap, science levels and where they fit in with our integration of subjects. Staff input in how the Health/PE curriculum should look in each level and over a 2 year cycle.</p>
Professional Development: Maths – Lead Teachers, Writing,	Lead Curr	Each Term		All staff contribute to this in Lead teacher lead meetings each week. Refer above.

Inquiry, ICT, Restorative practice, Reading strategies and modelling	icul a			
Initiate PD at whole school level, ICT integration	Prin cipa l, Lea d ICT and Liter acy	Ongoi ng		Cluster writing PLG. We have worked as a staff on docs and in Rm 6 integrated into learning and reporting to parents. All the other classes are using the devices in their classes to plan, and use in rotations within the classes. We have leased 20 chromebooks, 40 Ipads. The teachers are really enjoying the freedom and use to have 1 device between 2 pupils. The engagement has increased and some pupils are writing with confidence.
Keep helping families supporting their children's learning at home	Prin cipa l, staff	Ongoi ng		3 Way interviews/conference week will help some families understand more about the teaching and support needed at home. Communication with families and working with target pupils and families. At the end of term 2 we held 3 way conferences and parents could ask about next steps and how well their children were progressing. Target pupils had letters sent home and parents updated about their progress each term. At the end of the year parents will have the option to attend a meeting with their child's teacher if required.
Learning resources to be sourced for all curriculum areas in particular Numeracy & Literacy -	Cor e Ed /Staf f	Durin g this year		Staff attend PD sessions they to come back with better and more effective apps. Each term we have a review of ICT and what's next. We as a cluster have bought 12 robots to move around the schools.
Buddy readers	Pupi ls, staff	Ongoi ng		This has worked well under supervision and the juniors really enjoy working with the more able readers (mostly seniors).

				This is continuing each day in the junior classes and is helping with the reading milage and fluency.
provision of BOT and FOTS deducted T/A time to reduce class sizes in the junior area of the school	BOT	Ongoing		This has made a great difference and has helped students make huge gains and work towards the NS goals. T/A have work with the targeted children and we have seen significant changes. The payment for an additional teacher has helped with class sizes and has enabled us to have a bilingual class. There has been a changing of the guard as Bev Cole retired and we have Sharon Wilson in her place. So to we employed Priscilla Fuller to work in Rm 1/ 2. Rm 3 has group funding for a small group needing help.
Close monitoring of achievement – each term review achievement and update programs	Prin cipal, BOT & SM	Termly		We have monitored this in more depth halfway through the year with a report and then again at the end of the year. We will look at doing this each term. Term 1 we had goal setting conferences. Target pupils are reported on each term. At the end of the second term we invited parents and pupils along to a 3-way conference. Once again we had target meetings for Literacy and Maths. In term 3 we have had target talks and in syndicates have made clear ind's of where the children are tracking.

<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
<i>Emergency Lead Teachers attend master workshops-keep staff up to date</i>	Lead	Each term		The funding for this position has been pulled and we need to apply through the MOE. There are various workshops our staff can attend.

continue to keep Reading and Writing linked and incorporate the appropriate skills -	Staff	Ongoing		Lead teacher continues to provide collaboration in this area and has provided positive feedback to staff. This is also linked to our ICT PD. The lead staff has conducted a cluster moderation in writing and this went very well. All schools in the cluster have very similar marking expectations. We are part of a Writing PLG this year and all staff will benefit in our cluster. The teachers have all attended two working groups for PLG in writing. It seems we are well ahead of all the other schools with regards to planning and assessments.
Embedded in daily Literacy, Numeracy and inquiry programmes –	Lead / Staff	Ongoing		Most rotations in all curriculum areas use ICT as an option. Rm 6 have included this in their home/school relationship. Rm 6 are using Seesaw to communicate to parents on their child's learning. This is live, up to date class work, reporting and having parents as an audience helps.
Greater use of assessment data to identify failings/successes, school-wide trends and overtime to show improvements made in writing, reading and maths	Staff	Ongoing		Group discussion have been put in place and staff have worked well to identify trends and have planned to make improvements in the children's achievements. At the target meetings and syndicate meetings the staff have allocated T/A time to children needing extra help and focusing on extending them. They have made sure pupils who need extension have had the opportunities to work on projects in the class and in the GATE programme. There are graphs showing the need to accelerate the children who are below the NS, but these also show the target children's progress even if they are not meeting the NS in Reading, Writing & Maths.
Whole staff PD and practising TJs and moderation	Principal, staff	Year		More opportunities to moderate with schools within our cluster. This has taken place in writing and will be extended in our writing PLG. Continuing twice a term.
Using App's and devices to simulate and use the tools to	Staff	Ongoing		Very successful. More staff are have become confident users and so the pupils needs are being met. The use of google docs has stimulated teachers and pupils are wanting to learn

assist in creating and publishing work				and gain feedback on their learning using this tool. All staff are confident using this now and we use it for all planning and meetings.
use a facilitator to assist with implementing the reading programme school-wide	Lead Teacher, Principal, Facilitator	Whole Year		Sue Baldwin will work with the teachers and the pupils have enjoyed having her about. She has provided guidance and help when needed. Sue has retired and Diane Copeland has replaced her as our RTLit. She will take on new pupils and carry on with the same programmes as before. We have 8 pupils currently work with her.
look at other areas of the writing curriculum to be emphasized	Principal, staff	1 st half of year		The need to include inquiry is being developed. There has been a shift in thinking. We are not carrying out true inquiry at RPS. So we will be looking at more of an integrated curriculum so that more coverage happens while teaching all subject areas.
involve advisers from outside agencies to lead staff PD when appropriate.	Principal/ staff	During the year		Staff have had the opportunity to listen to outside groups to help them identify what they need to do in their year groups and work out how we will sustain the current practice. Schools are showcasing what they are doing well and SM & Principals have been visiting these schools to gain ideas and in some cases guidance.
make finance available for any necessary appropriate sources.	BOT	Term 1	\$ 2 5 0 0	The board is very helpful in this area.

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<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Initiate PD at a whole school level whenever appropriate.	Principal	Ongoing		Our Lead teacher has been to workshops each term and has come back and fill the staff in on all the new ideas and expectations.
<i>Key Competencies used in combination within units of work and acknowledged in fortnightly assemblies – Continue with medals fortnightly for outstanding students. –</i>	Principal & staff	Ongoing		Very important and is well received by the parents and students. Parent like to be contacted if their child is receiving an award. The focus for the medals are following the school values. These are spoken about at assemblies and whanau time each week.
<i>Physical Activity/Health included in term planning –specialist teaching for all classes -</i>	DP	Ongoing		The new DP, Gart, is following this approach. We are developing a new Health program and reviewing the PE curriculum. All staff have had a say what this should look like and how it will fit in with the current curriculum.
Greater use of assessment data to identify failings/successes, school-wide trends overtime to show improvements made in numeracy	Principal, staff	Ongoing		Pupils are monitored with each assessment and goals set to help their next steps of progress. The senior school used PAT testing to have baseline data in stannie form. The use of target graphs to show progress of the targeted children each term in reading, writing and Maths
Use Snapshots to assess numeracy each term originally worked from the GLoSS interviews	Staff	Ongoing		Staff have used this each term.

Use Pre/Post testing, Gloss and JAM to help with data gathering and assessments	Staff	Ongoing		Each unit has had pre and post tests, JAM used for our new pupils and up to Year 3. Some strand assessments have been teacher OTJ's
<i>Specialist music teaching for all classes -</i>	DP	Ongoing		Continuing with the DP in this role. This has been very beneficial for school-wide levels and progress from Yr 1 - 6.
<i>Te Reo- to be integrated into the learning programme in all classrooms –</i>	Bilingual class / Lead teacher	Ongoing		The progressions are being used to create a seamless progress from one year to the next. The junior syndicate have integrated this into their daily plan and it is working very well.
<i>Kapa Haka – weekly practice –</i>	Lead teacher	Ongoing	\$5000	Big interest this year. We have encouraged pupils to be part of this and we have a 40 strong group. We would like to make sure all the group are dressed in the best available costume. FOS, Opshop and the board need to contribute to this. Room 7 pupils have been fundraising towards the uniforms.
<i>Provide appropriate EOTC programmes to cater for students needs- ROX, school camps, exchange programme -</i>	DP /Principal	Camps - T 1, ROX each week & Exchange - T 2		Camps were very well run and all RAMs completed well and made sure we had good S & H plans in place. ROX continues to be a popular experience for all the children in Yr 4 6, that get an opportunity to go. Very successful exchange and very well worth it. We will have to look into the cost of travel to each camp and work out a better way to budget or fund this the senior camp.
<i>Continue to focus on the Numeracy programme for at risk students including specialist aide –</i>	Staff	Ongoing	Salary	Target children reported on each term, T/A used to assist in class and individual needs.

<i>Literacy & Numeracy needs programme assisted by teacher aides -</i>	Staff	Ongoing	Salary	Target children reported on each term, T/A used to assist in class and individual needs
<i>Enrichment and extension classes provided for students with special abilities – Westgate -</i>	REAP / Teachers	Ongoing		Continues to be popular with the children who work at a higher standard than their peers. We have encouraged children to be involved in Maths, Art and speech in this area. We advertised the Kiwi Competition in Maths, Literacy and ICT (similar to the iCAS exams). This term we have had Art and robotics for the top 5% of the children.
<i>Strong teacher development on all aspects of school programmes to lift teacher pedagogical knowledge and improve practice in the classroom -</i>	Principal / Leads	Ongoing		Whole staff collaboration. As a staff we have implemented the Maori progressions. Looked at how the Science curriculum fits in with our LT planner of Inquiry.
<i>New programmes being sourced to help students with special needs and abilities –</i>	SENCO / Principal	When the need arises		We have make sure we have a collaboration between RTLB to cover the needs for all these children.
<i>Successes celebrated at syndicate and school wide assemblies and school newsletter -</i>	Staff	Ongoing		Continuing and good to see the numbers of parents attending. The parent representation at assemblies has increased since we have contacted the certificate winners parents to attend.
<i>Open evenings to encourage students and parents to share the good learning taking place at school –</i>	Staff	Termly		Meet the teacher, Parent/Pupil Conference. We have encouraged parents to be involved in the Google doc world and how it will affect the life and learning of their children. I would like to have an open day to show off the children's work.

<i>Priority given to Literacy and Numeracy in the first 3 years of schooling -</i>	Staff	T/A	Salary	Continuing. In this age we have 2 full time T/A's and one to help in Rm 3 with a group of targeted children
Lead teacher to lead staff PD when appropriate, with new ideas and up-to-date resources	Principal/Lead Teacher	Ongoing		Very successful and the lead contributes at staff meetings. During our curriculum meetings staff are given the opportunity to share the workshops they have been on.
Make finance available for any necessary appropriate resources.	BOT	Ongoing	\$2800	Thank you for your support as resources are very necessary in all areas of the curriculum.
<i>Review the Staff handbook and reformat & rewrite as required</i>	Staff	Ongoing		Updated. All staff are happy with the way things are.
<i>Written Language programme reviewed with staff</i>	Lead Teacher	Term 3		As a whole staff we are looking at this in the PLG within our WS cluster.
<i>ICT programme reviewed with staff</i>	Lead / Principal	Ongoing		We have looked at Progressions, needs of children, staff and where the school may want to go. Some classes are using google and eportfolios. We have leased a further 60 devices over a 3 year period. The Riverton Lions have very kindly donated towards this a sum of \$5000.
<i>Maori Language programme reviewed with staff</i>	Principal / Lead / Staff	Term 2		This has started and the Lead teacher has worked on progressions and the way forward in the next 3 years. PLD for the next 18 months. The lead teacher has been working on a 10 week study to use to teach the staff in 2018.
<i>Earning Journals to contain samples of Writing,</i>	Staff	Ongoing		Once again we have looked at this and have all the areas covered. The staff do find this a huge amount

<i>Numeracy, Visual Arts, Science/Technology, Handwriting, Spelling, Basic Facts, and how students are doing against the National Standards</i>				of work. To make this easier we are looking at using Seesaw to help connect families with learning each week. And this may help ease the big job of journals. Next we want to trial a report system and invite parents in, to view their child's work each term.
<i>Continue to work on Overall Teacher Judgement and moderation so that judgements are fair and consistent throughout the school</i>	Staff	Ongoing		This is done in syndicates and school-wide. We have taken this further in our WS cluster. This was a very good practice as we have seen that we are all assessing the same.
<i>Reflection and review imbedded in teacher planning and monitoring</i>	Staff	Ongoing		This continues and is reviewed by SM. Teachers have evidence of this in their inquiries.
<i>Staff observations and learning conversations carried out each term</i>	SM and staff	Ongoing		This process started with critical friend conversations and appraisals started in Term 2. Principal has been in the class carrying out Effective Teacher observations.
<i>Principal report to BOT at each meeting</i>	Principal	Ongoing		Continues
<i>Teachers to report to Board on current classroom learning etc each term during the year</i>	Staff	Ongoing		Staff will report to the board twice a year, beginning and end.
<i>Review roles and responsibility of BOT at beginning of 2017</i>	Principal and board	Term 2		Completed, Katrina is board chair

<i>Yearly Targets continue to be set in Reading, Writing and Numeracy against the National Standards</i>	Principa l, SM & staff			Yes
<i>Charter to MOE- March 2017</i>	Principa l	Term 1		<i>Complete and letter received</i>
<i>Exit surveys for Y6 students and families and teachers leaving the school</i>	Principa l / Yr 6 teacher	EOY	Term 4	
<i>Monitoring meetings each term in reading, writing and maths to discuss and measure progress of individual target students</i>	Principa l / SM	Each term		<i>These have been completed for term 1, term 2, term 3</i>
<i>Self Review folder set up</i>	Principa l	Term 1		<i>This is set up and been reviewed at each Monday meeting as staff present at the meetings and they are making these notes available to the board to review</i>

ICT: To improve teaching techniques and the use of ICT resources to offer best practice in ICT. Upgrade infrastructure and hardware to support student achievement.

What will we do?	Who?	When?	Cost	Outcome, Next Steps!
Initiate PD at a whole school level whenever appropriate and look at increasing the pupil use of technology	Cluste r, Staff	Ong oing	\$1 00 0	Add 20 more iPads, 20 iPad minis and 20 Chromebooks in school. Use a lease set up.

Review our school curriculum as per NZ curriculum, reflecting and refining as and when necessary.	Principal, staff	Ongoing		We are reviewing changes in the current curriculum and making sure we have new updates in place and staff are confident using it.
Use resources in the correct way and for the best learning and assessment	Principal, staff	Ongoing		Google docs, APPs, websites, tools
Use the website more as a communication tool and contact with the community	Principal, staff, FOTS, BOT	Ongoing		Time management, newsletters, class info. School stream is a communication tool that can be looked into. We will investigate to see how well we can use our SMS to communicate to parents. The website is currently been look at and up dated.
Continue to develop a good relationship between home and school and learning – website, blogs, online newsletters/notices, email staff	Staff	Ongoing		Continuing. New website being built by Terrence - Weebly
Critical Friend for staff	Staff	Ongoing		All do it as a staff, Staff are working with groups of children to educate them how to use the different tools and able to teach other peers
Review an ICT overview for the school, linked to teaching and learning.	Staff	Ongoing		Review ICT integrated into all class lessons
Whole school working with Google Docs/Apps/Drive	Staff, school	Ongoing		Working well

Involvement of advisers from outside agencies to lead staff PD when appropriate.	Principal	During the year		Mark Herring was used for STEM workshop. As a cluster we have purchased a set of Robots to use for coding etc.
Make finance available for any necessary and appropriate resources.	BOT	Ongoing	\$1775	Staff development, new computer for admin staff and class purchases

Assessment: To improve assessment practises across the school using reliable Overall Teacher Judgements. To implement systematic monitoring using electronic database.

<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Triennial reporting of Student achievement to BOT cycle with major focus on Numeracy and Literacy	Principal	Meetings		Ongoing
Where possible when reporting to BOT incorporate the use of norm-referenced materials/benchmarks and how it compares nationally.	Principal, staff	Cycle		Use the NS graphing to explain progress and look at using eTap better for timeline assessment
Investigate ways to use SMS to report to parents.	Principal	Ongoing		Too expensive to use, continue with current reporting
Continually reflect on reporting to parents format so it reflects major curriculum emphasis and national standards	Principal	Ongoing		Reviewed current reports and change the Half Year, 20, 40, 60, 80, 100 and 120 week reports. These are easy to read and understand and make sure the parents can see the

				next steps and how the children compare to the National Standards
Review pupils progress each term to report progress and next steps	Principal, Teachers	Ongoing		All parents know how well their children are progressing and if help support is needed. Letters are sent home each term if their child is needing help and this is outlined in the letter. We have also made sure we report on the pupils progress at 20, 40, 60, 80, 100, 120 weeks. In the reports the staff indicate next steps and support needed.
Review BOT involvement in the satisfaction of reporting of assessment	Principal, BOT	Term 3		Board comment on the standard of reporting and review the way the reports look and what content is in them. They are the judge to make sure it is easy to understand and read.
Investigate ways to simplify reporting to parents (mid year reports).	Principal, Teachers, Parents / Whanau	Term 2		We have also made sure we report on the pupils progress at 20, 40, 60, 80, 100, 120 weeks. In the reports the staff indicate next steps and support needed.
Year 1- 3 pupils will have end of year reports written on their anniversary dates	Teachers	Term 2 -		All of this is in place and staff are finding it easier to manage the workload.
Continually reflect on reporting to parents format so it reflects major curriculum emphasis and national standards	Staff, parents			All standards have been used and reporting is compared to these.

Continue to implement a culture of feedback to feedforward assessment in the school.	Staff	Ongoing		Pupils are more aware of where they have to be and what needs to be done to achieve the standard, in particular the target groups.
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National Education Priorities: To consult with Maori/Pasifika/Filipino/all families on student achievement and monitor their achievements.

<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Survey and consult / Korero/ Whakarongo with Maori families on meeting their children's needs	Principal	Term 3		We have sent this out and only had a 25% return, but most of the messages were positive. Our next step will be how to engage more families.
Include achievement of Maori/Pasifika/Asian/European children in the Achievement targets	BOT	Ongoing		Ongoing
Report to families and BOT	Principal	Ongoing		Parents are asked to come in for interviews (3-way conferences). Parents receive 2 written reports and have 2 formal times to meet the teachers. If concerns arise meetings are made.
Monitor achievement data	Principal, BOT	Ongoing		Baseline data is our eOY from previous year, half year and end of year data is compared throughout the year so the board can see the progress made over the year.
Increase the number of Maori Students achieving at or above	Whole Scho	Ongoing		This is one of our targets and hope to make sure this happens with all the right systems in place.

National Standards in Literacy and Numeracy	ol, Teachers, Parents			
To develop communication between home and school so all students are supported in their learning	Whole school	Ongoing		Continuous communication and consultation between the school and the families to make sure all needs are met and represented throughout the school and in their learning. Make sure everyone included and catered for.

Gifted and Talented: To improve, develop and resource strategies for meeting the needs of children identified as gifted and talented.				
<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Make finance available for any necessary and appropriate resources.	BOT	Ongoing		The board has money available to help increase the resource library for these pupils. Parents are also asked to contribute to these initiatives.
Look to offer junior and senior extension classes.	Staff	Ongoing		This is in the pipeline. Wanting to used every second Friday afternoon to run this.
REAP – GATE program is used as a resource to extend the children, focus on top 5%, User pays	Principal, staff	Ongoing		We have supported this external resource. We have had pupils enjoy leadership, writing, maths, quizzes, thinkers and history. We need to tailor this programme as extension as there are other children taking part but aren't in the top 5% of gifted learners

Pupils are identified and strengths are targeted and extended	Staff	Ongoing		All pupils are considered according to their strengths and direction of interest.
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Special Needs: To identify children with special needs, children not achieving or at risk of not achieving and implement programs to meet their needs.

<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Make finance available for any necessary and appropriate resources.	BOT	Ongoing	\$30,000	We as a board make sure each pupils is benefiting from the money put into the resource, five T/A and resources to use
All teachers compile identified needs registers based on OTJ's	Principal	Term 1		All staff have identified the pupils who need extra help in various curriculum areas
Resourcing staffing support services allocated in line with needs	Principal	Term 1		Continuous
Needs of pupils monitored and reviewed termly	Principal, staff	Ongoing		At the end of each term we review progress and make sure they stay on the programme if needed. They need to be motivated and keep up the practice.
Identify at risk pupils and adapt programs for them ASAP	Principal, staff	Ongoing		We have good systems in place to make sure we can get programmes going on of the ground early. The only main issues we have had is the action taken by outside agencies, like speech therapy, and Health nurse. More money needs to be put in these resources to make the waiting time and lists shorter.

Group needs and use the resourcing provided to the best possible practise	Staff	Ongoing		Once the pupils are on the books and programmes are in place pupils make huge gains and even more if parental help is guiding it.
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NAG 2A: National Standards

<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Report students progress and achievement in relation to the National Standards	Principal	Ongoing		Ongoing
Report school-level data to the BOT	Principal	Ongoing		Ongoing
Report in the annual board report how pupils are progressing against the standards as well as achievement	Principal, staff	Ongoing		Ongoing
Use new resources and keep learning fresh and make sure staff are up to date with teaching practice	Principal, Teachers	Ongoing		Senior Staff have been allocated various curriculum areas to lead and make sure their teaching practice is recent and up to date with expectations. This is all reflected in their appraisals. All staff are up skilled at each appraisal meeting during the term.

NAG 2: Self Review:

<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
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Review self review systems, including systematic and specific reporting to the BOT	SM, Principal	Ongoing		This set in our charter and each week the SM team meet and set up a timetable to review curriculum areas.
Review and develop systems to show progression of learning over time	Principal, staff	Ongoing		Progress table and reporting from 20 weeks – end of Yr 8. Room 6 are developing eportfolios for ongoing reporting and contact with the parents.
Annual survey to parents including quality information they are receiving	Principal, BOT	Ongoing		This information we received i term 1 will be available in our next meeting.
Review curriculum areas using review timetable and when needed	Principal, Teachers	Ongoing		As a school we follow the review timetable and work on each area at a time.
Review digital world and its effects on the children	Staff	Ongoing		We have looked at the way we use the computers, iPads, apple TVs and mimios, how it has affected and influenced the pupils learning.

NAG 3: Personnel				
What will we do?	Who?	When?	Cost	Outcome, Next Steps!
To provide where possible, staff to support children with special needs, and 'at risk' learners	T/A, Support Staff	Ongoing	T/A, RTLB/	All pupils who have been identified having special educational needs have had referrals put forward to RTLB and the T/A works with children who have been at school for more than a year . The teachers give them a

			ES OL	start in class if they are new to the school to get them to settle in.
To provide professional development opportunities for teachers to up skill in specific learning areas	Principal	Ongoing	PD	We have given teachers the PD to help identify pupils with SE needs. We are look into one of the staff to train up as in Te Reo and then provide the same learning to the rest of the staff.
To review performance management systems in line with the Practising Teachers Criteria outlined by the Education Council	Principal	Ongoing		This is in place and working well across the school. This will be reviewed as the new guidelines come into effect next year
To provide where possible, teaching staffing above entitlement to target student achievement in year groups where class numbers/Needs are high	Principal, staff	Ongoing		T/A is involved in the classes daily and we provide extra time for our SE and GATE. This helps the teachers with work loads and it has the ability that staff and target pupils in year groups and leveled learning. Looking at using T/A in class more.
<i>BOT job descriptions reviewed</i>	Principal & board	Term 2		All BOT members have an area to look after and leadership voted on.
<i>Comply with legislative responsibilities as a good employer</i>	Principal	Ongoing		Ongoing
<i>Implement and support an effective staff development programme which includes personal professional growth that</i>	Principal	For the Year	\$6 00 0	Whole staff professional development, bonding, in Writing approach for 2017 in a cluster group. Raewyn has been working with the lead teacher and all staff during the year. We have made sure that they all attended these working groups and having class obs and feedback soon afterwards

<i>will enhance the quality of teaching and learning</i>				
<i>Staff have signed job descriptions and written goals for year</i>	Principal	Term 1		Complete
<i>Appraisal programme has worked well in the term 2 to term 2 rotation.</i>	Principal / SM / Staff	Term 2		Staff are under less pressure at the end of the year. They also have time to set new goals.

NAG 4: Finance and Property				
<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
<i>Audit 2016 accounts</i>				SS has not sent the annual accounts to auditors by the end of term 1. They have managed to finish our annual accounts.
<i>Monitor 2017 budget</i>				Ongoing
<i>Reporting on income/expenditure at BOT meetings</i>				Ongoing
<i>Organise parent working bee to maintain grounds and buildings</i>				Start of year and used PD boys

Exterior of schoolhouse painted	BOT	Term 4	\$400	Look at working bee or PD guys to help out.
To purchase ICT hardware and upgrade infrastructure	Principal	Ongoing	\$2000	More iPad minis, iPads and Chrome books
Community Garden	Lacey	Ongoing	\$? Donations	This is still a focus and hoping to make it a way to encourage more of the community to be involved.
To purchase paint to freshen up admin area	BOT	Term 1, 2018	\$1200	This is something we would like to make available so it will feel new and fresh
Upgrade school entrance way	BOT	Term 1	\$1800	Fence has been painted and soon old mural will be placed on the fence
Paint outside Room 9 & 10	Staff, pupils	Term 1	\$13726	Term 1, completed, great job After the builders have completed the roof the painting contractors will continue painting the outside of the school
Review how to plan to put up front-runner in senior block	BOT, Principal	Term 3	\$?	Next year we will be looking at asking the PTA to help fund for new front-runner. But we are waiting for the roof to be completed then start indoor up grade..

NAG 5: Health and Safety				
What will we do?	Who?	When?	Cost	Outcome, Next Steps!

To upgrade staff First Aid certificates	Principal, staff	Ongoing	\$250	4 staff have their first aid updated this year and 3 more in term 2.
Review EOTC practices with Health and Safety Guidelines in mind	Principal, staff	Ongoing		Looking at present RAMS forms and change of practices and how fees are to be paid and timely return of forms.
To carry out student emotional Health and Safety survey annually	Principal, staff	Term 2		This was carried out.
Continue to review menu at canteen.	FOTS, Principal	Each term		This is been reviewed to make sure our school becomes sugar free. We ahve looked into using outside agencies to provide this service as less help was made available during school time and the parent that was in charge of this has moved to Invercargill
Look at upgrading playground in junior area	FOTS	This year	\$1000	Spoken to Plyco for plans and looking at leasing this through Equico
<i>Ensure Health and Safety Plan complies in full with legislation currently in force to guarantee the safety of students and employees</i>	Principal & BOT	During Term 2		Work in progress as it changes we make changes.
<i>To develop leadership roles for senior students</i>	DP / Yr 6 teacher	Term 1 & Term 3		All Yr 6 pupils have roles
<i>To continue to ensure playtimes are safe and include lots of interactive</i>	DP / Staff & PL	All year		We have 2 staff on duty now and not only one. We are looking at starting a PALs program with the Yr 5 leaders in 2018

<i>and active games and activities</i>				
<i>To ensure staff wellbeing is a focus and staff input is valued and taken heed of</i>	Staff	Ongoing		At each SM meeting we discuss the staff and pupils wellbeing.
<i>Emergency procedures practised each term-Fire & earthquake/tsunami annually</i>	Whole school	Ongoing		Each term one emergency procedure is practiced. <i>Although we included a lockdown drill in term 3 alongside the tsunami drill</i>
<i>School Building Systems and Features Manual kept up to date</i>	Principal	Each month		Completed weekly
<i>Pupil attendance monitored-electronic attendance register</i>	Staff/ Admin	Daily		Continuing
<i>Hazards identified and removed-book in staff room</i>	Principal / Staff	Ongoing		Keep it updated each week at each meeting. Staff have their own H & S docs to keep up to date.
<i>Health Community Consultation to be conducted in 2017 and pubertal change addressed later in the year</i>	Principal	Ongoing		We have looked into the Safety of the children and how they feel at school, in the class and what they think of bullying.

NAG 6: Policies and Procedures				
What will we do?	Who?	When?	Cost	Outcome, Next Steps!

<i>Re-establish compliance list, monitor and update as require</i>	Principal & board	2016		Procedure Care and Management of Children
<i>Young Explorers programme continued</i>	Trish & DP	Each Thurs		This is very beneficial for our young learners coming into the school. Good relationship builder
<i>Pre-schooler visits</i>	Trish / Admin	When required		Good way to include the pupils before their starting date
<i>Student's School Reports</i>	Staff	2 x Year		The reflection journals are the way the pupils report their progress and celebrate good work. We make sure this is reported to the parents 2x a year.
<i>Parent Teacher Conferences 3x a year</i>	Staff	T 1, T 2 & T 4		Meet the teacher <i>Term 2 3-way conference where the child takes control of the interview and shows their parent/s how they have been learning, showing their successes.</i> <i>End of year conferences and goal setting</i>
<i>Regular displays around school and in community</i>	Principal	Ongoing		Newspapers, newsletters, assemblies

Involving Parents in Student Learning in School				
What will we do?	Who?	When?	Cost	Outcome, Next Steps!
<i>Fortnightly School Assembly</i>	Whole school	Ongoing		This has been very successful. We have encouraged more parents along by letting them know that their children will be receiving awards on that Friday.

				We have made our assemblies into Mihi Whakatau.
Graduate profile developed for Y5/6s	Senior Syndicate	Term 1		The profile has been developed for the Yr 6 children. Next year these will not be needed. We will be developing a new report format
Y6 Formal dinner	Rm 9 & 7	Term 4		
Classroom visits /helpers	SM/ Principal	Termly / Weekly		This has been done each fortnight and termly. I would like to make a habit of visiting all the classes but with a purpose for each staff member to have feedback on the focus for the lesson/reason I'm coming in
End of Year consultation	Staff	Term 4		
Fiordland Advocate – 3 x a year	Principal	Term 2 & 4		Completed all additions
Western Star report monthly report 11 th of each month	Principal / DP	Monthly		We have been included in each edition to date
School Newsletter	Principal / Admin / Staff	Ongoing		All parents have access to this letter in hard copy, or email
Visiting Melbourne School	Children / Staff	Term 2		Once again we had a great group of children come over from Aussie. Our children had an awesome experience and we value the relationships created for our exchange students

<i>School discos – x2</i>	FOTS	Term 2 / 3		We had a couple of successful discos during the year. The FoS will run these as fundraisers for the school.
<i>In-School sport activities-Cross Country/Athletics/Swimming/etc</i>	DP / SM	During the year		Swimming, Athletics and Cross Country were run well and will be dated the same in 2018. Thank you to the parents and clubs for their support
<i>Whole school participation in Polyfest</i>	Whole school	T 3		This was fantastic to see. Both juniors and seniors taking part together. This will be alternated each year with a production. The Kapa haka group will take part each year.
<i>Lunchtime activities</i>	Staff / Leaders	Ongoing		This is one area I would like to develop more and have Active monitors running games for children. Just need to work out a way how to fit it around sport practices and the weather.
<i>School Speech Finals- Y3-6</i>	Staff / Children	T 2		This was held at the end of term 3. They were of a very high standard and it has most definitely help with the children's confidence.
<i>Pet Day – 21 October</i>	FOTS	T 3		This was an awesome day and the weather helped. Once again being held on a Saturday brought the community to the day.
<i>Y 4 Camp –Term 1 Dunedin</i>	DP / Staff	T 1		The children were very excited as this is their first camp. Great job done by Terrence.
<i>Year 5--T1: Kelvin Heights</i>	DP / Staff	T 1		Once again a very successful camp with great help from the parents.
<i>Year 6 School Camp -Pukerau</i>	DP / Staff	T 1		Great camp - Stella organised this very well and a good opportunity for the DP to meet the children This will be planned for later in term 1 as parents want the children to settle into the year.

Visiting Shows/Artist's Life Education Bus				Life Ed bus was not ready for us to use on the dates we provided. It was still in Auckland getting its upgrade. Hinepau Production
Parent Tutoring –Reading Together programme				We will look into this for 2018

NAG 7				
<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Charter 2017	Board & Principal	Term 1 & 4		Completed and accepted by the MOE
Charter 2018				

NAG 8				
<i>What will we do?</i>	<i>Who?</i>	<i>When?</i>	<i>Cost</i>	<i>Outcome, Next Steps!</i>
Analysis of variance	Principal and BOT	31 May		2016 Variance completed