

# Annual Report

Riverton Primary School  
For the year ended 31 December 2018

## School Directory

**Ministry Number:** 4008  
**Principal:** Timothy Page  
**School Address:** 7 Leader Street, Riverton  
**School postal code:** 9822  
**School Phone:** 03-234 8663  
**School Email:** office@riverton.school.nz

### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expiry
Katrina Anderson	Chair person	Elected	May 2019
Timothy Page	Principal ex officio		
Geordie Eade	Treasurer	Elected	May 2019
Simon Anderson	Parent Rep	Elected	Resigned
Louisa Willis	Parent Rep	Co-opted	Dec 2021
Michaela Kells	Parent Rep	Co-opted	Dec 2021
Lisa Brady	Staff Rep	Co-opted	Feb 2021

**Accountant / Service Provider:** School Support Ltd

# Contents

<b>3</b>	<b>Statement of Responsibility</b>
<b>4</b>	<b>Statement of Comprehensive Revenue and Expense</b>
<b>5</b>	<b>Statement of Changes in Net Assets/Equity</b>
<b>6</b>	<b>Statement of Financial Position</b>
<b>7</b>	<b>Statement of Cashflows</b>
<b>8</b>	<b>Notes to the Financial Statements</b>
<b>14</b>	<b>Notes &amp; Disclosures</b>
<b>24</b>	<b>Kiwisport Statement</b>
<b>25</b>	<b>Analysis of Variance</b>

# Statement of Responsibility

## Riverton Primary School For the year ended 31 December 2018

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

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

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

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

Full Name of Board Chairperson

Louisa Willis

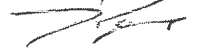
Signature of Board Chairperson

  
Date: 01-07-19

Full Name of Principal

Timothy Page

Signature of Principal

  
Date: 1-7-19

# Statement of Comprehensive Revenue and Expense

## Riverton Primary School For the year ended 31 December 2018

	NOTES	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Revenue</b>				
Government Grants	1	1,284,221	478,669	1,201,526
Locally Raised Funds	2	74,836	100,020	118,127
Interest & Dividends Received		2,996	200	4,187
Other Revenue		56,000	50,000	72,000
<b>Total Revenue</b>		<b>1,418,053</b>	<b>628,889</b>	<b>1,395,840</b>
<b>Expenses</b>				
Locally raised funds	2	59,662	66,610	77,063
Learning Resources	3	990,292	180,900	903,201
Administration	4	82,871	87,300	64,576
Property	5	264,830	290,291	298,704
Depreciation	6	36,699	-	37,184
<b>Total Expenses</b>		<b>1,434,354</b>	<b>625,101</b>	<b>1,380,728</b>
<b>Net Surplus/(Deficit) for the year</b>		<b>(16,301)</b>	<b>3,788</b>	<b>15,112</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(16,301)</b>	<b>3,788</b>	<b>15,112</b>

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



# Statement of Changes in Net Assets/Equity

## Riverton Primary School For the year ended 31 December 2018

	2018 ACTUAL	BUDGET 2018 (UNAUDITED)	2017 ACTUAL
<b>Equity</b>			
Balance at 1 January	288,188	288,188	273,076
Total comprehensive revenue and expense for the year	(16,301)	3,788	15,112
Capital Contributions from the Ministry of Education	-	-	-
<b>Equity at 31 December</b>	<b>271,887</b>	<b>291,976</b>	<b>288,188</b>
<b>Retained Earnings</b>			
<b>Equity at 31 December</b>	<b>271,887</b>	<b>291,976</b>	<b>288,188</b>

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



# Statement of Financial Position

## Riverton Primary School As at 31 December 2018

	NOTES	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Current Assets</b>				
Cash and Cash Equivalents	7	56,335	200,082	172,633
Accounts Receivable	8	55,017	55,017	71,378
GST Receivable		4,605	4,605	28,414
Investments (current)	9	-	-	40,530
<b>Total Current Assets</b>		<b>115,956</b>	<b>259,704</b>	<b>312,956</b>
<b>Current Liabilities</b>				
Accounts Payable	11	74,387	146,947	133,680
Revenue Received in Advance	12	1,918	1,918	357
Provision for Cyclical Maintenance	13	104,067	155,167	114,867
Finance Lease Liability - Current Portion	14	4,474	4,474	22,298
Funds held for Capital Works Projects	15	(23,342)	(23,342)	73,665
<b>Total Current Liabilities</b>		<b>161,505</b>	<b>285,164</b>	<b>344,866</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>(45,549)</b>	<b>(25,460)</b>	<b>(31,911)</b>
<b>Non-Current Assets</b>				
Investments	9	66,069	66,069	64,131
Property, Plant and Equipment		309,107	309,107	344,007
<b>Total Non-Current Assets</b>		<b>375,176</b>	<b>375,176</b>	<b>408,139</b>
<b>Non-Current Liabilities</b>				
Provision for Cyclical Maintenance	13	34,996	34,996	65,296
Finance Lease Liability	14	22,744	22,744	22,744
<b>Total Non-Current Liabilities</b>		<b>57,740</b>	<b>57,740</b>	<b>88,040</b>
<b>Net Assets</b>		<b>271,887</b>	<b>291,976</b>	<b>288,188</b>
<b>Equity</b>				
Equity		271,887	291,976	288,188
<b>Total Equity</b>		<b>271,887</b>	<b>291,976</b>	<b>288,188</b>

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



# Statement of Cashflows

## Riverton Primary School For the year ended 31 December 2018

	NOTES	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Statement of Cashflows</b>				
<b>Cashflows from Operating Activities</b>				
Government Grants		269,211	325,801	284,303
Locally Raised Funds		153,482	105,097	169,013
Goods & Services Tax (net)		23,809	-	(23,947)
Payments to Employees		(192,340)	(190,200)	(183,045)
Payments to Suppliers		(254,320)	(213,449)	(135,610)
Cyclical Maintenance Payments in the year		(41,100)	-	(16,496)
Interest & Dividends Received		2,996	200	4,188
<b>Net Cash from / (to) Operating Activities</b>		<b>(38,262)</b>	<b>27,449</b>	<b>98,406</b>
<b>Cashflows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(8,423)	-	(4,310)
Purchase of Investments		38,593	-	(4,189)
<b>Net Cash from / (to) Investing Activities</b>		<b>30,170</b>	<b>-</b>	<b>(8,499)</b>
<b>Cashflows from Financing Activities</b>				
Finance Lease Payments		(11,199)	-	(18,659)
Funds Held for Capital Works Projects		(97,007)	-	73,665
<b>Net cash from Financing Activities</b>		<b>(108,206)</b>	<b>-</b>	<b>55,006</b>
Net Increase/(decrease) in cash and cash equivalents		(116,298)	27,449	144,913
Cash and cash equivalents at the beginning of the year	7	172,633	172,633	27,720
Cash and cash equivalents at the end of the year	7	56,335	200,082	172,633

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.



# Notes to the Financial Statements

## Riverton Primary School For the year ended 31 December 2018

### 1. Statement of Accounting Policies

#### 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 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

##### Basis of Preparation

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

##### Financial Reporting Standards Applied

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

##### PBE Accounting Standards Reduced Disclosure Regime

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

##### Measurement Base

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

##### Presentation Currency

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

##### Specific Accounting Policies

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

##### Critical Accounting Estimates And Assumptions

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

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

*Useful lives of property, plant and equipment*





The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 1.

### **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) 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.

**f) 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.

**g) 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.

**h) Investments**

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

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

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

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

**i) Property, plant and equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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



### **Leased Assets**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	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



**j) Impairment of property, plant, and equipment and intangible assets**

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

*Non cash generating assets*

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

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

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

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

**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) 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).



#### **n) Financial Assets and Liabilities**

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

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

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

#### **o) 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.

#### **p) Budget Figures**

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

#### **q) 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.



# Notes & Disclosures

## Riverton Primary School For the year ended 31 December 2018

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>1. Government Grants</b>			
Operational grants	267,077	257,001	265,423
Teachers' Salary grants	816,609	21,077	728,323
Use of Land and Buildings grants	198,400	197,791	189,161
Other Government grants	2,134	2,800	18,619
<b>Total Government Grants</b>	<b>1,284,221</b>	<b>478,669</b>	<b>1,201,526</b>
	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL

### 2. Locally Raised Funds

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

#### Revenue

Donations	21,311	27,200	28,084
Fundraising	407	10,000	619
Other revenue	9,620	9,620	9,540
Trading	4,510	4,200	15,118
Activities	38,988	49,000	64,766
<b>Total Revenue</b>	<b>74,836</b>	<b>100,020</b>	<b>118,127</b>

#### Expenses

Activities	52,242	50,000	49,646
Trading	2,940	4,000	12,790
Fundraising	286	5,000	4,971
Other Expenses	4,195	7,610	9,656
<b>Total Expenses</b>	<b>59,662</b>	<b>66,610</b>	<b>77,063</b>

**Surplus/ (Deficit) for the year Locally raised funds**      **15,174**      **33,410**      **41,064**

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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### 3. Learning Resources

Curricular	27,499	35,600	36,806
Equipment Repairs	1,600	1,600	1,600
Information and communication technology	846	4,000	2,685
Extra-curricular activities	3,317	5,700	4,835
Employee benefits - salaries	953,872	130,000	851,233
Staff development	3,159	4,000	6,043
<b>Total Learning Resources</b>	<b>990,292</b>	<b>180,900</b>	<b>903,201</b>



	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>4. Administration</b>			
Audit Fee	6,367	3,500	4,008
Board of Trustees Fees	1,855	3,500	2,950
Board of Trustees Expenses	4,419	1,500	1,968
Communication	7,669	7,000	6,641
Operating Lease	3,639	15,000	-
Other	18,805	17,000	17,494
Employee Benefits - Salaries	33,366	32,000	28,738
Insurance	2,350	3,400	2,409
Service Providers, Contractors & Consultancy	4,400	4,400	367
<b>Total Administration</b>	<b>82,871</b>	<b>87,300</b>	<b>64,576</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>5. Property</b>			
Caretaking and Cleaning Consumables	8,764	9,800	9,215
Cyclical Maintenance Expense	(4,393)	22,000	31,653
Grounds	1,615	2,000	2,365
Heat, Light and Water	17,086	16,000	17,825
Rates	4,105	4,300	4,275
Repairs and maintenance	12,285	10,200	12,519
Use of Land and Buildings	197,791	197,791	189,161
Employee Benefits - Salaries	27,577	28,200	31,691
<b>Total Property</b>	<b>264,830</b>	<b>290,291</b>	<b>298,704</b>

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

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>6. Depreciation of Property, Plant &amp; Equipment</b>			
Buildings	10,051	-	10,056
Furniture and Equipment	15,970	-	16,052
Information and Communication Technology	3,786	-	7,459
Leased Assets	6,625	-	3,312
Library Resources	267	-	305
<b>Total Depreciation of Property, Plant &amp; Equipment</b>	<b>36,699</b>	<b>-</b>	<b>37,184</b>



	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>7. Cash &amp; Cash Equivalents</b>			
Bank Current Account	56,168	150,082	124,935
Bank Call Account	167	50,000	47,698
<b>Cash and cash equivalents for Cash Flow Statement</b>	<b>56,335</b>	<b>200,082</b>	<b>172,633</b>

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

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>8. Accounts Receivable</b>			
<b>Accounts Receivable</b>			
Receivables	4,023	5,017	24,693
Interest Receivable	-	-	416
Teachers Salaries Grant Receivable	50,994	50,000	46,270
<b>Total Accounts Receivable</b>	<b>55,017</b>	<b>55,017</b>	<b>71,378</b>
<b>Accounts Receivable</b>			
Receivables from Exchange Transactions	4,023	5,017	25,108
Receivables from Non-Exchange Transactions	50,994	50,000	46,270
<b>Total</b>	<b>55,017</b>	<b>55,017</b>	<b>71,378</b>

## 9. Investments

The School's investment activities are classified as follows:

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Current Asset</b>			
Short-term Bank Deposits	-	-	40,530
<b>Non-current Asset</b>			
Long-term Bank Deposits	66,069	66,069	64,131





## 10. Property, Plant & Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	16,000	-	-	-	-	16,000
Building Improvements	262,220	-	-	-	-10,051	252,169
Furniture & Equipment	40,509	1,798	-	-	-15,970	26,337
Information and Communication	6,581	-	-	-	-3,786	2,795
Leased Assets	16,562	-	-	-	-6,625	9,937
Library Resources	2,135	-	-	-	-267	1,868
Total	344,007	1,798	-	-	-36,699	309,106

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	16,000		16,000
Building Improvements	455,905	-203,735	252,169
Furniture & Equipment	211,826	-185,489	26,337
Information and Communication	45,509	-42,714	2,795
Leased Assets	19,874	-9,937	9,937
Library Resources	48,882	-47,014	1,868
Balance at 31 December 2018	797,996	-488,889	309,106



	Opening Balance(NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	16,000	-	-	-	-	16,000
Building Improvements	272,276	-	-	-	-10,056	262,220
Furniture & 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
Total	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	262,220
Furniture & Equipment	210,028	-169,519	40,509
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

	2018 BUDGET (UNAUDITED)	2017 ACTUAL
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## 11. Accounts Payable

### Accounts Payable

Operating Creditors	17,528	96,947	87,411
Employee Entitlements - salaries	56,860	50,000	46,270
<b>Total Accounts Payable</b>	<b>74,387</b>	<b>146,947</b>	<b>133,681</b>

### Accounts Payable

Payables for Exchange Transactions	74,387	146,947	133,681
<b>Total</b>	<b>74,387</b>	<b>146,947</b>	<b>133,681</b>

The carrying value of payables approximates their fair value



	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>12. Revenue Received in Advance</b>			
Income In Advance	1,918	1,918	357
<b>Total Revenue Received in Advance</b>	<b>1,918</b>	<b>1,918</b>	<b>357</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>13. Provision for Cyclical Maintenance</b>			
Provision at Start of the Year	180,163	180,163	165,006
Increase/ (decrease) to Provision During the Year	-	10,000	15,157
Use of the Provision During the year	(36,707)	-	-
Provision at the End of the Year	143,456	190,163	180,163
<b>Total Provision</b>			
Cyclical Maintenance - Current	104,067	155,167	114,867
Cyclical Maintenance - Term	34,996	34,996	65,296
<b>Total</b>	<b>139,063</b>	<b>190,163</b>	<b>180,163</b>

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>14. Finance Lease Liability</b>			
<b>The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:</b>			
No Later than One Year	4,474	4,474	22,298
Later than One Year and no Later than Five Years	22,744	22,744	22,744
<b>Total</b>	<b>27,218</b>	<b>27,218</b>	<b>45,042</b>

Note the finance lease liability in the note will not agree to the liability within the statement of financial position, to prepare this reference will need to be made to the finance lease agreements which the school have entered into. This is in line with PBE IPSAS 17 and therefore accept that the note will not agree.



### 15. Funds held for Capital Works Projects

	2018	Opening Balances	Receipts from MOE	Payments	BOT Contributions	Closing Balance
		\$	\$	\$	\$	\$
B, C, J Roof & Electrical Switchboard Replacement	In progress	73,665		(97,007)	0	(23,342)
<b>Total</b>		<b>73,665</b>		<b>(97,007)</b>	<b>0</b>	<b>(23,342)</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Due from the Ministry of Education

(23,342)

	2017	Opening Balances	Receipts from MOE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Switchboard	in progress	-	274,603	(200,938)	-	73,665
<b>Totals</b>		<b>-</b>	<b>274,603</b>	<b>(200,938)</b>	<b>0</b>	<b>73,665</b>

### 16. Related Party Transactions

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

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



## 17. Remuneration

### Key management personnel compensation

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

	2018	2017
	Actual	Actual
	\$	\$
<b>Board Members</b>		
Remuneration	1,855	2,950
Full-time equivalent members	0.38	0.15
<b>Leadership Team</b>		
Remuneration	227,052	510,800
Full-time equivalent members	3	5
<b>Total key management personnel remuneration</b>	<b>228,907</b>	<b>513,750</b>
<b>Total full-time equivalent personnel</b>	<b>3.38</b>	<b>5.15</b>

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

### Principal

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

	2018	2017
	Actual	Actual
	\$000	\$000
<b>Salaries and Other Short-term Employee Benefits:</b>	<b>\$000</b>	<b>\$000</b>
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	0 - 10	0 - 5
Termination Benefits	-	-



Other Employees				
The number of other employees with remuneration greater than \$100,000 was in the following bands:				
		Remuneration	2018	2017
		\$000	FTE Number	FTE Number
			0.00	0.00
The disclosure for 'Other Employees' does not include remuneration of the Principal.				

## 18. Contingencies

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

### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited. The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed. To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 19. Commitments

### a) Capital Commitments

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

(a) \$305,114 contract for switchboard replacement, which will be fully funded by the Ministry of Education. \$274,603 has been received of which \$297,768 has been spent on the project to date.

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.

### b) Operating Commitments

As at 31 December 2018 the Board has entered into no operating commitments.

## 20. 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 ensuring years.



## 21. Financial Instruments

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

	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL
<b>Loans and Receivables</b>			
Cash and Cash Equivalents	56,335	200,082	172,633
Receivables	55,017	55,017	71,378
Investments - Term Deposits	66,069	66,069	104,662
<b>Total Loans and receivables</b>	<b>177,421</b>	<b>321,168</b>	<b>348,673</b>
	2018 ACTUAL	2018 BUDGET (UNAUDITED)	2017 ACTUAL

### Financial liabilities measured at amortised cost

Payables	74,387	146,947	133,681
Finance Leases	27,219	27,218	45,042
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>101,606</b>	<b>174,165</b>	<b>178,723</b>

## 22. Events after Balance Date

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

## 23. Breach of Law - Failure to meet Statutory Reporting Deadline

The Board of Trustees did not comply with Section 87A of the Education Act, in that it did not submit its Annual Financial Statements for audit by 31 March 2019

## 24. Breach of Law - Failure to meet Statutory Reporting Deadline

Under Section 87C (1) of the Education Act 1989, the Board of Trustees is required to forward audited financial statements to the Ministry of Education by 31st May 2019. This deadline was not met.



# Kiwisport Statement

## Riverton Primary School For the year ended 31 December 2018

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2018, the school received total Kiwisport funding of \$2307 (excluding GST). The funding was spent on a Sports Activator in our cluster of schools. The number of students participating in organised sport increased from 85% to 92% of the school roll.



# Members of the Board of Trustees

## Riverton Primary School For the year ended 31 December 2018

Name	Position	How Appointed	Occupation	Term Expires/Expired
Katrina Anderson	Chairperson	Elected June 2016		May 2019
Geordie Eade	Treasurer	Elected June 2016		May 2019
Simon Anderson	Buildings/Employment	Elected June 2016		Resigned
Louisa Willis	Community/Cultural	Co-opted March 2018		Dec 2021
Michaela Kells	Health and Safety	Co-opted June 2018		Dec 2021
Lisa Brady	Teacher Rep	Co-opted Feb 2018		Feb 2021
Timothy Page	Principal	BOT June 2015		

## INDEPENDENT AUDITOR'S REPORT

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

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 4 to 23 , that comprise the Statement of Financial Position as at 31 December 2018, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 5 August 2019 This is the date at which our opinion is expressed.

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

#### Basis of opinion

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

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

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

## **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises: Schedule of the Board of Trustees, Kiwi Sport Report and Analysis of Variance

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  
CHARTER  
2018 - 2020



## Contents

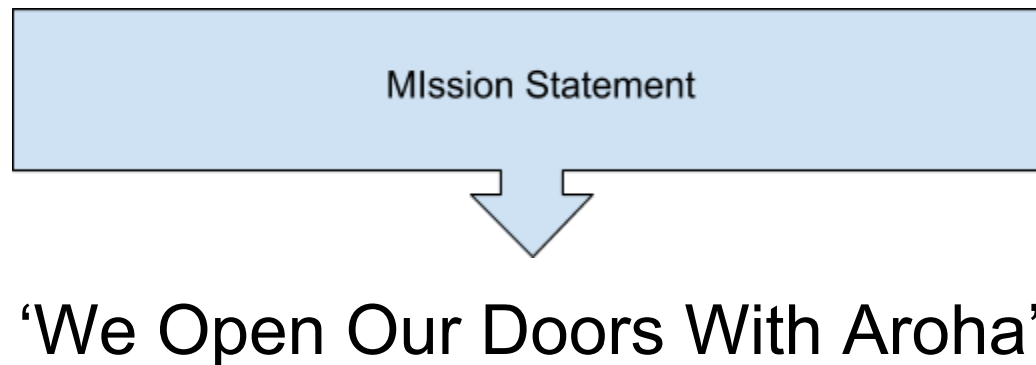
P2 Mission Statement – Vision

P3 Our Core Values

P4 Our Core Beliefs

P5-7 School Description

P7 Community Links  
P8 National Educational Priorities  
P9- Cultural Diversity  
P 9 National Educational Goals  
P 11 Strategic Plan 2018 - 2020  
P 12 Three development Strategic Plan  
P13/14 Annual Plan based around National Guidelines  
P15/16 2018 Target including our Bilingual Class  
P17/18 School Wide Targets  
P 19 BOT Annual Plan



## CORE VALUES

The children use the values to create a school culture based on:

- **Respect & Aroha** - Respect for all - A school spirit that reflects the values of Aroha, tolerance, caring for each other, the environment and respecting & valuing differences.
- **Self responsibility & Learning** - Responsible for learning and behaviour. Learning to be reflective and proactive.
- **Co-operation & Resilience** – The attitude and skills we use to work together, helpfulness, teamwork (awhina) & Developing resilience.
- **Communication & Challenges** - Being open to challenge to stretch our minds and bodies. Open communication that includes honesty with respect.

Riverton School recognises the cultural diversity of New Zealand/Aotearoa and the unique position of Maori culture in this area and in our country. This is reflected throughout our charter.

Riverton Primary School Vision

Vision for our Children through our core values and focussed teaching and learning programmes we are committed to be the best we can be in our learning, attitude and behaviour.



## CORE BELIEFS - TEACHER & PARENTS

The Board of Trustees, The Principal, Senior management Team, Teachers and Support staff are expected to;

- Give all children the opportunity and motivation to achieve academic and cultural excellence
- Provide a safe, caring environment for all members of the school community
- Create an atmosphere of mutual respect and valuing of all cultures in New Zealand and of the Treaty of Waitangi
- Giving children a wide range of opportunities and to take full advantage of and value the local environment
- Create a culture of openness and develop an ongoing partnership between school and the community
- To have a school culture where all participants are committed to being life long learners

Implement exciting, challenging programmes with innovative teaching practice to foster high levels of engagement.

## CORE BELIEFS - CHILD & TEACHER

Best learning happens when parent, child and teacher work together, building on and valuing what each child already knows, and identifying their needs and talents within a rich learning environment. Teachers build on strengths, identify next step learning and plan for implementing appropriate learning experiences. Teachers take responsibility to guide and support children towards success in all aspects of student development and to continually reflect on and improve their own teaching practice. Parents are encouraged to be involved in all aspects of student learning through home support and school activities.

Riverton Primary School children are actively encouraged to:

\* Strive for Excellence \* Ask questions \* Be reflective \* Set goals and plans

\* Persevere \* Take responsibility \* Experience Success \* Be self motivated

\* Learning to manage disappointment \* Develop positive relationships

### **Board of Trustees**

- Consults effectively with the community
- Meets requirements of NEGS and NAGS
- Is a good employer
- Stays well informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future

### **Policies and Procedures**

- Are developed through consultation
- Are clearly stated and understood
- Facilitate school organisation
- Are accessible to everyone
- Are regularly reviewed

### **Management Team**

- Gives high quality leadership to the school
- Supports, values and empowers others
- Maintains effective communication between home and school
- Ensures quality teaching and learning is paramount
- Plans for tomorrow
- Monitors progress towards meeting school goals

### **Teachers**

- Deliver the National Curriculum competently, focusing upon Literacy and Numeracy
- Are enthusiastic, and foster a love for learning
- Communicate the purpose of learning
- Receive appropriate support
- Are committed to professional growth
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Provides needs based programmes
- Work in partnership with parents
- Are positive and professional

### **Support Staff**

- Are supportive of the school and its aims
- Feel valued, and part of the team
- Care for the students
- Are positive and professional

### **Parents**

Feel welcomed and included  
Are well informed  
Encourage children in their schooling  
Respect the professional judgement of the staff and work in partnership with them are supportive of the Board, staff and school.

### **Children**

Take increasing responsibility for their actions and learning  
Are respectful, considerate and confident  
Are proud of their school  
Feel safe and cared for  
Are encouraged and challenged  
Take pride in their achievements and are aware of their next learning steps

### **Environment**

Is inviting and attractive  
Supports learning programmes  
Is safe and well maintained

### **Curriculum Programmes**

Are delivered in a balanced and interesting manner  
Emphasise Literacy and Numeracy  
Meets the needs of all children  
Are regularly reviewed and updated  
Fulfil National Curriculum requirements  
Prepare our students for tomorrow

## **SCHOOL STATEMENT**

### **School Community**

Riverton Primary School is a decile 6 primary school contributing to Aparima College. Riverton is situated on the south coast, 40 km from Invercargill.

The school roll starts at 160 and normally ends close to 180. We have 29% Māori, % Pasifika, % Asian and % European. We teach pupils from NE - Year 6. We also provide a major focus on fostering a school culture that respects differences and encourages co-operation and collegiality.

The economic base of the area is fishing, farming, tourism and related small industries. It is also a popular retirement and holiday town. The school enjoys strong community support.

Teachers provide stimulating programmes, with an emphasis on inquiry learning based around authentic outcomes, and identifying and catering to individual learning styles. There is a major focus on Literacy and Numeracy, and on promoting creative & higher order thinking.

For 2018 our major school development focus will be on writing throughout the school, but there will be an extra emphasis on Maori learning across the school.

We will build on what we achieved in 2017 particularly in written language, ICT, maths and reading.

Children with learning, emotional, social or behavioural needs, are catered for within a range of programmes operating throughout the school, mainly through the employment of Teacher Aides, use of RTLits, Health School, SN and RTLB with well structured programmes.

The mission statement, “We Open our Doors with Aroha,” is the nucleus of the school culture. Children learn in a supportive, caring environment, which encourages responsibility for self monitoring appropriate learning and social behaviour.

There is a major emphasis on self discipline not punishment, accepting responsibility for unacceptable behaviour, shared decision making when sorting out how to ‘fix’ disagreements or wrongdoing, and the need to leave the student’s dignity intact.

Relationship building between teachers and children is viewed as a major factor in promoting positive attitudes to learning and managing self.

The staff, parents and board work as a team, to ensure the very best opportunities and resources are available to support the teaching and learning programmes.

The African proverb, ‘It takes an entire village to raise a child’ is interpreted as “It takes an entire community to educate a child’ so all staff members are expected to take responsibility for all children.

### **The Buildings and Resources**

The school consists of 10 classrooms - all classrooms are of need of an upgrade, so will require some new painting, frontrunner and modernisation, the external of the building was recently painted. The 10YPP helped provide the new roofing and windows. The school is very well resourced. Nine classrooms are used for class teaching and one for our Young Explorers programme.

The administration block includes the library, resource room, staffroom, medical room and offices. The school hall includes a storage shed, small teaching space and canteen. Each classroom has 6 ipads and at least 4 laptops, the senior classes have 4 chromebooks and all teachers have laptops running on a network system, N4L and Linewize to help filter. This is an area we would like to service more and provide more learning opportunities for our pupils and whanau. This may lead to the introduction of BYOD. A dedicated music room is attached to the local toy library which is on site.

In 2018 the roof will be completed and the outside of the school will be painted. The junior classes will also have a painting upgraded and the seniors will have new frontrunner in the corridors and lighting. The school is well resourced in terms of 'hands on' learning resources, technology, print resources and personnel.

### Special Features

The school is focused on providing programmes that meet the learning and social needs of today's children. At present, the curriculum includes a number of innovative programmes which provide a wide range of learning experiences.

- At Risk students are well catered for, with four highly skilled Teachers' Aides providing extra support for classroom teaching programmes.
- ROX – Riverton Outdoor Experience - A programme designed to develop self confidence, co-operative skills and



problem solving skills in an outdoor setting – all Y4-6 students get at least two days during the year in the ROX programme

- Extension – A Gifted and Talented programme has been set up with Western Southland Schools (Westgate) - this provides opportunities for children with special abilities to have extension programmes in their area of talent. The class teachers will also extend those pupils who need it in the subjects they see fit.
- Staff Development in managing student behaviour positively by encouraging responsibility, restitution, and restoration (based on the Restorative Practice model.)

- Ongoing Staff Development with the focus on effective Pedagogy /Literacy /Maths/ICT/Integration and Behaviour/Social/Emotional student development.
- A Bilingual Class (Working towards Level 2) for students at Y3 and above.
- A Community Gardening programme with a large garden to develop skills and knowledge of producing food
- An Exchange programme for Y6 students with Scoresby School in Melbourne Australia
- School camps for Y4,5,6
- Milk/Fruit in Schools – Daily milk and fruit for all children
- Heart Start School and SunSmart School
- Extensive sports gear and resources for interval and lunchtime activities and play
- A range of sporting and cultural activities provided including Kapa haka, basketball, netball, aerobics, hip- hop dance, gymnastics, cricket, touch rugby, athletics, art exhibitions, cross country and agri- sports with lots of opportunities to represent the school in a representative capacity.
- A very focussed swimming programme each year using professional instructors
- Classroom Music/Dance/Drama teaching across the school & PE teaching across the school
- Board funded teachers to keep the student/teacher ratio as low as possible
- Annual participation in Putake Korero and Putangitangi
- Annual participation in the Polyfest festival (Kapa Haka) Bi-annual participation of the whole school
- Annual participation Southland Primary School Speech competitions
- Leading other Southland Primary School to participate in Ki-O-Rahi competitions
- Production presented every 2 years - whole school involvement

### **Community Links**

- Exit Surveys for Families leaving school.
- Exit Surveys for staff leaving.
- Community Surveys to help structure the charter and set Māori learning intentions.
- Working with the local community on gardens
- Working Aparima College and the ECE on our Maori culture and community involvement
- Entertaining the old folk at the Rest home and adopting a gran for the year
- Helping out at the Community House events

### **Reporting to the Community**

- Regular reports on student achievement are presented to the BOT several times a year (see annual plan) through the Board to the community. The range of curriculum is monitored to ensure regular coverage but with more emphasis on Literacy and Numeracy.
- Meetings with the Oraka o Aparima are held regularly to discuss any issues, initiatives and support needed or available.
- Parent/student/teacher interviews are held twice a year. Parents receive information prior to the interview around student achievement.
- Progress against NZC Levels in reading, writing and maths is recorded after 1,2,3 yrs at school around the children's cohort entry dates. We will meet with parents for 5 - 8 year olds around their cohort entry and six month anniversary of their entry.
- Each year at least one Parent Information day/evening is held each term
- A monthly report is published in the Western Star and a regular report in the Fiordland Advocate.
- The fortnightly newsletter includes examples of student work and school highlights.
- Each year at least one focused event is held to bring the community into the school. [i.e pet day, agri sports, pupil celebrations in academic achievements, open days (1/term)]
- Every two weeks a full assembly is run by the children to celebrate achievement and is well supported by parents and extended families
- Learning journals will be replaced by a report which will go home twice a year. Samples of work and achievement progress will be viewed on the walls in the class and in the children's books. The parents will be invited into school each term on an 'Open Day' to view their children's and see their children's progress, this will also act as an Open Day for visitors.

### **National Educational Priorities**

The school is committed to providing the very best opportunities to meet the National Education Priorities:

- Success for all.
- A safe learning environment.
- Improved Literacy and Numeracy.
- Better use of student achievement information.
- Improved outcomes for students at risk.
- Improved outcomes for Māori students.
- Career guidance.
- Improved reporting.

- Daily physical activity programmes (this includes playtimes and lunchtimes.)

Local Priorities will be identified through;

- The school's programme of self review
- Analysis of the school's assessment data

Evidence of how the school plans to meet these requirements is outlined in the Goals, Targets and Operational Plans.

## Cultural Diversity

The school has approximately 29% of students with some Māori heritage, % Pasifika, % Indian and % students of Asian origin also attend the school.

To promote cultural diversity the school provides:

- Bilingual Education from Y3 – Y6 (Level 3).
- Kapa haka for all students who wish to participate. Whole school Haka practices.
- A cultural perspective in each terms planning.
- School policies and procedures which reflect a cultural perspective.
- A Māori representative co-opted or voted onto the BOT.
- Regular meetings with Oraka o Aparima.
- Set achievement targets, to monitor and improve the achievement of all students including Māori students.
- Daily programmes will have a dimension where possible – greetings / commands / songs / cooperative learning happens at a level 5, working towards Level 4b throughout the school.
- Requests for instruction in Māori will be given full and careful consideration and a place offered in the Bilingual class if appropriate.
- Ongoing professional learning for all staff.
- An integral part of each school assembly - correct protocol used to welcome whanau to our school hui each fortnight.
- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds
- All staff members are expected to develop an awareness of Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language): and incorporate these into classroom programmes.
- Riverton Primary School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.





## **What steps will be taken to discover the views and concerns of the school's Māori community?**

Encourage parents of Māori students to become a Board of Trustees or Friends of the school member or help out on the Riverton School Network

Maori community consulted in various ways

- o Report evenings
- o Parent workshops
- o Newsletters
- o School events involving students
- o Informal dealings with families
- o Maintaining open door practice encouraging families to approach the school
- o Job opportunities

Individual interviews conducted by the Principal with the caregivers of Maori students with follow up interviews across the year: These interviews highlighting how can we improve the education of their child

Kapa Haka embedded within the school culture.

The Kapa Haka group is performing to the school and guests on a regular basis.

Daily and Weekly Te Reo sessions are held to help all Riverton students with learning the language and culture

## **National Education Goals**

The government sets the following goals for the education system;

1. Attainment of the highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for the future learning and achievement through programmes which include support for parents in their vital roles as children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and planning programmes to meet individual needs.

7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post school education.
9. Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

### **Consultation**

The board of trustees is committed to positive and on-going consultation with its community. It does this by:

- Fortnightly newsletter to parents, Text messages, Facebook, website communication
- Parent information sessions
- Parent / teacher / pupil conferences to discuss student achievement
- Reports to parents in relation to the NZC
- Consultation with the school community about different issues throughout the year.
- Consultation with Māori families
- Board newsletter each term

### **Riverton Primary School Self Review Plan**

	2018	2019	2020
<p><b>STRATEGIC</b> (<i>Big picture</i>)</p> <p><b>1.1 REVIEWS</b></p>	Strategic Planning & Reporting Charter Annual Plan	Strategic Planning & Reporting Charter Annual Plan	Strategic Planning & Reporting Charter Annual Plan
<b>OPERATIONAL REVIEWS</b>			

<p><b>NAG 1</b>  <b>Curriculum Requirements &amp; Student Achievement</b></p>	<p>e-Portfolio in Rm 9 class review benefits and Class Reports</p> <p>Start BYOB implementation, policy and introduce in Rm 9</p> <p>Review Writing programs</p> <p>Maori language across the school - 1 hour instruction a week - Review</p> <p>Review Special needs and GATE programme</p>	<p>Review ePortfolio and expand to Yr 4-6 with Class Reports</p> <p>BYOB review</p> <p>Review Spelling programme</p> <p>Review Reading Programmes</p> <p>Review how Māori Programme can get to Level 4a</p> <p>Start Review on Strand / Numeracy</p>	<p>Review class reports</p> <p>ICT progressions and assessment reviewed</p> <p>Introduce Sounds Alive</p> <p>Best practice in Literacy</p> <p>Check Māori Programme at Level 4a</p> <p>Introduce Yr 6 Maths</p>
<p><b>NAG 2</b>  (Documentation &amp; self review)</p>	<p>Policy review Administration,</p>	<p>Policy review Home &amp; School / Teaching &amp; Learning</p>	<p>Policy review Health &amp; Safety &amp; Financial</p>
<p><b>NAG 2 a</b></p>	<p>Use NZC Levels and school systems to manage student progress</p>	<p>Use NZC Levels and school systems to manage student progress</p>	<p>Where a school has students enrolled in years 1-6, the board of trustees, with the principal and teaching staff, is required to use NZC Levels</p>
<p><b>NAG 3</b>  (Employer responsibilities)</p>	<p>Update job descriptions  Implement updated appraisal system (Our Code/Standards)</p>	<p>Update job descriptions  Implement updated appraisal system</p>	<p>Update job descriptions  Implement updated appraisal system</p>
<p><b>NAG 4</b>  (Financial &amp; property management)</p>	<p>Review 2018 Budget  Finish Capital works programme (Senior toilets)  Update Cyclic maintenance</p>	<p>Review Budget  2019 draft budget  Review projects</p>	<p>Review Budget  2020 draft budget &amp;  Cyclic maintenance programme</p>
<p><b>NAG 5</b></p>	<p>Review H/S Procedures/Practices</p>	<p>Review EOTC Procedures/Practices</p>	<p>Review H/S Procedures/Practices</p>

(Health & safety)			
<b>NAG 6</b> (Administration)	Review SMS and start new aspects ICT Systems – Seesaw	Use SMS and website	Use SMS and website

### Procedural Information

Planning year:	November - December
Date for lodging copy of updated Charter/Annual plan:	01 March each year
Date for lodging copy of Annual Variance Report:	31 May each year

### Supporting Documentation For Core School Business

The following plans, processes and policies ensure that the use of resources at the school are optimised to support student progress and achievements:

- Board and operational policies
- NZ curriculum - and assessment plan
- School-wide planning: Self review, staff professional development, appraisal planning
- Annual budget: Property and financial planning
- 10 year maintenance plan and 5 year property plan
- Health and Safety procedures

## STRATEGIC PLAN 2018 - 2020

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 the Curriculum Levels and the Riverton Primary School Expectations.**

2018	2019	2020
<ul style="list-style-type: none"> <li>● Consolidating effective processes around analysis of student achievement data</li> <li>● Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides</li> <li>● Implementing identified areas for improvement as a result of defective self review specifically in <b>Writing</b></li> <li>● Review teacher appraisal process</li> </ul>	<ul style="list-style-type: none"> <li>● Consolidating effective processes around analysis of student achievement data</li> <li>● Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides</li> <li>● Implementing identified areas for improvement as a result of defective self review especially in <b>Reading</b></li> <li>● Teacher appraisal is effectively used to identify and address areas for improvement in relation to quality teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Consolidating effective processes around analysis of student achievement data</li> <li>● Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides</li> <li>● Implementing identified areas for improvement as a result of defective self review especially in <b>Maths</b></li> <li>● Teacher appraisal is effectively used to identify and address areas for improvement in relation to quality teaching</li> </ul>

### NZC Strategic Aims

- All students at Riverton Primary will be able to successfully access the NZC, as evidenced by progress and achievement in relation to the NZC levels.
- NZC 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.

### 2018 ANNUAL PLAN

**Achievement Aim: Increase the number of students (80%) achieving 'At' or 'Above' their chronological age in the Reading, Writing and Maths aligned with the New Zealand Curriculum levels.**

#### Baseline Data

- Analysis of school-wide **Reading** data in December 2017 identify there were significant number of students at risk who were **Well Below 6.7% and Below 9.3%**, therefore **16%** not at the expected level for reading.
- Analysis of school-wide **Writing** data in December 2017 identify there were significant number of students at risk who were **Well Below 4.1% and Below 21.1%**, therefore **25.2%** not at the expected level for writing.
- Analysis of school-wide **Maths** data in December 2017 identify there were significant number of students at risk who were **Well Below 1.5% and Below 16.8%**, therefore **18.3%** not at the expected level for Maths
- The target groups will be the children working Below the National Standard

**Target for Reading in 2018 - To increase the numbers of children working at 'Below' to achieving 'At' the NZC Level**

**Pupils Ethnicity - 11 NZ European, 7 - Maori, 2 - Pacific Islands**

- Yr 2 Both gender - 8 (NZE - 3 Girls & 2 Boys, M - 3 Boys)
- Yr 3 Both gender - 3 (M - Boy & Girl, PI - Girl)
- Yr 4 F gender - 3 (M - Boy, NZE - Girl & Boy)
- Yr 5 M gender - 1 (PI - Boy)
- Yr 6 Both gender - 5 (NZE - 2 Boy & 2 Girl, M - boy)

**Target for Writing in 2018 - To increase the numbers of children working at 'Below' to achieving 'At' the NZC Level**

**Pupils Ethnicity - 20 NZ European, 12 - Maori, 2 - Pacific Islands**

- Yr 2 Both gender - 3 (M - Boy, NZE - 2 Girl)
- Yr 3 Both gender - 7 (M - 2 Boys & 2 Girls, PI - Girl, NZE - Boy & Girl)
- Yr 4 Both gender - 13 (M - Girl & 3 Boys, NZE - 5 boys & 4 Girls)
- Yr 5 Both gender - 2 (NZE - Girl, PI - Boy)
- Yr 6 Both gender - 9 (NZE - 3 Girl & 3 Boys, M - 3 Boys)

**Target for Maths in 2018 - To increase the numbers of children working at 'Below' to achieving 'At' the NZC Level**

**Pupils Ethnicity - 7 - NZ European, 6 - Maori, 1 - Pacific Islands**

- Yr 2 Both gender - 2 (M - Boy, NZE - Girl)
- Yr 3 F gender - 2 (M - Girl, PI - Girl)
- Yr 4 Both gender - 2 (M - Girl, NZE - Boy)
- Yr 5 Both gender - 4 (NZE - 2 Girls, M - Girl, NZE - Boy)
- Yr 6 Both gender - 4 (M - 2 Boys, NZE - 2 Girls)

**Outcomes:**

Actions to Achieve Targets	Led by	Budget	Timeframe	Outcome/Next steps
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	This was achieved and we use our target talks to help look at strengths and findings that would help staff in their teaching practice.
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	The board has receive a commentary from all the staff and we have had discussions each term.
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	Term 1 /2 /3 /4	T/A's have been allocated to all the children we are targeting and those who have needs. In most

		Salaries		<p>cases the T/A has worked in the class and the teacher has used their skills to teach the pupils who need further extension. In one case we employed another teacher to work with a pupil who had a hearing concern and was supported by Van Asch. There will have to be a few changes in 2019 with the T/A time load. As a board we will not have the finances to keep all 5 T/A's on. Suggestion that they drop a day each so that we can have all 5 employed.</p>
Teachers make planned writing assessments (including e-asttle) and Literacy progressions, and moderations to analyse areas of need for students. This will happen within school and between schools in WS Cluster	Syndicate leaders and class teachers, lead teachers in schools	MOE	Each term	<p>During the last 18 months we had a focus on writing and science. In our cluster. We did moderations and use children's work to see if all assessment was consistent. There is some more room for improvement.</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.	Class teachers & ICT leaders		Each term	<p>This is still work in progress. The pupils are using them but not to their full potential. We would like to introduce BYOB as a means to have more devices in the hands of the children. Discussion point.</p>
Using exemplars and quality examples of writing to model writing requirements to students.	Class teachers		Each term	<p>This has been done throughout the year.</p>
Provide opportunities for students to self assess and set goals in writing	Class teachers		Each term	<p>At the start of each term the pupils set goals. In some classes the self assessment is going well. Need to make sure everyone knows what it will look like</p>
Work with students, families/whanau to set goals and identify ways to support students reading and writing and	Class teacher		Term 1 - 4	<p>At the Meet the teacher and the 3-way conferences families and</p>

achievement				student set these with the teacher.
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	We did have all staff take part in PD and work in the PLG - WS Cluster. We will have keep this going for next year and a focus point will have to be how to motivate and inspire those reluctant writers who come in with concerns and needs

**Monitoring:** Termly 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:**

2018	2019	2020
<ul style="list-style-type: none"> <li>The Charter will take into account the findings from parent/whanau consultation in terms of Future directions</li> <li>Be innovative with communication and consultation with parents, students and the school community</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate the home-school partnership to support student engagement and achievement</li> <li>ARE all the tools working to make sure all parents have had enough communication</li> </ul>	<ul style="list-style-type: none"> <li>Review effectiveness of communication and consultation with parents, students and School community. This could include surveys, meetings, interviews and visits.</li> <li>All families are effectively engaged in supporting the students learning</li> </ul>

Actions to Achieve Targets	Led by who	When	Outcome
Consolidate online methods of communication and information re student learning, i.e. on websites, Facebook, Google Docs, eTXT, ePortfolio, email, newsletters, eTap txt/MSM	Principal and staff	Ongoing	This year we have looked at the SMS and have made a few changes to only have what we wanted, streamlined it more. Communicating student learning through our new report format. We added Skool loop as a means of communication to the parents, along with all our other mediums. Next year we will look at how the portal works



			and in this way parents will be able to see their childrens development live.
Hold Open Days each term, sharing evenings for parents to share students learning (celebrations of learning ie Integrated curriculum, Māori and other cultures), Drop in time to meet with principal to discuss curriculum, students achievements, assessments, etc	Principal and staff	Termly	I have always got an open door for parents to come and talk about social and educational developments. We have celebrated book club and had many groups come in and perform to the children. Look at a new way to experience their children's learning in 2019.
Hold parent forums ie ICT, Writing & Bilingual class	Staff / parents / tutors	As required	We hosted a John Parson's evening, very few families turned up. We are holding a hui for current and new families of the bilingual class.
BOT, FOS and Principal meet each term to discuss priorities for the year	Principal/BOT Chair/FOS	2 X Term	Yes this has happend during the year. Playground for juniors discussed
Hold sessions for parents of new Entrance to ready students and parents for first year at school	Management / FOS / BOT	Termly	Dale has run pre-school visits 4x for each pupil. I would like to see the Young Explorers use to it's full potential so we can see who will be ready or not on their cohort entry date.
Hold consultations and review processes with Aparima College and ECE to encourage seamless transition between ECE, Primary and Secondary school	Management	Term 1 & 4	O-A huis have been held each term and we are getting some good traction on this. We are setting up a goal for us and a solid strategic direction has been decided on
Review feedback from Māori consultation to determine best ways of engaging families of Māori learners	BOT / Principal		Along with Fiona Matapo we setup a survey for whanau to fill out. One thing we finding is that there is a low return on these surveys, so don't really have an accurate picture of all families opinions.

Monitoring: Term 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:**

2018	2019	2020
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<ul style="list-style-type: none"> <li>• Assess BYOB implementation in the Senior class, Rm 9.</li> <li>• All staff and pupils use digital devices with care and are well aware of cyber safety (Linewise), ICT opportunities (multiple devices, network for learning) to ensure high levels of student interest and motivation.</li> <li>• Modify the senior toilets</li> <li>• Start on Junior Playground</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing and planning for future ICT developments</li> <li>• Planning for future internal building developments</li> <li>• Assess the Senior playground landing zones, add more volume to areas around the active zones..</li> </ul>	<ul style="list-style-type: none"> <li>• Review Planning for future building developments.</li> <li>• Modify existing building to create modern learning environments to increase opportunities for students collaboration and engagement</li> </ul>
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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 and Robotics (STEM). Maximising the available ICT and by utilising teacher strengths	Teachers, lead GATE teacher, management	Ongoing	Budget/ Teacher salaries	The children were given various opportunities to take part in the WS GATE programmes. We ran; Science, Art, Maths and Leadership. There were two technology programmes; eis challenge and EPro8. In our WS cluster we ran a science fair and art. MOst teachers used digital tech well. More so in the Yr 6 class. Work needs to be done across the staff with the new robotic spheros. ERO have asked us to be a leading school in implementing the new Digital Tech curriculum by 2020.

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 worked on this and all our new curriculum docs lead on from one year to the next. We have consulted with the ECE services and Aparima. We still need to have a few more subject meetings with the college.
Remodel the senior block corridor.	Property	As 5YPP available	Ops grant	This will need to be put out till our next 10 YPP. We will receive double our building allowance to do up our MLE.
Lease Junior playground equipment	Property	Term 1	FOS	I worked on this with Equico, but they were very slack and did not commit to this. So as a FOS and school we have been fundraising to make this project happen. We have had a successful grant application and have applied for one more. We are about \$10,000 short of our target.
Upgrade ICT throughout the school, STEM - introduce Robots	ICT Lead/ MOE/ Principal/BOT	Ongoing	FOS/BOT	The ICT upgrade has been done by Terrence. We have run the robotics and the science, maths and tech part of STEM. A GATE team participated in a engineering component of STEM.
Upgrade caretaker gear	Property	Ongoing	Maintenance	We have made sure

				Philip has all the correct tools to do his job. Playground needs a few parts and specialised tools needed, so we have tried to get hold of the manufacturers.
Use Apple TV and 50" TV's in teaching and learning within the classroom.	ICT Lead/Principal	Term 1	Grant	We purchased 2 TV's and Apple TV's. One is used in Rm 6. Still need to install one more.

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

### ANNUAL PLAN FOR BILINGUAL CLASS - LEVEL 3:

2018	2019	2020
<ul style="list-style-type: none"> <li>All learners are able to access Te Aho Arataki Marau Te Reo Maori o Aotearoa as evidenced by progress and achievement in relation to NZC Levels.</li> <li>All pupils will be using Speaking and listening more effectively in class.</li> <li>Link Pangarau and Panui in the daily programmes.</li> <li>Aim to have 80% of Yr 6 pupils achieving in Reo-A-Waha.</li> <li>Still monitored using the NZC</li> <li>Whole School learning the Māori language - All pupils working on current progressions, 1 hour instruction a week.</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff PD in Māori - Papa Whakakorero</li> <li>Pupils understand and speak māori well</li> <li>All pupils engaged in Panui and Pangarau</li> <li>Review parents support and planning for future on a termly cycle</li> <li>Visits to Te Wharekura o Arowhenua twice a term. Immersion Programme.</li> <li>Aim to have 80% of Yr 6 pupils achieving in Reo-A-Waha assessed against Ngaa Whanakitanga</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing and planning for future Level 2 status in the bilingual class</li> <li>Whole staff PD in Māori</li> <li>Reviewing and planning for future Whole School development in Māori language - All pupils working at Level 4B.</li> </ul>

Actions to Achieve Targets	Led by who	When	Cost	Outcome
Provide opportunities for children to explore the spoken	Teachers, lead,	Ongoing	Budget/ Teacher	We have covered that

language and by utilising teacher strengths and PLD Facilitator.	management, facilitator		salaries	well this year in the class. And it has been good to have fiona n to work with the class and staff. Fiona has worked on promoting the staffs confidence in delivering Te Reo lessons to their classes
Use the progress system within the school so children have a seamless pathway from one year level to the next	Lead and Teachers	Termly		All class have been using this to good effect. Only time will tell how well as the pupils move through the levels, as this is only in its second year.
Pupils will be assessed using the NZC	Lead and Teachers	Ongoing		Yes we use NZC to assess the children
Provide opportunities for the pupils to self assess and evaluate their progress and successes	Teachers and pupils	Term 1 - 4		
Parental involvement where the pupils and whanau learn together	Pupils, Teacher and whanau	Ongoing		This is a desired outcome and we would like to access more of the community skills. We ask families to learn alongside their children and not be experts.
Embed Tataiako so māori learners can learn as Māori	Management and Lead	Ongoing		This is evident in the classes and in particularly the bilingual class. The next steps will be the ability to utilise the RTM and other agencies to promote the te kanga and language

Use of Panui and Pangarau, how effectively it is taught and learning is taking place within the classroom	Lead/Principal	Termly		
Give all the pupils an opportunity to learn the Maori language during the week.	Staff and pupils	Termly		Each class has been instructed that each child will be given 1 hour instruction a week. We have also carried on our Mihi Whakatau for assembly. I would like to see 2 hours a week be introduced in 2019. It will include waita in the mornings. Any songs or dance. Including community groups help out in the school.
Introduce proper protocol during assemblies - Mihi Whakatau and hui protocol, marae systems	Classes and staff	Termly	Invite outside agencies	Having the children do each fortnight they will be confident users.
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	Visiting a marae each year, with the bilingual class visiting 3 each year. Hear the stories and pass them on.
Monitoring: Reporting against each of the actions is completed for the school management team and BOT.				

## 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 2019 the board will report back to the community on how they have met the targets set for 2018.

## RIVERTON PRIMARY SCHOOL BOT – Annual Plan 2018

TERM 1		TERM 2		TERM 3		TERM 4	
Meeting 1	Meeting 2	Meeting 1	Meeting 2	Meeting 1	Meeting 2	Meeting 1	Meeting 2
<p><b>Principal</b></p> <p>Charter Target for 2018</p> <p>Teacher Reg</p>	<p><b>Principal</b></p> <p>Variance of analysis 2017</p> <p>Confirmation of Job descriptions and appraisal process (reviewed)</p> <p>Classroom Update</p> <p>RAMS for Australian Exchange</p> <p>NAG Report</p>	<p><b>Principal</b></p> <p>Report on Student Safety</p>	<p><b>Principal</b></p> <p>NAG report</p> <p>Curriculum Report Arts</p>	<p><b>Principal</b></p> <p>Progress against targets</p>	<p><b>Principal</b></p> <p>NAG Report</p> <p>Classroom Update</p> <p>Curriculum Report ICT/Tech</p>	<p><b>Principal</b></p> <p>Report on Student Safety</p>	<p><b>Principal</b></p> <p>Annual Achievement Data – Reading, Writing, Maths</p> <p>2019 staffing</p> <p>RAMS School Camps, ROX, OZ</p> <p>Review school climate –survey parents</p>
<p><b>Finances</b></p> <p>Variance Report Budget 2018</p>	<p><b>Finances</b></p> <p>Variance Report Draft Acc to Auditor</p>	<p><b>Finances</b></p> <p>Variance report Annual accounts to Ministry</p>	<p><b>Finances</b></p> <p>Variance report</p>	<p><b>Finances</b></p> <p>Variance Report</p>	<p><b>Finances</b></p> <p>Variance Report</p>	<p><b>Finances</b></p> <p>Variance Report</p>	<p><b>Finances</b></p> <p>Variance report Budget Report</p>
<p><b>Property</b></p> <p>10YPP Roofing and Painting Progress Report</p>	<p><b>Property</b></p> <p>Boiler Service/check Fire Drill report Playground Audit</p>	<p><b>Property</b></p> <p>Repair Sandpit shelter Earthquake Drill</p>	<p><b>Property</b></p> <p>Fire Drill Report</p>	<p><b>Property</b></p> <p>School House Roof Painting</p> <p>H&amp;S - Earthquake Drill Report</p>	<p><b>Property</b></p> <p>Lockdown Drill report</p> <p>Playground Report</p>	<p><b>Property</b></p> <p>Walk around School - check</p>	<p><b>Property</b></p> <p>Review next maintenance project</p>

<b>H&amp;S - Lockdown Report</b>	<b>Report - Paint exterior of school in Blocks and start interior.</b>						
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					<b>Audit</b>	<b>Re maintenance</b>	<b>Tsunami Drill report</b>
<b>Self Review Survey parents on Curriculum</b>	<b>Self Review Policy - Cultural Diversity</b>	<b>Self Review Procedures -</b>	<b>Self Review Policy - Asset &amp; Property Manage</b>	<b>Self Review Procedures -</b>	<b>Self Review Policy - Principal Appraisal</b>	<b>Self Review Procedures -</b>	<b>Self Review 2018 Review programme</b>