

Dairy Flat School

Annual Report for the year ended 31 December 2018

Ministry Number:	1258
Principal:	Debbie Marshall
School Address:	1220 Dairy Flat Highway, RD4 Albany 0794
School Postal Address:	1220 Dairy Flat Highway, RD4 Albany 0794
School Phone:	09 415 9071
School Email:	dmarshall@dairyflat.school.nz
Service Provider:	Edtech Financial Services Ltd

Dairy Flat School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board gained	Occupation	Term expired/expires
Stuart Woolford	Chairperson	Elected June 2016		June 2019
Sarah Lloyd	Parent Rep	Elected June 2016		June 2019
Keith Bremner	Parent Rep	Elected June 2016		June 2019
Dave Marks	Parent Rep	Elected June 2016		June 2019
Paula Lucas	Treasurer	Elected June 2016		June 2019
Fran Earwaker	Staff Rep	Elected June 2016	Teacher	June 2019
Debra Marshall	Principal		Principal	

Dairy Flat School

Annual Report

For the year ended 31 December 2018

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Dairy Flat School
Statement of Responsibility
For the year ended 31 December 2018

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

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

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

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

Stuart Woolford

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

30 May 2019

Date:

Debra Marshall

Full Name of Principal

[Signature]

Signature of Principal

30 / 5 / 2019.

Date:

Dairy Flat School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,369,536	1,527,831	1,830,050
Locally Raised Funds	3	186,680	98,100	187,179
Interest Earned		2,572	3,500	3,445
Gain on Sale of Property, Plant and Equipment		-	-	691
International Students	4	97,980	35,000	11,406
		<u>2,656,768</u>	<u>1,664,431</u>	<u>2,032,771</u>
Expenses				
Locally Raised Funds	3	97,816	-	69,852
International Students	4	12,493	-	602
Learning Resources	5	1,643,434	1,102,742	1,396,817
Administration	6	128,587	109,606	125,450
Finance Costs		6,622	-	6,321
Property	7	626,941	373,103	349,422
Depreciation	8	117,720	80,000	101,364
Loss on Disposal of Property, Plant and Equipment		8,095	-	-
		<u>2,641,708</u>	<u>1,665,451</u>	<u>2,049,828</u>
Net Surplus / (Deficit) for the year		15,060	(1,020)	(17,057)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>15,060</u></u>	<u><u>(1,020)</u></u>	<u><u>(17,057)</u></u>

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

Dairy Flat School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	669,219	669,219	676,526
Total comprehensive revenue and expense for the year	15,060	(1,020)	(17,057)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	9,750
Equity at 31 December	684,279	668,199	669,219
 Retained Earnings	 684,279	 668,199	 669,219
Equity at 31 December	684,279	668,199	669,219

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

Dairy Flat School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	167,386	9,429	57,710
Accounts Receivable	10	91,633	80,000	77,340
GST Receivable		8,747	12,000	14,455
Prepayments		7,288	14,000	10,212
Inventories	11	245	600	598
		275,299	116,029	160,315
Current Liabilities				
Accounts Payable	13	149,276	100,000	95,515
Revenue Received in Advance	14	56,775	22,500	29,659
Provision for Cyclical Maintenance	15	3,030	7,558	34,100
Finance Lease Liability - Current Portion	16	22,362	22,200	22,200
Funds Held for Capital Works Projects	17	771	-	771
		232,214	152,258	182,245
Working Capital Surplus/(Deficit)		43,085	(36,229)	(21,930)
Non-current Assets				
Property, Plant and Equipment	12	692,364	737,324	748,824
		692,364	737,324	748,824
Non-current Liabilities				
Provision for Cyclical Maintenance	15	27,460	10,800	13,379
Finance Lease Liability	16	23,710	22,096	44,296
		51,170	32,896	57,675
Net Assets		684,279	668,199	669,219
Equity		684,279	668,199	669,219

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

Dairy Flat School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		506,639	464,828	394,104
Locally Raised Funds		195,037	118,100	190,519
International Students		107,468	37,500	12,272
Goods and Services Tax (net)		5,708	(7,000)	(2,807)
Payments to Employees		(275,504)	(287,000)	(262,838)
Payments to Suppliers		(341,064)	(475,806)	(251,958)
Interest Paid		(6,622)	-	(6,321)
Interest Received		2,495	3,900	3,690
Net cash from / (to) the Operating Activities		194,157	(145,478)	76,661
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	846
Purchase of PPE (and Intangibles)		(66,355)	(66,000)	(181,644)
Purchase of Investments		-	-	66,803
Net cash from / (to) the Investing Activities		(66,355)	(66,000)	(113,995)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,750
Finance Lease Payments		(18,126)	(22,808)	(20,310)
Funds Held for Capital Works Projects		-	-	771
Net cash from / (to) Financing Activities		(18,126)	(22,808)	(9,789)
Net increase/(decrease) in cash and cash equivalents		109,676	(234,286)	(47,123)
Cash and cash equivalents at the beginning of the year	9	57,710	243,715	104,833
Cash and cash equivalents at the end of the year	9	167,386	9,429	57,710

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 omitted.

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

Dairy Flat School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

Reporting Entity

Dairy Flat 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.

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 13.

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

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.

Operating Lease Payments

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

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.

Inventories

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

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.

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Depreciation

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

The estimated useful lives of the assets are:

Buildings - School	3-50 years
Furniture and equipment	3-15 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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 are 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.

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.

Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Revenue Received in Advance

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

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

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).

Financial Assets and Liabilities

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

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

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	373,080	357,628	378,918
Teachers' salaries grants	1,340,220	850,000	1,170,005
Use of Land and Buildings grants	523,758	243,003	221,915
Resource teachers learning and behaviour grants	1,732	-	-
Other MoE Grants	114,638	77,200	58,158
Other government grants	16,108	-	1,054
	2,369,536	1,527,831	1,830,050

3 Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	56,493	77,600	89,172
Fundraising	10,964	1,500	1,582
Trading	1,993	-	1,172
Activities	117,230	19,000	95,253
	186,680	98,100	187,179
Expenses			
Activities	96,340	-	69,022
Trading	1,476	-	830
	97,816	-	69,852
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	88,864	98,100	117,327

4 International Student Revenue and Expenses

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	1	1	4
	2018	2018	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
International student fees	97,980	35,000	11,406
Expenses			
Commissions	5,740	-	-
International student levy	737	-	-
Other Expenses	6,016	-	602
	12,493	-	602
<i>Surplus/ (Deficit) for the year International Students</i>	85,487	35,000	10,804

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	73,003	47,242	51,109
Information and communication technology	5,543	25,500	16,317
Library resources	647	1,000	261
Employee benefits - salaries	1,542,380	1,000,000	1,315,984
Staff development	21,861	29,000	13,146
	<u>1,643,434</u>	<u>1,102,742</u>	<u>1,396,817</u>

6 Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,470	5,000	6,400
Board of Trustees Expenses	2,882	4,800	7,652
Communication	18,472	5,300	6,638
Consumables	10,492	10,000	8,643
Operating Lease	2,038	700	5,240
Other	6,400	6,450	7,672
Employee Benefits - Salaries	66,723	65,800	68,418
Insurance	7,484	5,100	7,298
Service Providers, Contractors and Consultancy	7,626	6,456	7,489
	<u>128,587</u>	<u>109,606</u>	<u>125,450</u>

7 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,846	5,500	6,248
Consultancy and Contract Services	34,119	35,000	25,209
Cyclical Maintenance Expense	(16,989)	10,000	11,379
Grounds	2,296	3,900	4,777
Heat, Light and Water	15,302	13,500	14,395
Repairs and Maintenance	10,698	9,900	14,466
Use of Land and Buildings	523,758	243,003	221,915
Security	4,258	3,000	3,971
Employee Benefits - Salaries	48,653	49,300	47,062
	<u>626,941</u>	<u>373,103</u>	<u>349,422</u>

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

8 Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	13,539	10,000	14,627
Furniture and Equipment	44,031	51,200	42,296
Information and Communication Technology	30,018	11,000	24,263
Leased Assets	27,598	6,000	17,652
Library Resources	2,534	1,800	2,526
	<u>117,720</u>	<u>80,000</u>	<u>101,364</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

9 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	117,186	9,229	57,510
Short-term Bank Deposits	50,000	-	-
Cash and cash equivalents for Cash Flow Statement	<u>167,386</u>	<u>9,429</u>	<u>57,710</u>

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

Of the \$167,386 Cash and Cash Equivalents, \$771 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

10 Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,898	-	-
Interest Receivable	77	-	-
Teacher Salaries Grant Receivable	88,658	80,000	77,340
	<u>91,633</u>	<u>80,000</u>	<u>77,340</u>
Receivables from Exchange Transactions	2,975	-	-
Receivables from Non-Exchange Transactions	88,658	80,000	77,340
	<u>91,633</u>	<u>80,000</u>	<u>77,340</u>

11 Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	245	600	598
	<u>245</u>	<u>600</u>	<u>598</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	342,633	-	(420)	-	(13,539)	328,674
Furniture and equipment	221,899	41,816	(5,894)	-	(44,031)	213,790
Information and communication technology	103,455	22,148	(1,276)	-	(30,018)	94,309
Leased assets	63,156	2,298	-	-	(27,598)	37,856
Library resources	17,681	3,092	(504)	-	(2,534)	17,735
Balance at 31 December 2018	748,824	69,354	(8,094)	-	(117,720)	692,364

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	644,894	(316,220)	328,674
Furniture and equipment	560,053	(346,263)	213,790
Information and communication technology	248,567	(154,258)	94,309
Leased assets	91,652	(53,796)	37,856
Library resources	64,354	(46,619)	17,735
Balance at 31 December 2018	1,609,520	(917,156)	692,364

The net carrying value of equipment held under a finance lease is \$37,856 (2017: \$63,156).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	357,260	-	-	-	(14,627)	342,633
Furniture and equipment	141,436	122,759	-	-	(42,296)	221,899
Information and communication technology	71,486	56,232	-	-	(24,263)	103,455
Leased assets	23,511	57,297	-	-	(17,652)	63,156
Library resources	17,710	2,650	(153)	-	(2,526)	17,681
Balance at 31 December 2017	611,403	238,938	(153)	-	(101,364)	748,824

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	686,370	(343,737)	342,633
Furniture and equipment	604,384	(382,485)	221,899
Information and communication technology	270,802	(167,347)	103,455
Leased assets	109,466	(46,310)	63,156
Library resources	63,063	(45,382)	17,681
Balance at 31 December 2017	1,734,085	(985,261)	748,824

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	6,547	12,000	6,282
Accruals	6,640	5,000	6,500
Banking staffing overuse	42,515	-	-
Employee Entitlements - salaries	93,574	80,000	82,733
Employee Entitlements - leave accrual	-	3,000	-
	<u>149,276</u>	<u>100,000</u>	<u>95,515</u>
Payables for Exchange Transactions	149,276	100,000	95,515
	<u>149,276</u>	<u>100,000</u>	<u>95,515</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	6,373	-	-
International Student Fees	10,350	2,500	862
Other	40,052	20,000	28,797
	<u>56,775</u>	<u>22,500</u>	<u>29,659</u>

15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	47,479	47,479	39,700
Increase to the Provision During the Year	(16,989)	10,000	11,379
Use of the Provision During the Year	-	(39,121)	(3,600)
Provision at the End of the Year	<u>30,490</u>	<u>18,358</u>	<u>47,479</u>
Cyclical Maintenance - Current	3,030	7,558	34,100
Cyclical Maintenance - Term	27,460	10,800	13,379
	<u>30,490</u>	<u>18,358</u>	<u>47,479</u>

16 Finance Lease Liability

Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	27,450	22,200	28,626
Later than One Year and no Later than Five Years	30,571	22,096	50,187
	<u>58,022</u>	<u>44,296</u>	<u>78,813</u>

Dairy Flat School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

17 Funds Held for Capital Works Projects

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

					BOT Contribution/ (Write-off to R&M)	
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Roofing Project	<i>Completed</i>	689	-	-	-	689
Heat Pump	<i>Completed</i>	82	-	-	-	82
Totals		<u>771</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>771</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

771
771

					BOT Contribution/ (Write-off to R&M)	
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Roofing Project	<i>completed</i>	-	21,310	20,621	-	689
Heat Pump	<i>completed</i>	-	35,257	35,175	-	82
Totals		<u>-</u>	<u>56,567</u>	<u>55,796</u>	<u>-</u>	<u>771</u>

18 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

19 Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	0.10	-
<i>Leadership Team</i>		
Remuneration	565,139	539,772
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	565,139	539,772
Total full-time equivalent personnel	6.10	6.00

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2017: Nil).

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

20 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

21 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017.

(Contingent liabilities and assets as at 31 December 2017: nil)

Holidays Act Compliance – schools

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

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

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

22 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

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

- operating lease of a telephone system

No later than One Year

2018 Actual \$	2017 Actual \$
-	2,734
-	2,734

23 Managing Capital

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

24 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	167,386	9,429	57,710
Receivables	91,633	80,000	77,340
Investments - Term Deposits	-	-	-
Total Loans and Receivables	259,019	89,429	135,050
Financial liabilities measured at amortised cost			
Payables	149,276	100,000	95,515
Borrowings - Loans	-	-	-
Finance Leases	46,072	44,296	66,496
Total Financial Liabilities Measured at Amortised Cost	195,348	144,296	162,011

25 Events After Balance Date

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



School Charter, Strategic and Annual Plan

Dairy Flat School 2018 - 2020

Strive for Excellence - Care For All

Respectful, Responsible, Resilient, Considerate, Honest and Fair

VISION – *The Why*

That our students are proud of who they are and where they come from and have the confidence and skills to create opportunities to ensure a positive and successful future for themselves and their communities.

MISSION STATEMENT – *The How*

To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who strive for excellence, value diversity, think creatively and care for themselves and others.

OUR CURRICULUM – *The What*

High expectations
Treaty of Waitangi
Cultural diversity
Inclusion
Learning to learn
Community engagement
Coherence
Future focus



Dairy Flat School 2018 – 2020 - Introductory Section - Strategic Intentions

Strategic Goal

That Maori and Pacific Island students achieve at or above national standards and feel valued in our school community

Reflecting New Zealand's multi-cultural diversity

All cultures at our school will be valued and accepted through the active encouragement of a non-racist school culture and ethos. All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected. The school usually has students from Asian countries in any one year and their cultural heritage shall be valued also.

Acknowledging the unique position of the Maori culture

Dairy Flat School will endeavour to develop an awareness of tikanga Maori and Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi appropriate to the knowledge level of staff and seek to get assistance from Maori parents/caregivers to develop expertise where possible.

- Classrooms and school celebrations will reflect Maori culture through signage, waiata, every day greetings and poi. The school will continue to build resources to support the tikanga Maori programmes. Our curriculum statements will include components of tikanga Maori as appropriate to the topic and the class level.
- All requests to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. The option of dual enrolment at the Correspondence School would be discussed with parents.
- Focus group meetings chaired by BOT chair/Principal to ascertain Maori perspectives on education. Consultation with Maori parents in ways in which they are comfortable, informally on sports sideline, school social occasions and in the playground.

Te Kotahitanga and the Tu Maia Festival

- Our students will participate in the Te Kotahitanga project – every term a combined schools day for Maori students will be held which explores tikanga Maori.
- Dairy Flat school will be hosting the Tu Maia Festival.

• that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community

- Ensure Te Reo and Tikanga Maori are included in our curriculum.
- Continue to develop Te Reo and Tikanga Maori
- Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement

This year we have worked with other schools in the Hibiscus Coast to provide students the opportunities to participate in the Te Kotahitanga Programme.

June Report

Teachers are planning to celebrate Matariki in their classrooms. There is Te Reo evident in classrooms and teachers are experimenting with Apps that support learning in Te Reo.

The Kapa Haka group are strong and practicing hard for the Tu Maia festival in November. They will be hosting the festival.

I have made a link with the local marae and asked Kiriama to support the school as our Kaumatua. He will be blessing the new build.

August Report

We are continuing to work towards proficiency in Te Reo. A staff member has set up a presentation that outlines specific language to learn each week. This goes across the school and is for the teachers as well as the students. In this way we hope to raise the level of literacy in Te Reo. This will show that we value Maori as a vital part of our school community.

September Report

There are several projects in Te Reo across the school. A slideshow outlining lessons has been set up as a resource and is added to weekly. This is not compulsory and teachers use it as they choose to. LZ1 is using Education Perfect and report that students are finding this online programme engaging and motivating and are learning correct pronunciation and conversation through this. Our Kapa Haka group performed at the Evelyn Page Retirement Village and were inspired and excited by this opportunity to perform.

A group of students attended the cluster wide Kotahitanga programme. This is empowering both staff and students to engage in Tikanga Maori.

Strategic Goal

For students to be achieving at or above the expected curriculum level in Reading, Writing, and Mathematics and all other learning areas.

- Reading results, Running records, Writing samples and Numeracy assessments will be analysed and reported on.
- A variety of formative and summative assessment tools will be used to measure student learning.
- Review effectiveness of programmes delivered and monitor the progress and achievement of students annually
- Ensure high levels of student achievement in Literacy and Numeracy
- **Assessment** –continue to develop staff competencies in effectively using a range of assessment tools at all levels.
- **E-Learning** – for staff and students to become confident users of digital technologies and integrate these as part of the teaching and learning in the classrooms
- Continue to develop the use of digital technologies to enhance learning.
- **Physical Education** – for all students to participate in regular, quality, physical activity
- Continue to develop Enterprise
- Staff will continue to use effective teaching practices incorporated into teaching programmes as a result of Professional development
- Prepare students for a global future - Work towards a global curriculum which will transcend traditional, domestic boundaries by utilizing new technologies and multinational contexts.
- Consider international collaborative service/community-based projects.
- Strive for language proficiency
-

REPORT

Teams have identified students who are not achieving at expectation. These students will be our target students for accelerated progress in Mathematics. The programmes will include front loading and double dosing which proved to be very successful last year.

A collaborative staff document tracking these students progress has been set up.

June Report

Mid-year data has been input into the SMS so that we can analyse the data and decide on next steps in teaching and learning for our students. Team leaders and the principal met with the maths facilitator, Marie Hirst, to conduct initial analysis on the data. One issue that has been identified is that teachers are reluctant to assign achievement levels of –above- for students. Part of the reason for this reluctance is the confusion between weeks at school and years at school up to year 4. At the beginning of next term we will be discussing the maths data in depth and making decisions about reinforcing our benchmarks for –Above.

October Report

Term 3 had a strong focus on the arts. Students prepared for and performed in our very successful ‘Zany Zoo’ production. This included learning in drama, dance and singing. Some stunning art work was based around the animal theme and will be shown as part of the Ag Day displays.

Improvement Plan for a Learning Area-Mathematics	
School Strategic Learning Goal: Continue the development of best practice teaching and learning in Mathematics ensuring appropriate curriculum coverage and individual student learning needs.	School Annual Learning Target That 85% of students achieve at or above the expected level in Mathematics
Baseline data	

2017 National Standards Reporting

School No	School Name	Report Name	Excl 1 March	Excl No OTJ
1258	Dairy Flat School	March annual charter update	31	

Mathematics	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	2	.7%	52	19.0%	157	57.5%	62	22.7%	273
Māori	0	.0%	8	28.6%	19	67.9%	1	3.6%	28
Pacific peoples	0	.0%	0	.0%	1	50.0%	1	50.0%	2
Asian	0	.0%	1	3.4%	15	51.7%	13	44.8%	29
NZ European/Pākehā/Other European	2	1.1%	37	20.3%	104	57.1%	39	21.4%	182
Male	2	1.5%	25	18.4%	76	55.9%	33	24.3%	136
Female	0	.0%	27	19.7%	81	59.1%	29	21.2%	137

Mathematics	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	0	.0%	8	14.0%	43	75.4%	6	10.5%	57
After 2 Years	0	.0%	8	19.0%	29	69.0%	5	11.9%	42
After 3 Years	1	2.6%	13	34.2%	22	57.9%	2	5.3%	38
Year 4	0	.0%	7	13.2%	31	58.5%	15	28.3%	53
Year 5	0	.0%	5	15.6%	15	46.9%	12	37.5%	32
Year 6	1	2.0%	11	21.6%	17	33.3%	22	43.1%	51

Key Improvement Strategies

This year we are focusing on lifting teacher performance in teaching mathematics by working with a facilitator across the school and with the leadership group.

We have been selected for the second year ALiM programme and wish to spread this across the school. Mathematics will be the main focus of Inquiry for all teachers.

Teachers will reflect on their practice using video and practice analysis conversations with targeted feedback and next steps.

For students to be achieving at or above the expected curriculum level in Reading, Writing, and Mathematics and all other learning areas.

- Have a focus on lifting achievement in mathematics through targeted, precise teaching and frequent mathematical opportunities.
- Teachers participate in the Accelerating Learning in Mathematics project,
- Teachers participate in school wide professional development in Mathematics
- Work with other schools in the community of learners to put in place strategies to raise achievement
- Develop staff competencies in using a range of effective assessment tools at all levels
- Continue to develop the use of digital technologies to enhance learning

When	What	Who	Indicators of Progress
First 15 weeks beginning	Regular staff/team/leadership meetings on student writing examples.	Leadership team	Very specific planning docs

Week 6/Term 1			Annotated comparison samples Challenging conversations around progress in leadership/team/staff meetings Improved progress for target students
Term 1-4	Include student voice in choice of problem solving and assessment tools	Teachers/students	Evidence of student choice and input into planning
Every 5 weeks from week 6	Agile planning – every five weeks assess where target students are at, what progress have they made.	All teachers	Completed and detailed planning docs for target students
All year	Regular professional development –teacher only day and twice termly staff meetings as well as leadership meetings	All teachers	Teacher inquiries and reflections will show a focus on continuous improvement. Teams have identified students who are not achieving at expectation. These students will be our target students for accelerated progress in Mathematics. The programmes will include front loading and double dosing which proved to be very successful last year. A collaborative staff document tracking these students progress has been set up.
Monitoring This will be closely monitored in team meetings, leadership meetings and staff meetings.			
Resourcing : PLD – Marie Hirst - \$4000 as well as participation in ALiM project.			
March Report We began the year with a half day seminar from Marie Hirst which outlined best practice and provided a number of resources for teachers. There was a focus on teaching knowledge, problem solving and curriculum coverage.			

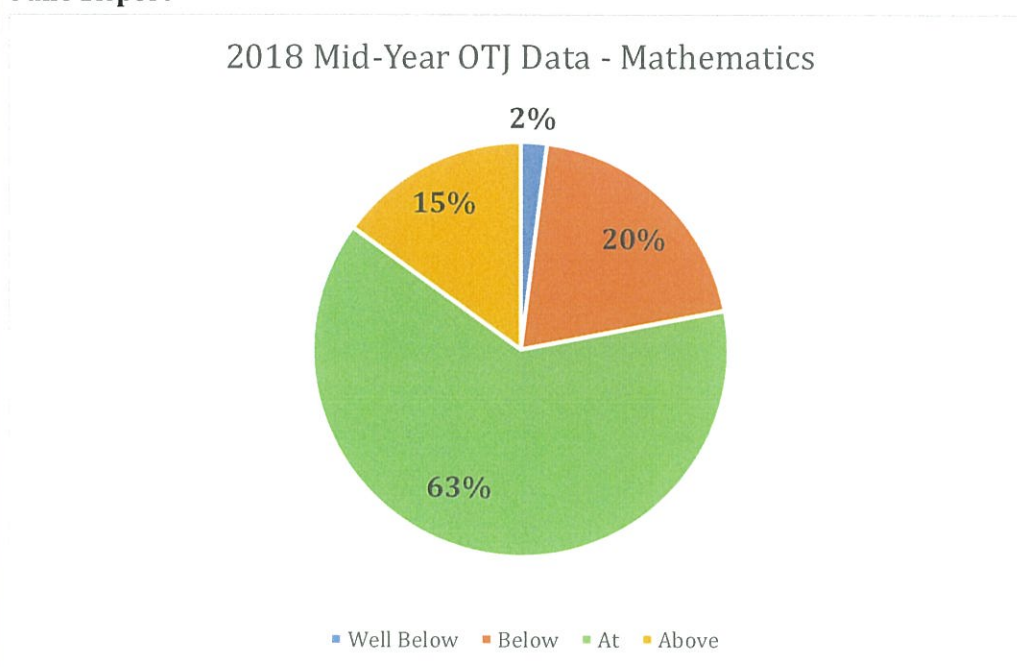
Marie provided updated student learning progressions for teachers to use with students to show where they were achieving at and where to next. We have found progressions have honed teacher knowledge and student understanding of their own learning pathways.

There was a second seminar on 27 Feb. Teachers explored a range of curriculum and assessment resources. A new curriculum implementation plan was delivered for us to use. The third seminar was held on 27 March and had a focus on collaborative problem solving.

May Report

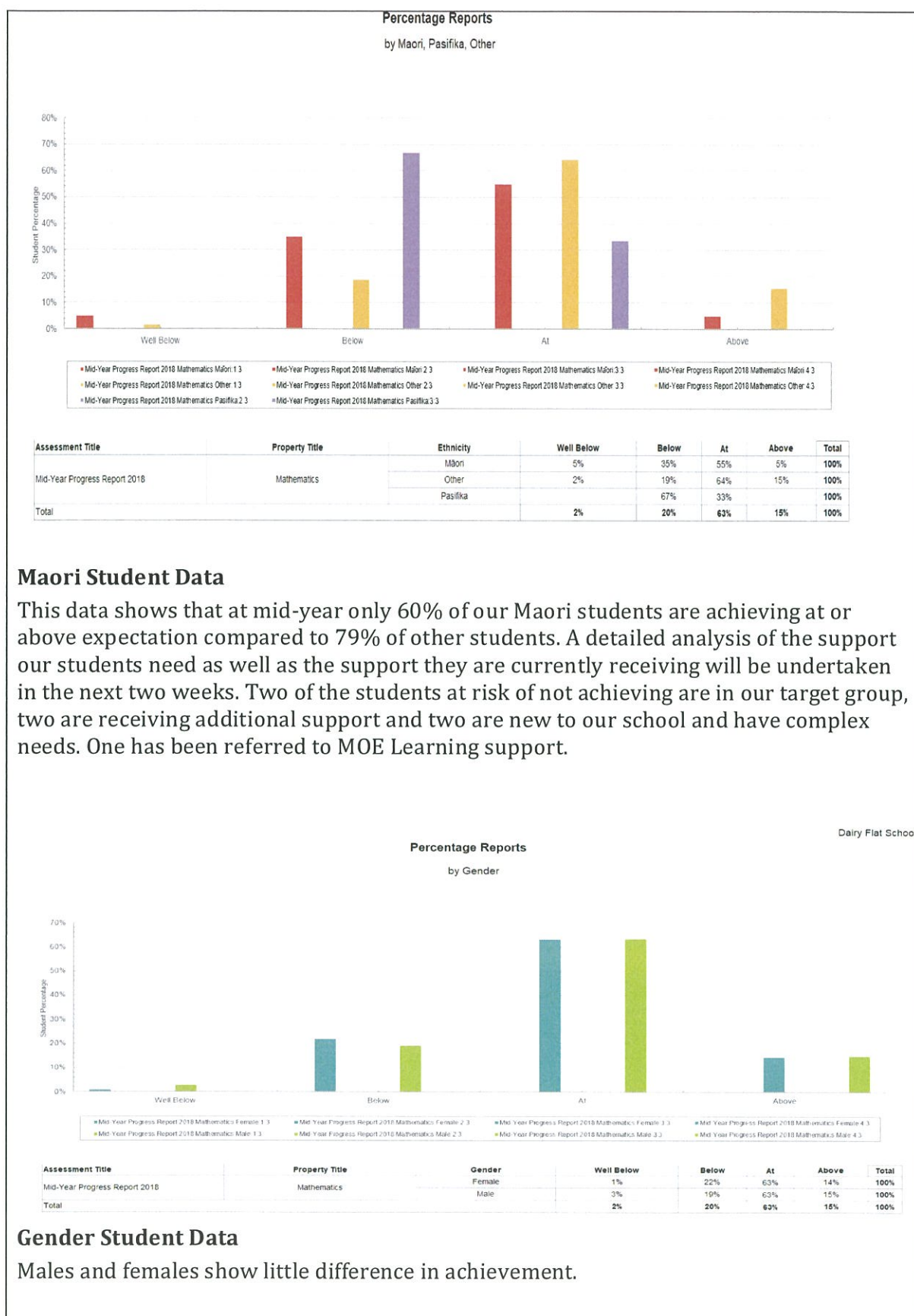
As part of the professional development in teaching and learning in Mathematics we have participated in looking at our assessment schedule and changing the way we assess, using the JAM and GLOSS to assess what students have been learning.

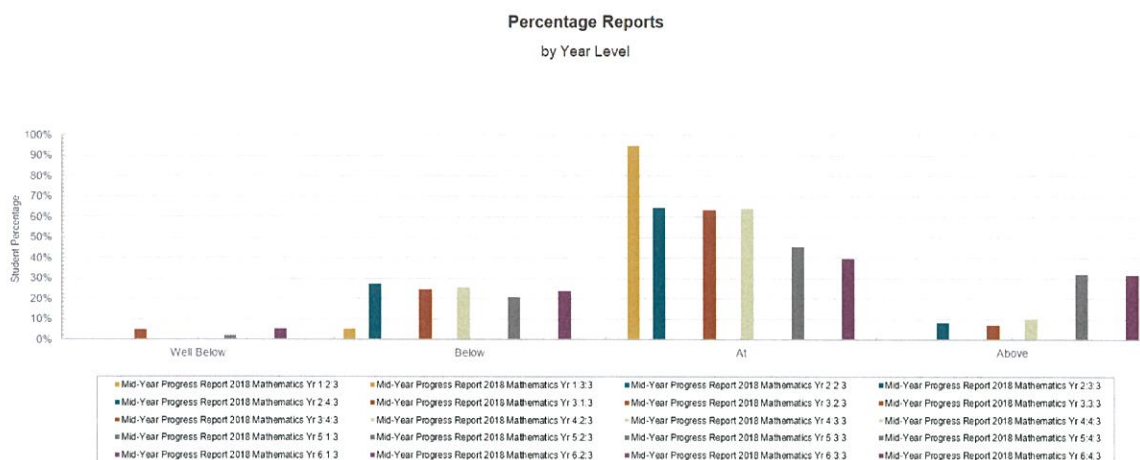
June Report



The piechart shows that 78% of students are achieving at or above in Mathematics. Teachers know that we aim to have at least 85% of students achieving at or above. A programme of acceleration is planned to get more students up to where they need to be.

August Report





Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Mid-Year Progress Report 2018	Mathematics	1		5%	95%		100%
		2		27%	65%	8%	100%
		3	5%	24%	63%	7%	100%
		4		26%	64%	10%	100%
		5	2%	21%	45%	32%	100%
		6	5%	24%	39%	32%	100%
Total			2%	20%	63%	15%	100%

Student Data by Year Group

Students typically do not identify at below expectation until they enter year two. In year one students are expected to learn about numbers to 5 and then to 10 as well as colours, shapes and some simple measurement concepts. As they enter year two the expectation to solve problems by using addition, multiplication and division proves challenging.

We expect that these results will be lifted in the second half of the year.

October Report

The collaborative Analysis of variance report has been updated for the end of Term 3. Achievement and progress documents have been prepared for the ERO Review.

Strategic Goal

Provide a safe physical and emotional environment for students and staff.

- To review and improve our behaviour management processes so that we have consistent, fair and positive behaviour management system and processes in place based on our values and mission statement.
- Ensure policies and procedures are adhered to provide a safe environment
- Ensure that all policies are in place to meet the new Health and Safety requirements.
- Focus on Inclusive ethos and practices across the school.
- Develop a Values programme based on the school values (Respect, Responsibility, Resilience, Consideration, Honesty, Fairness)

- Further develop the 24-7 Primary Project. This is a project that supports youth workers working in schools. This year, as well as the lunchtime activity, we will be introducing a 'big Buddy' scheme.
- Ensure that all policies are in place to meet the new Health and Safety requirements.
- Continue to develop the Values Programme

June Report

At school we are managing a transition from our current behaviour management systems and processes to a more explicit and positive focussed system through the work with PB4L.

The primary project is working very well. We have developed referral forms and there is communication with teachers of students who will benefit from a 'big buddy'.

We have a regular review process through School Docs which keeps us on track to review policies.

Our values are currently being reviewed.

Key staff have completed safe hold training and teachers are part way through training in 'Understanding Behaviour, Responding Safely'.

August Report

A Health and Safety Induction booklet has been completed. This provides comprehensive information for all staff. Once reviewed this will be provided for all staff. Thank you to Fran Earwaker for her work on this project. The staff handbook has also been updated.

Improvement Plan for a Safe Physical and emotional environment-Behaviour PB4L

Annual Goal:

- Participate in PB4L (Positive Behaviour for learning) and review the school behavior management processes.

Establish a system to collect and maintain a database of behaviour and then with all stakeholders review current practice and prepare an implementation plan for the new processes and systems.

Annual Target :

- Set up a database of behaviours
- Consult the community (staff, students, parents) about behaviour expectations with a focus on consistency across the school

Baseline data:

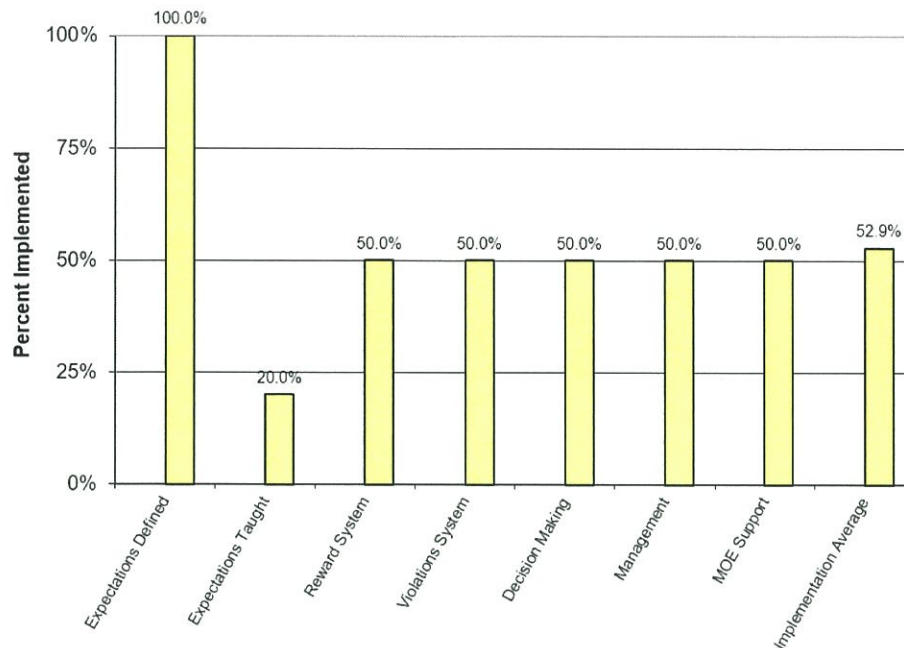
This still needs to be collected. The baseline set data is below. One week of classroom data will be collected at the end of term 2.

Key Improvement Strategies

- Continue to develop the Values Programme

<ul style="list-style-type: none"> Consult the school community and work to develop a PB4L team and agree on a consistent behaviour management programme. 			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
First 15 weeks beginning Week 8/Term 1	Regular staff/team/leadership meetings on PB4L	PB4L team	Behaviour expectations are specifically taught A consistent reward system is developed that is used across the school A system and processes for data gathering are set set up in the school
Term 2,3,4	Teaching explicit behavior expectations	All teachers	Completed and detailed planning docs for behavior expectations
	Regular professional development	All teachers	Teacher inquiries and reflections will show a focus on continuous improvement.
Monitoring: This will be closely monitored in team meetings, leadership meetings and staff meetings.			
Resourcing PLD – PB4L - \$10,000 as well as participation in the PB4L contract			
March Report The team has been confirmed - Susan, Julie, Jenny, Robyn, Jody Susan held a preliminary staff meeting on 6 March. She provided an introduction from the MOE Website. – PB4L An initial survey was completed and the SET was completed on 16 March. The initial Set data is shown below. This identifies areas for development. The primary focus is explicit teaching of behavior expectations.			

name school SET Features and Implementation Scores - date



May Report

The PB4L Team have consulted with staff around the statement for the charter. They intend to make a suggested statement for public comment. Following this consultation the statement will be forwarded to the BOT for inclusion in the charter.

We are putting in place increased systems and processes to collect data that we can use to target problem areas.

June Report

A draft statement for PB4L has been put forward for consultation and approval by the BOT.

*'At Dairy Flat School we will build positive and respectful relationships in our school community, where we value excellence, and diversity while encouraging **ownership of learning** in a safe and supportive environment'.*

Teachers and students have completed profiles for a Dairy Flat Student and a Dairy Flat Teacher as well as a draft school wide classroom expectations matrix. Each team has also compiled a matrix to contribute ideas to the school wide expectations.

There is further planning for a full staff launch.

August Report

At the 'Sharing the Learning' Conferences we surveyed parents on the values they thought were the most important. The results are still being analysed by the PB4L team. There is a suggestion that four values is a more optimal number than our current 6.

We also asked an open ended question of all parents as part of the Board review of our strategic direction. The raw data will be discussed at our August BOT meeting with a view to developing strategic goals for 2019 and forward.

The question for discussion is “what actions do we need to take? - what does all this mean in practice - PD/Infrastructure/technology?”

September Report

The PB4L team have analysed the consultation data regarding our school values and strategic direction. The concept of care (Aroha) has come through as a powerful base for three values; Respect, Responsibility and Resilience.

Teachers have drafted behaviour expectations for Assembly, lunch eating, and are starting to organise draft classroom expectations for use across the school.

October Report

A full staff meeting facilitated by our PB4L facilitator resulted in a draft set of values. These will form the basis of a series of lessons for students in 2019. All classrooms are promoting a 4:1 focus (4 positives:1 negative). Part of this focus is learning to rephrase behaviour corrections positively.

November Report

We are planning a full teacher only day around our PB4L programme for 2019. All staff will attend. We are aiming at consistency across the school and will be completing lesson plans that will be shared with our parent community through blogs, newsletter and on the website.

All teachers have a licence to use Innerfit, which is a programme with PE resources for skills teaching that relates to values and attitudes. This is an upgrade of the crackerjack programme which we used two years ago. This is planned for 2019.

Strategic Goal

Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.

- That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes.
- That professional development opportunities be provided for all staff
 - ALiM – Accelerating Learning in Mathematics
 - PB4L
 - Coaching
 - Leadership
- Continue videoing as a reflection, feedback and video analysis tool.
- Continue to develop attestation and appraisal through the coaching model
- Embed a description of excellent practice for school analysis conversations

June Report

Teacher Inquiries are all focused on developing mathematical content knowledge and strategies for both themselves and their students. A whole school AOV (Analysis of Variance) doc includes all the inquiries. Evidence of improved practice is also collected as part of their attestation and Appraisal document. These are all shared.

August Report

All staff have participated in appraisal meetings and walkthroughs to check practice.

September Report

All staff have participated in appraisal meetings and walkthroughs to check practice. Coaching is also continuing across the school.

Teachers are all participating in an inquiry around our target students accelerated progress in mathematics. More data will be reported at the end of this term as part of the schools analysis of variance.

October Report

Teachers continue to develop their inquiries and appraisal documents have been updated. Teachers continue to provide evidence of their practice. Team leader walkthroughs give feedback and feedforward to teachers on their practice against our effective practice expectations and pedagogy.

Data docs have been set up to measure student achievement and progress with a focus on students not yet achieving at expectation.

November Report

Our appraisal and attestation process was approved by ERO. The appraisal process is ongoing. All teachers will be meeting with their team leaders or myself this term.

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It became clear during this year that our induction processes were not effective. An induction doc has been compiled that includes all our systems and processes. There is still a need for some clarity around some of our 'business as usual' practices. We are beginning to write clearer process for some of our processes and will continue this development in 2019. We are planning an induction day in January for all new staff and will calendar these regularly throughout the year if needed.

The leadership team have put together a model of 'how we operate' as a team. This is still in draft form. We will be using this as a model across the school next year.



Strategic Goal

Work with schools in the COL to lift student achievement through professional learning.

- Work with schools in the COL to lift student achievement through professional learning
- This will continue for a second year in 2018. The year started with a very successful cluster wide teaching and learning conference. Our 2 COL teachers presented a seminar on our container – Loose parts. This was very popular.
- Re-allocate two in-school positions
- Work with COL principals to develop model of practice

Across –school teachers for 2019-2020 have been interviewed and appointments will be published by the end of the week.

A new focus has been put in place for the next two years.

To achieve our aspirations for student success in our Orewa Kahui Ako, teachers in each Kahui Ako school will have a focus on the Professional Learning Standard for the 2018 and 2019 year. We believe that the professional growth and development of teachers is the foundation on which student achievement rests.

Professional Learning Standard

Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

Focus Goals

- Writing and Mathematics

Kahui Ako schools are using learning progressions effectively. Accuracy for mathematics and writing is monitored within and across schools with a robust moderation programme. Models of effective practice for all learners are shared to ensure success for all.

- **Learner Support - Students with special needs**

Develop a Kahui Ako system which identifies and shares resources and programmes that can support teachers to work effectively with students with wide ranging needs.

- **Te Reo/Tikanga**

The Te Reo curriculum progressions are embedded into practice from ECE onwards. All teachers are supported within the Kahui Ako to build confidence and competence to achieve this.

November Report

It has become clear that there are some concerns that the Kahui Ako is not having any significant impact for a number of schools. There has been little to no visibility or connectedness and principals are questioning what the across school teachers and the leader have achieved over the past two years. At a recent meeting attended by some Board chairs and principals a new plan for 2019/2020 was put together. This means that the Kahui Ako team will present at one staff meeting per term at every school and the Boards of Trustees will meet twice a year. Regular reports (once a term) will be provided to each school via the principal and board chairs.

Annual School Improvement Plan – SUMMARY

Ensure ‘Excellence in Teaching’ which results in a high level of student achievement in all learning areas as well as students who feel safe and happy at school

Focus on Inclusive ethos and practices across the school

- that student learning is monitored and goals set that focus on improving achievement for every student
- Results from normed tests (Asttle, PAT, STAR) will be analysed annually and students with specific needs (Learning support, Gifted and Talented) will be identified.
- Continue GATE teaching and learning programme using Rich Tasks
- Continue Quick 60 programme and CORE 5
- SENCO to continue to work with teachers and students
- Increase teacher aide support
- Continue project based learning to develop Student voice/student choice
- Develop SENCO role

Global Connections:

- that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals
- Chinese student visit

Environmental Education:

- that the school participates in the enviro-schools programme with a particular focus on sustainability
- Develop the ‘Trees for Survival’ programme

ALLiS

- We are part of an Orewa Schools ALLiS project which has provided most (not all) funding for Asian language teaching for our year 5/6 students, in our case Japanese and Mandarin
- Allocate staffing to ALLiS so that our students can receive language learning in Japanese and Mandarin
- Support language learning

We are once again part of the Allis contract which provides fully qualified teachers to teach Mandarin and Japanese to year 5/6 students.

May Report

Since introducing a child into the school with a very high level of trauma and behavioural needs, the staff have gained more knowledge around dealing with trauma. The team has trained in 'safe holding' and the teaching staff and Teacher aide are participating in UBRs. **The Understanding Behaviour, Responding Safely (UBRS)**. workshop is delivered in modules for whole school staff groups focusing on prevention and de-escalation strategies It's delivered by trained regional staff who are experienced in behaviour management and who will also provide on-going support.

September Report

Dairy Flat School hosted 38 international students this term. Only four students were hosted in home stay accommodation. Our newly appointed ESOL teacher has been very successful in building relationships with the students and their parents. One student was stood down for inappropriate behaviour. All other students reported great satisfaction with the course provided and their experience. Many want to return next year.

This has proved to be a very successful initiative financially, culturally and as part of our focus on global connections.

October Report

LZ1 students spent part of a day setting up our "Trees For Survival" project. They have planted out all the seedlings in the growing pod. This is another part of our environmental focus. Last term the new gardens and two Ti Toki trees were planted to provide a more green environment near the new build. Many thanks to Penny Jefferson for leading this initiative.

November Report

The Allis programme has provided teaching in Japanese to our year 5/6 students in terms three and four this year. The teachers report that this is very successful.

Fundraising

- Work with PTA to explore fundraising opportunities BOT to liaise with PTA in fundraising and funding decisions

Personnel

- Performance management: That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes
- Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.

Property

- Property projects: that projects planned in the 5YA are completed. In 2018 the projects include hot water in the toilets and upgrading rooms 6/7.
- The BOT will work closely with the team assigned by the MOE to get the best possible outcome for our school from the roll growth funding.
- Work with the PTA to consider applying for the Bike track project.
- BOT will continue to work with the ministry team and project manager to complete 5YA projects

7 March – at a finance meeting attended by Yasmin Renders and Michael Stride we were informed to put a halt on the upgrade of Rooms 5/6 as there was a possibility that another 30K would be removed from our 5YA allocation for waste water and property matters related to the new build. We have already contributed \$110k which we approved. At no time was an additional \$30K discussed with or approved by the BOT. Neither the Project managers nor the construction company have any knowledge of this. Jasmin Renders was very unclear about this additional cost. We have sent a –please explain email to the MOE.

May Report

Gardens in front of the new block have been planted out. The landscaping is not yet completed. Initial discussions with MOE/Property have resulted in agreement that we can start to plan this upgrade. We are negotiating to delay the hot water in the toilets until we can use the contingency.

Personnel

This year we have set up the teacher inquiries in teaching and learning in mathematics on a shared doc where data, learning intentions, next steps and reflections can be monitored and strategies for improvement set in place, reflected on, evaluated and then changed or retained. Teams are working together to support target students.

September Report

Principal Performance Agreement updated for 2018/2019

Charter review held in November 2016 – through a survey - The results were presented to the BOT and have been used to form this charter doc.

Concepts from consultation:

Maintain ‘country school’ feel and culture

- Establish a strong relationship with the community and PTA
- Build school community ‘spirit’
- Cultural Day – (being held on 7th April 2017)
- More technology
- Good quality library learning, larger library
- Improved communication to students and parents

That the BOT, staff and community have a clear understanding of self-review;

- The purpose
- The process
- The outcomes
- Establish a culture of self-review to ensure continuous improvement.



Annual Report 2018

The annual report for 2018 includes 2 parts. The first part reviews the year and reports on the progress made in meeting the strategic goals set down in the charter. The second part is a report on the annual action plan. This report includes our analysis of variance.

In 2018 the Education Review Office reviewed the school. Their report included the following statements;

1. The school is successful in promoting equitable and excellent outcomes for students. School achievement information from the past three years shows that most students achieve at or above curriculum expectations in reading, writing and mathematics.
2. The school is accelerating learning for Māori and other students who need this. Student achievement information shows good examples of accelerated progress over time in reading, writing and mathematics.
3. Senior leaders promote an inclusive school culture that supports student and staff wellbeing. Students feel a strong sense of belonging and appreciate their teachers. They demonstrate caring attitudes with each other. Leaders and teachers know their students and whānau, and are advocates for students. They promote collective responsibility for students, including strong partnerships and trusting relationships with parents.

In 2017 professional development around the ALiM (Accelerating Learning in Mathematics) project resulted in a focus on front loading and double dosing with target groups of students achieving at below expected levels. This resulted in a lift from 72% to 79% of students achieving at or above the national standard. In 2018 this has been further lifted to meet our target of 25% of students achieving at or above in mathematics.

Innovative learning practices were further developed in 2018 through a focus on collaborative practice. A collaborative model has been developed for implementation in 2019.



We are still working to provide more choice for students and also more challenge. Our aim is that students are continually 'engaged' in their learning through challenge and choice. Students were given more opportunities to have a voice in the curriculum design and processes and structures in the school through the student council and peer mentors as well as in classroom discussions.

The google doc environment has become embedded in school practice for both students and teachers. The ability to create collaborative documents has enabled the development of a more collaborative practice in terms of planning and teaching and learning. Collaborative docs are also used for staff communication, discussion and review. We now have a consistent doc that we use for meetings. There is easy access to all links discussed on the staff meeting doc.

We remain confident that our systems and processes for Appraisal and endorsement for issue/renewal of practicing certificates not only comply but are a robust and example of excellent practice. We have put a lot of work into these processes and were pleased with the results. Our appraisal docs were updated to reflect the Education Council criteria.

A digital portfolio of practice document for Attestation was set up for teachers to provide evidence that they meet the criteria for their practicing certificates. This includes the Education Council Code of Professional Responsibility, Standards for The Teaching Profession, Tataiko expectations, as well as our agreed pedagogy and effective practice. This ensures that legal requirements are being met. Meetings with teachers and walkthroughs showed that there was strong evidence of improved teaching strategies and a focus on engaging the learner.

The school continues to have a stable staff who are passionate and enthusiastic about learning. This year we have again experienced strong growth in the junior roll and look forward to this continuing. We have continued to develop a strong link with Greenpark preschool and Aubrey Early Learning Centre. This has meant parents with new entrants have felt more confident to enrol students at Dairy Flat School.

Report on Strategic Goals

Student Learning

For students to be achieving at or above the expected curriculum level (and national standard) in literacy, numeracy and all other learning areas.

In 2018 we focused on raising student achievement for students achieving below the expected level in Mathematics. Through professional development we worked to increase teacher knowledge and competencies. Achievement Data from this project is included in the analysis of variance attached to this report.

Assessment -develop staff competencies in effectively using a range of assessment tools at all levels.

Our teachers receive support for assessment from team leaders. We continue to use a mix of nationally normed and other recommended assessments so that teachers are fully informed and able to make accurate judgements about students' achievement levels.

E-Learning – *for staff and students to become confident users of ICT and leaders in this area of learning*

Teachers and students now have greater access to the internet and use a number of online programmes to enhance the teaching and learning programmes (Sunshine Online, Matheletics, Reading Eggs,). Teachers have also explored appropriate apps to use in the classrooms. We have continued to develop our cloud platform using google docs, gmail, and other applications. Students and teachers have been working collaboratively in the cloud as part of the curriculum delivery planning and reflection. This year we created a school app to add another layer of communication with our community.

Physical Education – *for all students to participate in regular, quality, physical activity.*

The school has a strong history of achievement in sport and many of our students play in competition teams in a variety of sports, we want children to learn that challenging themselves and having fun is healthy and positive for their lives.

We believe that the opportunities students have to participate in a wide range of sport is a significant strength of our school curriculum programme. There continues to be considerable parent support for team sports at Dairy Flat School. We have teams competing in hockey, soccer, touch, netball and basketball. Students also have many opportunities to play competitively in inter-school zone days.

Our swim programme is in its fourth year and continues to be very successful. Students received 8x30 minute lessons in small groups from trained swimming instructors in term 4. The normal swimming programme continued for those students who did not opt in.

Year five and six students participate in the Russel Coutts Sailing programme and this gives students the opportunity for a great outdoor experience.

KIWISPORT REPORT

Our funding was used to provide professional coaches in various sports for the students. Staff also participated in the sessions.

- Dance \$4680

FINANCE: Funding - \$3942.74	Expenditure - \$4680
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Maori and/or Pacific students: - *that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community*

Maori students continue to achieve well. We continue to aim to enhance teacher knowledge so that Te Reo and Tikanga Maori was more seamlessly integrated into the curriculum. This is still developing though teachers are becoming more confident in using the resources.

Our Kapa Haka group continues to develop strongly and has become an important part of our school culture. This, once again, raised the profile of Te Reo and Tikanga Maori in the school and was an effective tool for building student confidence in their own cultural heritage.

This year Dairy Flat School hosted the Tu Maia (Hibiscus Coast Kapa Haka) Festival. We have powhiri to welcome visitors and this has become part of our Dairy Flat kawa.

Students with special needs, including gifted and talented: *that student learning is monitored and goals set that focus on improving achievement for every student*

Through the PLC and pastoral care meetings, students with special needs have been identified. In consultation with the SENCO and parents, referrals have been made to the Resource Teacher of Learning and Behaviour (RTLb), Supplementary Support Teacher and Group Special Education (GSE). The school also provides support for students who are not achieving to expectation through in class support and some one-to-one tutoring. Emotional, physical and learning needs are identified through regular PLC and pastoral care meetings.

The 'Quick 60' Literacy programme continues to be extremely effective in raising student achievement in literacy.

This year we have once again included Core 5 as a home/school digital support programme for some students and their families. We found that parent engagement was vital to the success of this programme for students.

Students identified as gifted and talented had the opportunity to take a much more active role in determining the direction of their learning programmes, particularly through the inquiry learning and literacy programme. Some online learning programmes, in particular, the Khan Academy were used to provide extended learning opportunities for some students.

In 2018 the school struggled to manage 4 students with severe behavioural issues. This resulted in extreme verbal abuse of staff and students, a high level of disruption to teaching and learning and physical assaults on staff and students. One staff member suffered an assault which required hospital treatment and two staff members and one support professional from a learning support agency suffered from PTSD. The students had very complex needs and came from backgrounds of severe trauma. NZ Schools are not supported to help these students and in our case we were offered very little in the way of support. The students did not get the high level professional support needed.

Strategic goals for Self review: *Develop strategic goals that reflect the school charter*

Our policies were all updated this year as we moved to the School Docs model. This decision was made as the Board of Trustees felt that it was becoming increasingly difficult to ensure compliance with legislation after the raft of legislative requirements which are changing.

We have also reviewed our pedagogy and this was part of the self review for all staff. With a new Board of Trustees we have taken the opportunity to review the charter with our community and this was reflected in the charter for 2017-2019.

Performance management: *That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes*

Teachers appraisal goals were focused on and developed from long term curriculum goals and strategic planning. In particular teachers were asked to have goals based on the professional development focus for the year which was **raising student achievement in mathematics**.

Teachers inquired into their own practice to make improvements for student learning. This included an action plan, student interviews, evidence of student work and changes in practice. This worked well was linked to the teaching registration criteria for attestation. Through these documents teachers are compiling a portfolio of evidence of their practice.

Property projects: *that projects planned in the 5YA are completed*

The six classroom block is finally completed and we moved in at the beginning of 2018. The ILE plan offers a range of flexible options for teachers.

This year we further developed our 'Junk Box'. This is a container full of pieces of random equipment that can be used in creative play during lunch breaks and during class time for creative purposes. This has provided the students with a creative option for break times.

Financial *To allocate funds to support the school's long term student achievement goals*

The Board of Trustees is confident that financial policies, systems and processes are sound and the BOT are kept informed on financial matters and the school financial situation

Annual goals are summarised in the completed annual action plans attached to this document.

Debbie Marshall
Principal
Dairy Flat School

Stuart Woolford
Board of Trustees
Dairy Flat School