



2017 KELBURN NORMAL SCHOOL ANNUAL FINANCIAL STATEMENTS FROM THE BOARD OF TRUSTEES

Welcome to the first publication of the Kelburn Normal School (KNS) 2017 Annual Financial Statements on the schools website. The Board has embraced this higher level of transparency of the school's finances, and welcomes any feedback from the staff, students and community on any aspect of the statements.

The Financial Statements include the operations of KNS (a crown entity), under the responsibility of the Board of Trustees.

To clarify, these statements include \$1.86m of government grants (in excess of the general operations grant) that includes the Ministry of Education (MoE) staff funded costs and a nominal grant for the use of the land and buildings. These are also recorded as 'deemed' expenses although the school does not receive the cash for these, or make these payments. The MoE assets (buildings etc) are not recorded on the school's balance sheet.

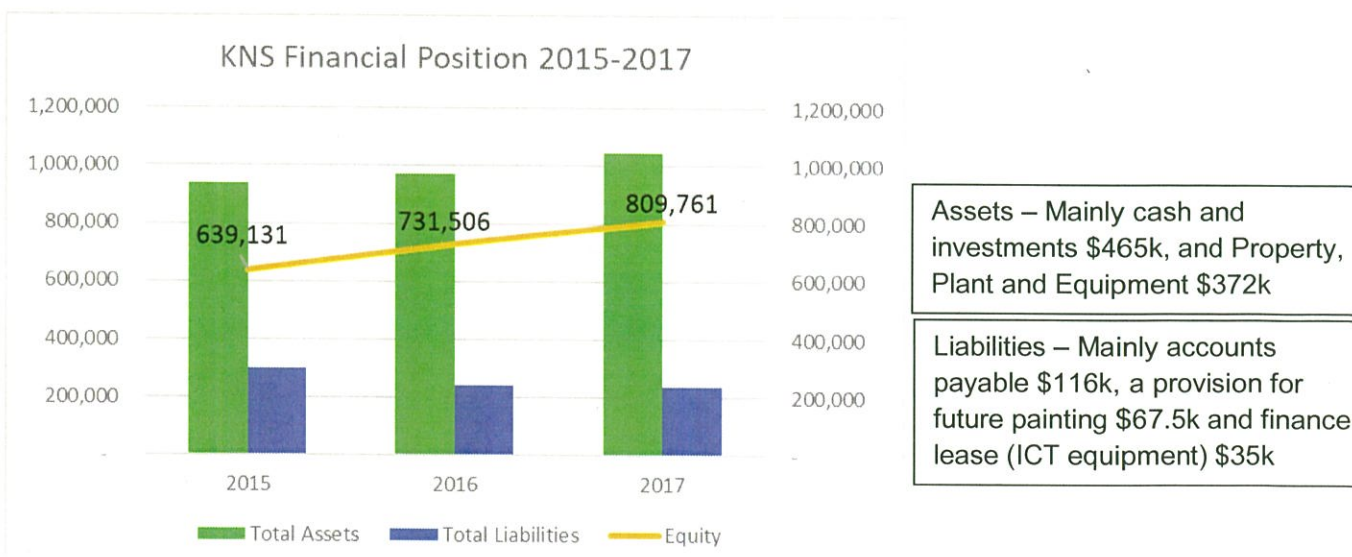
Financial Position

Kelburn Normal School is in a strong financial position. The overall financial 'health' can be seen by the balance sheet.

The school has total assets of \$1.05m (not including MOE owned buildings/land) of which 64% are liquid (e.g. Cash) and 36% of property, plant and equipment.

Of the \$299k of Liabilities 67% are current (e.g. accounts payable), and 33% are for a provision for future painting costs and leases.

The balance leaves \$810k of equity. The working capital of \$514k includes \$447k of uncommitted funds, with \$67.5k committed for future painting costs.

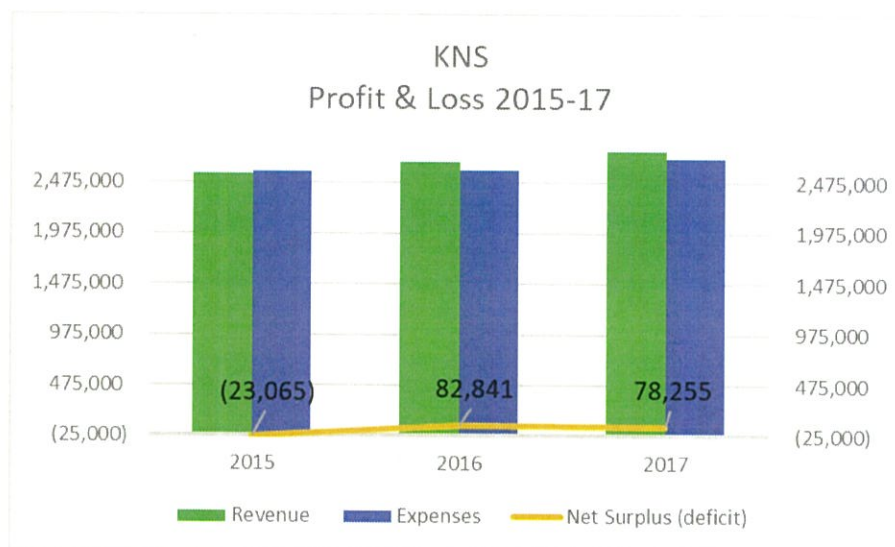


Financial Performance

The 2017 financial performance of the school was also very strong resulting in a net profit of \$78,255 which is added to the equity for 2017. The profit came from income of \$2.79m less

expenses of \$2.71m. The Board of Trustees attempts to set a balanced budget, where income = expenses, while taking into account the needs of the school and community in relation to student learning.

The strong result has come about through higher than forecast income, and lower than forecast expenditure (some costs being delayed until moving into the new school buildings). Please note, while the international student income is recognised in full, the costs reported relating to the international students only covers the international student direct costs (commissions & expenses), and therefore the net margin resulting from these two contributes to the general school costs attributed to all students.



Removing the MoE paid staff and property costs, to reflect the BoT managed budget, the 2017 KNS result is:

Income	\$925,362
Expenditure	<u>\$847,107</u>
Surplus	\$78,255

Financial Health Indicators

The financial indicators below show the strong financial performance of the school.

Each of these indicators in isolation do not mean the school is financially over-performing or at risk, as circumstances vary, however if a number of factors are not being met this could indicate some financial risk to the school.

Ministry of Education Indicators

Measure	Performance Indicator	2017 KNS Performance met?
Working Capital (WC) /Uncommitted funds	Positive \$ WC & Uncommitted funds. Shows short term commitments can be paid.	Yes, \$514,040 funds in excess of short term commitments. \$446,530 uncommitted funds.
Operating Surplus	Positive \$ surplus.	Yes, \$78,225 Operating Surplus
Positive Equity	Total Assets are greater than total liabilities	Yes, \$809,761 Total Equity
Cyclical Maintenance (Provision for committed funds)	Level of obligations are current	Yes, \$67.5k provision for repainting
Student roll	Steady/Increasing roll	Yes, roll 300+ year on year
Staffing Usage info	Info is on track	Yes
Budget	Budget prepared and is met	Yes & Yes budget net surplus exceeded by \$145k
Audit report	Unqualified Audit report	Yes 2016 (2017 not yet)

		available)
10yr Property Plan	Plan in place	New plan is under development, to be completed when the school redevelopment is complete. *
Borrowings	No excessive borrowings	Yes – No term borrowings. Only current liabilities which are covered 4+ times by Current Assets

*As the majority of the School buildings, fit-out and playgrounds etc are being replaced or renewed, the new asset management plan development will occur once there is more certainty on what new assets will be in place (e.g. furniture), the values of the assets, their useful lives and depreciation rates etc.

Summary

The above results are very positive and show that the School's financial management is prudent and comprehensive. The School continues to maintain this approach in 2018 and the board of trustees and school management is focused on funding and delivering the school's strategy, that will give best effect to student learning.

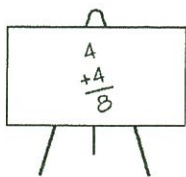
The Board recognises and thanks Andrew, the Principal, and staff in their efforts in meeting and exceeding budget expectations, ably facilitated by the dedicated support staff in the office.

KELBURN NORMAL SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	16 Kowhai Rd Kelburn
School Postal Address:	Wellington 6012
School Phone:	04 475 9351
School Email:	admin@kelburnnormal.school.nz
Ministry Number:	2876



**EDUCATION
FINANCE**

www.educationfinance.co.nz
0800 333 462

KELBURN NORMAL SCHOOL

Financial Statements - For the year ended 31 December 2017

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 10</u>	Statement of Accounting Policies
<u>11- 18</u>	Notes to the Financial Statements

Kelburn Normal School

Statement of Responsibility

For the year ended 31 December 2017

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

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

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

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

Timothy David Hester Stewart.
Full Name of Board Chairperson


Signature of Board Chairperson

31/5/2018.
Date:

Andrew Bird
Full Name of Principal


Signature of Principal

25/5/2018
Date:

Kelburn Normal School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	2,276,090	2,264,300	2,294,209
Locally Raised Funds	3	254,261	165,000	252,730
Interest Earned		15,602	13,000	14,872
International Students	4	242,932	70,000	119,066
		<u>2,788,885</u>	<u>2,512,300</u>	<u>2,680,877</u>
Expenses				
Locally Raised Funds	3	109,514	-	86,814
International Students	4	96,298	55,000	47,610
Learning Resources	4	1,577,155	1,587,400	1,564,566
Administration	5	209,572	204,300	221,684
Property	6	642,505	667,800	599,859
Depreciation	7	75,586	75,000	74,547
Loss on Disposal of Property, Plant and Equipment		-	-	2,956
		<u>2,710,630</u>	<u>2,589,500</u>	<u>2,598,036</u>
Net Surplus / (Deficit) for the year		78,255	(77,200)	82,841
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>78,255</u>	<u>(77,200)</u>	<u>82,841</u>

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

Kelburn Normal School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>731,506</u>	<u>731,506</u>	<u>639,131</u>
Total comprehensive revenue and expense for the year	78,255	(77,200)	82,841
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	9,534
Equity at 31 December	<u>809,761</u>	<u>654,306</u>	<u>731,506</u>
 Retained Earnings	 809,761	 654,306	 731,506
Equity at 31 December	<u>809,761</u>	<u>654,306</u>	<u>731,506</u>

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

Kelburn Normal School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	158,681	35,880	113,331
Accounts Receivable	9	88,156	70,000	73,249
GST Receivable		8,746	4,512	4,512
Prepayments		12,027	2,062	2,062
Investments	10	407,510	373,105	373,105
		<hr/>	<hr/>	<hr/>
		675,120	485,559	566,259
Current Liabilities				
Accounts Payable	12	115,759	111,000	82,543
Revenue Received in Advance	13	19,090	-	48,957
Finance Lease Liability - Current Portion	15	26,241	18,495	18,495
		<hr/>	<hr/>	<hr/>
		161,090	129,495	149,995
Working Capital Surplus/(Deficit)		514,030	356,064	416,264
Non-current Assets				
Property, Plant and Equipment	11	372,478	380,481	407,481
		<hr/>	<hr/>	<hr/>
		372,478	380,481	407,481
Non-current Liabilities				
Provision for Cyclical Maintenance	14	67,500	67,500	67,500
Finance Lease Liability	15	9,247	14,739	24,739
		<hr/>	<hr/>	<hr/>
		76,747	82,239	92,239
Net Assets		<hr/>	<hr/>	<hr/>
		809,761	654,306	731,506
Equity		<hr/>	<hr/>	<hr/>
		809,761	654,306	731,506

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

Kelburn Normal School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		412,567	424,300	461,624
Locally Raised Funds		251,351	169,000	273,117
International Students		215,975	70,000	119,066
Goods and Services Tax (net)		(5,635)	-	(4,185)
Payments to Employees		(323,976)	(289,713)	(261,957)
Payments to Suppliers		(441,206)	(328,587)	(455,235)
Interest Received		17,769	13,000	12,705
Net cash from / (to) the Operating Activities		126,845	58,000	145,135
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(31,598)	(48,000)	(28,770)
Purchase of Investments		(34,405)	-	(100,000)
Net cash from / (to) the Investing Activities		(66,003)	(48,000)	(128,770)
Cash flows from Financing Activities				
Finance Lease Payments		(15,492)	(10,000)	(15,862)
Contribution by MOE -Furniture & Equipment		-	-	9,534
Net cash from Financing Activities		(15,492)	(10,000)	(6,328)
Net increase/(decrease) in cash and cash equivalents		45,350	-	10,037
Cash and cash equivalents at the beginning of the year	8	113,331	113,331	103,294
Cash and cash equivalents at the end of the year	8	158,681	113,331	113,331

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.

Kelburn Normal School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

equivalents represent fair value.

h) Accounts Receivable

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

i) Investments

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

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

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

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

j) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20–50 years
Furniture and equipment	5–10 years

Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing value

k) 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.

l) Accounts Payable

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

m) Employee 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.

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

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

p) Financial Assets and Liabilities

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

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.

q) 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.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Operational grants	399,746	412,000	408,202
Teachers' salaries grants	1,382,422	1,380,000	1,377,641
Use of Land and Buildings grants	481,101	460,000	454,944
Other MoE Grants	12,547	12,300	41,608
Other government grants	274	-	11,814
	<u>2,276,090</u>	<u>2,264,300</u>	<u>2,294,209</u>

3. Locally Raised Funds

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

	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Revenue			
Donations	114,643	140,000	128,156
Trading	4,996	-	7,566
Activities	134,622	25,000	117,008
	<u>254,261</u>	<u>165,000</u>	<u>252,730</u>
Expenses			
Activities	99,869	75,000	79,314
Trading	9,645	-	7,500
	<u>109,514</u>	<u>75,000</u>	<u>86,814</u>
<i>Surplus for the year Locally raised funds</i>	<u>144,747</u>	<u>90,000</u>	<u>165,916</u>

4. International Student Revenue and Expenses

	2017	2017 Budget (Unaudited)	2016
	Actual Number	Number	Actual Number
International Student Roll	30		23
	2017	2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$
Revenue			
International student fees	242,932	70,000	119,066
Expenses			
Advertising	34	-	1,939
Recruitment	-	-	440
Commissions	17,789	-	11,133
Employee Benefit - Salaries	73,536	55,000	33,012
Other Expenses	4,939	-	1,086
	<u>96,298</u>	<u>55,000</u>	<u>47,610</u>
<i>Surplus for the year International Students'</i>	<u>146,634</u>	<u>15,000</u>	<u>71,456</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	61,021	67,300	52,093
Library resources	2,696	8,000	1,234
Employee benefits - salaries	1,493,971	1,488,100	1,496,761
Staff development	19,467	24,000	14,478
	<u>1,577,155</u>	<u>1,587,400</u>	<u>1,564,566</u>

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,000	4,800	8,070
Board of Trustees Fees	3,515	4,000	3,680
Board of Trustees Expenses	1,486	4,000	23,123
Communication	7,293	8,500	6,773
Consumables	12,891	18,000	10,393
Operating Lease	12,470	5,000	4,110
Other	42,937	51,600	45,402
Employee Benefits - Salaries	107,319	91,000	105,215
Insurance	7,961	8,700	6,218
Service Providers, Contractors and Consultancy	8,700	8,700	8,700
	<u>209,572</u>	<u>204,300</u>	<u>221,684</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,347	6,500	4,721
Consultancy and Contract Services	54,339	51,000	40,849
Grounds	4,533	3,300	2,473
Heat, Light and Water	29,214	44,000	38,970
Rates	4,826	4,500	4,591
Repairs and Maintenance	19,664	57,500	13,479
Use of Land and Buildings	481,101	460,000	454,944
Security	2,599	2,000	2,210
Employee Benefits - Salaries	41,882	39,000	37,622
	<u>642,505</u>	<u>667,800</u>	<u>599,859</u>

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

7. Depreciation

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements	17,759	20,000	18,177
Furniture and Equipment	28,047	30,000	29,025
Information and Communication Technology	21,628	20,000	21,702
Leased Assets	2,626	-	-
Library Resources	5,526	5,000	5,643
	<u>75,586</u>	<u>75,000</u>	<u>74,547</u>

8 Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
ASB Cheque Account	32,006	5,680	60,780
ASB Admin 01 Int.Students	126,453	30,000	52,330
ASB Savings Account	10	-	10
ASB Savings Account	11	-	11
Petty Cash	200	200	200
Cash equivalents and bank overdraft for Cash Flow Statement	<u>158,681</u>	<u>35,880</u>	<u>113,331</u>

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

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Interest Receivable	-	-	2,167
Teacher Salaries Grant Receivable	88,156	70,000	71,082
	<u>88,156</u>	<u>70,000</u>	<u>73,249</u>
Receivables from Exchange Transactions	-	-	2,167
Receivables from Non-Exchange Transactions	88,156	70,000	71,082
	<u>88,156</u>	<u>70,000</u>	<u>73,249</u>

10. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	407,510	373,105	373,105

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	176,135	-	-	-	(17,759)	158,376
Furniture and Equipment	115,540	18,648	-	-	(28,047)	106,141
Information and Communication	62,880	20,950	-	-	(21,628)	62,202
Leased Assets	7,878	-	-	-	(2,626)	5,252
Library Resources	44,208	1,825	-	-	(5,526)	40,507
Balance at 31 December 2017	406,641	41,423	-	-	(75,586)	372,478

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	381,944	(223,568)	158,376
Furniture and Equipment	315,998	(209,857)	106,141
Information and Communication	238,332	(176,130)	62,202
Leased Assets	7,878	(2,626)	5,252
Library Resources	129,606	(89,099)	40,507
Balance at 31 December 2017	1,073,758	(701,280)	372,478

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	194,510	-	(114)	-	(18,177)	176,219
Furniture and Equipment	145,149	3,014	(2,842)	-	(29,025)	116,296
Leased Assets	-	7,878	-	-	-	7,878
Library Resources	44,729	5,122	-	-	(5,643)	44,208
Balance at 31 December 2016	448,336	36,648	(2,956)	-	(74,547)	407,481

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	381,944	(205,725)	176,219
Furniture and Equipment	297,350	(181,054)	116,296
Information and Communication	217,382	(154,502)	62,880
Leased Assets	7,878	-	7,878
Library Resources	127,781	(83,573)	44,208
Balance at 31 December 2016	1,032,335	(624,854)	407,481

12. Accounts Payable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	15,413	35,000	2,326
Accruals	6,163	6,000	5,998
Banking staffing overuse	2,890	-	-
Employee Entitlements - salaries	88,156	70,000	71,082
Employee Entitlements - leave accrual	3,137	-	3,137
	<u>115,759</u>	<u>111,000</u>	<u>82,543</u>
Payables for Exchange Transactions	115,759	111,000	82,543
	<u>115,759</u>	<u>111,000</u>	<u>82,543</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	18,000	-	44,957
Grants in Advance	1,090	-	4,000
	<u>19,090</u>	<u>-</u>	<u>48,957</u>

14. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	67,500	67,500	67,500
Provision at the End of the Year	<u>67,500</u>	<u>67,500</u>	<u>67,500</u>
Cyclical Maintenance - Term	67,500	67,500	67,500
	<u>67,500</u>	<u>67,500</u>	<u>67,500</u>

15. Finance Lease Liability

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

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
No Later than One Year	26,241	18,495	18,495
Later than One Year and no Later than Five Years	9,247	14,739	24,739
	<u>35,488</u>	<u>33,234</u>	<u>43,234</u>

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.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,515	3,680
Full-time equivalent members	0.25	0.24
<i>Leadership Team</i>		
Remuneration	325,459	304,194
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>328,974</u>	<u>307,874</u>
Total full-time equivalent personnel	<u>3.25</u>	<u>3.24</u>

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments 1	130-140	70-80
Salary and Other Payments 2	-	40-50
Benefits and Other Emoluments	3-4	2-3

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100-110	-	-
	0.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	-	\$12,000
Number of People	-	1

19. Contingencies

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

20. Commitments

(a) Capital Commitments

The Ministry of Education are in the process of building a new classroom block to replace the existing block. This project is fully funded by MOE and all costs are paid directly by the MOE.

As at 31 December 2017 there are no Capital Commitments

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

Nil

	2017 Actual \$	2016 Actual \$
No later than One Year	-	2,183
Later than One Year and No Later than Five Years	-	961
	-	3,144

21. Managing Capital

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

22. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	158,681	35,880	113,331
Receivables	88,156	70,000	73,249
Investments - Term Deposits	407,510	373,105	373,105
Total Loans and Receivables	654,347	478,985	559,685

Financial liabilities measured at amortised cost

Payables	115,759	111,000	82,543
Finance Leases	35,488	33,234	43,234
Total Financial Liabilities Measured at Amortised Cost	151,247	144,234	125,777

23. Events After Balance Date

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



Kelburn Normal School

Members of the Kelburn Normal School Board of Trustees 2017

Member	Position	How position on Board gained	Occupation	Term Expires
Matthew Christie	Parent Rep	By Election 9 June 2016		2019
Lisa Moore	Parent Rep	By Election 9 June 2016		2019
Martin Read	Parent Rep	By Election 9 June 2016		2019
John Sneyd	Parent Rep	By Election 9 June 2016		2019
Tim Stewart	Parent Rep	By Election 9 June 2016		2019
Bob Walker	Parent Rep	By Election 9 June 2016		2019
Susie Brown	Staff Rep	By Election 9 June 2016		2019
Andrew Bird	Principal			

2017 Kelburn Normal School

Kiwisport Statement of Expenditure

Budget for the year - \$4000

Code -220

Provider	Purpose	Cost (net)	Remaining balance
Newlands Coach Service	Whole school swimming	\$793.40	\$3206.60
Newlands Coach Service	Whole school swimming	\$109.57	\$3097.30
Newlands Coach Service	LM Swimming	\$1000	\$2097.30
Newlands Coach Service	UM Swimming	\$1000	\$1097.30
Newlands Coach Service	Junior Swimming	\$1000	\$97.30



Kelburn Normal School

Analysis of Variance

For the year ended 31 December 2017

In the plans and targets set out in its charter, the Kelburn Normal School Board of Trustees describes the school's priority learning issues and its expectations for improved student outcomes. The core business of the school is to raise student achievement, and the board could set related objectives about achieving this, attendance or harassment etc. The board also addresses other priorities, objectives and targets regarding staff and board capability, finances, property, and other ownership matters.

In the annual report the board presents its 'analysis of variance' that describes for the community how the school has gone about addressing those priorities and shows how successful their approach has been.

The variance report describes the outcomes of initiatives that aim to improve the way the school raises student achievement, manages its resources, according to the objectives in the charter. To be able to analyse progress towards student achievement targets, schools need to have collected good data or evidence about student outcomes.

This presentation in 2017 suggests that the school has implemented some of its programmes differently to make more progress towards their long-term improvement goals. In other words, the analysis of variance provides a good summary of our self-review.

School Name:	Kelburn Normal School	School Number:	2876
Reading 2017			
Strategic Aim:	Student Achievement <ul style="list-style-type: none"> • Create a powerful learning culture • Extend individual student progress and achievement • Outstanding delivery of education in all areas, with priority to literacy and numeracy 		
Annual Aim:	<i>To increase the number of students achieving at 'above' as evidenced in relation to National Standards in Reading, Writing and Mathematics.</i>		
Target:	2017 READING TARGETS <ol style="list-style-type: none"> 1. In 2017, increase the number of boys throughout the school achieving at the 'above' national standard level from 29% to 40% as we look for an aspirational target of 50% of students reading above the national standard. 2. In 2017, improve the achievement of students in the Y4-5 cohort to attain results in the 'above' the national standard, at least similar in proportion to those in the upper middle/senior area of the school. (In 2016 Y3= 16.7% and Y4=34%). The school average is 42%.) 		
Baseline Data:	<p>In 2016 our National Standards student achievement information showed 90% of children at or above the standard. This can be broken down as 42% of children above the standard, 48% were at the standard and 10% were below the standard in reading.</p> <p>Of note there were three areas –</p> <ul style="list-style-type: none"> • Gender – In 2016, of the 41.7% of children above the national standard in reading, 33% were boys and 66% were girls. This showed that across the school in reading, girls were twice as likely to be above the standard than boys. • Cohorts – In 2016, our year 5-8 children have over 50% above the standard while our Y3-4 children were below the school 'average' of children above the standard...Y3 (16%) and Y4 (34%). • Priority – Of the 10% children (29) below or well below the standard, 66% of this group were boys. 		
2017 Outcomes against baseline data	<p>In 2017 our National Standards student achievement information for reading showed 88.2% of children at or above the standard. This can be broken down as 47.9% of children above the standard, 40.3% were at the standard and 11.8% were below the standard in reading.</p> <p>Of note there were three areas –</p> <ul style="list-style-type: none"> • Gender – In 2017, of the 47.9% of children above the national standard in reading, 36.1% were boys and 60.1% were girls. 		

	<ul style="list-style-type: none"> • Cohorts – In 2017, our year 5-8 children have over 52% above the standard. Our Y3-4 children have made significant gains in 2017 with Year 3 - 52% and Year 4 68% above the standard. • Priority – Of the 11.9% children (36) below or well below the standard, 66% of this group were boys. 20 of these children below the standard are English Language Learners.
--	--

Targets <i>What we want to achieve?</i>	Outcomes <i>What happened?</i>
2017 READING TARGETS Target 1. In 2017, increase the number of boys throughout the school achieving at the 'above' national standard level from 29% to 40% as we look for an aspirational target of 50% of students reading above the national standard.	2017 Outcome = Strong Progress In 2017 boys schoolwide achieving above the national standard in reading is 36.1%. This represents a 7.1% gain from 2016. In 2017 girls schoolwide achieving above the national standard in reading is 60.1%. If we exclude our youngest boys (from the Y1-2 junior school) from this summary we have a year 3-8 'boys' average above the standard of around 43%. While virtually the same disparity exists at the above level as in 2016 we have made gains. We do need to acknowledge the exceptional performance in reading of the girls at Kelburn Normal School.
Target 2. In 2017, improve the achievement of students in the Y3-4-5 cohort to attain results in the 'above' the national standard, at least similar in proportion to those in the upper middle/senior area of the school.	2017 Outcome = Achieved Year 3 students achieving above the national standard in reading is 52%. In 2016 this was 37%. This represents a 15% gain from 2016. Year 4 students achieving above the national standard in reading is 65.6%. In 2016 this was 21%. This represents a 44.6% gain from 2016. Year 5 students achieving above the national standard in reading is 46.7%. In 2016 this was 33%. This represents a 13.7% gain from 2016. These cohorts are now achieving 'around or above' the Y5-8 'above' average of 47%.
Reason for this Variance <i>Why did this happen?</i>	
Year 1-2 (Year 2 average - 93.5% at or above standard and 34.8% above standard) Regular testing by teachers helped the children to progress faster, but this was only possible with extra help eg. student teacher, extra teacher in term 4. We have monitored this closely in order to keep them at the correct level. Children progress faster with sight word practice. Daily reading is important for practice. Children have the chance to have a hands on experience and repetition. By using a different media captures their attention and children are desperate to get on the IT resources and we have steadily been introducing new apps. Children generally progress with support and encouragement from home and we have been active promoting a reading culture in the junior school. Parents are beginning to realise the importance of going 'sideways' in their reading knowledge.	

Year 3-6 (Year 6 average - 90.7% at or above standard and 44.2% above standard)

Reciprocal reading was a driver this year - this involved reading with their peers - they did not feel like they were any different from others. They felt they could read with others, not just other children to struggle to read. Gave them esteem - they took it seriously, proud, changed attitude to reading, they were the experts.

This connected the children as readers outside of - we have read a lot of books and they have been enjoying books without having to actually read them. They increasingly participated in class discussions.

Promoted the library in a mature way as a place for accountability - a focus to use books for learning, not just as an opportunity to browse books and exchange books. - not just a waste of time to browse only. Giving the students agency has seen them be more accountable. Good quality stock available.

Agency - Promote agency with reading so the children knew what was expected of them. Using a reading log - seeing how much they actually read. Longer periods of SSR. Matching pages read to distances on a map to increase reading mileage

Tutors - children are not strong readers have been tutoring/mentoring younger readers

Year 7-8 (Year 8 average - 73.2% at or above standard and 51.2% above standard)

Teachers fostered a culture of conversations about reading through student-led activities like Book Talk.

Teachers modelled and shared their own enthusiasms for reading, and read aloud to their classes.

Teachers widened children's understanding of reading from using a constrained set of skills and comprehension to being an essential part of lifelong learning.

Teachers used assessment tools to diagnose reading gaps and inform their teaching.

(As for mathematics and writing). Teachers professional discussions in syndicate meetings placed an emphasis on students who were disengaged or underachieving (priority learners), and collaborating on actions that would boost these student's learning.

Using the multiple literacies key practice, teachers provided a rich variety of texts, both fiction and non fiction- films,blogs, podcasts, videos, images, recordings- as resources for children's own projects and inquiries e.g. Speeches, campaigns, play projects.

Teachers designed lessons using current short texts to promote critical thinking, develop children's comprehension strategies, and help children develop the sense of reading as a shared activity.

Planning for next year:

We will be in the new learning spaces but...

- Work out a system to keep regular testing and monitoring going next year in our shared space
- Develop a wider bank of apps for children to use. Become more proficient with Seesaw as a communication tool.
- Keep new families informed of reading processes
- We have purchased new language resources to keep the junior children engaged and are looking at buying a selection of books to encourage sideways movement.
- Continual professional discussions - staff to staff and staff to parents.

School Name:	Kelburn Normal School	School Number:	2876
--------------	-----------------------	----------------	------

Writing

Strategic Aim:	<p>Student Achievement</p> <ul style="list-style-type: none"> • Create a powerful learning culture • Extend individual student progress and achievement • Outstanding delivery of education in all areas, with priority to literacy and numeracy
----------------	---

Annual Aim:	<i>To increase the number of students achieving at 'above' as evidenced in relation to National Standards in Reading, Writing and Mathematics.</i>
-------------	--

Target:	<p>WRITING TARGETS 2017</p> <ol style="list-style-type: none"> 1. In 2017, increase the number of boys throughout the school achieving at the 'above' level in writing, from 9% to 20%. Girls are currently achieving 38% above the standard. 2. In 2017, improve the achievement of students in the Y3-4 cohort to attain results in the 'above' level in numbers towards attaining results of those in the upper middle/senior area of the school in writing. (In 2016 Y2 = 6.5% and Y3 = 4%.) The school average is 24.5%.
---------	--

Baseline Data:	<p>In 2016 our National Standards student achievement information in writing showed 89% of children at or above the standard. 24.5% of children were above, 64.8% were at the standard and 10.7% were below the standard in writing.</p> <p>Of note these three key areas –</p> <ul style="list-style-type: none"> • Gender – In 2016, of the 41.7% of children above the national standard, 83% were girls and just 17% were boys. This is a wide gap and showed that across the school our highly competent writers were predominantly girls. • Cohorts – In 2016, of our year 5-8 children, 40% are above the national standard. In 2016, while 80% of our Y2-3 children are at or above the standard, only 6% (Y2) and 4% (Y3) were above the standard. This is well below the school average. • Priority – In 2016, of the 10.7% children (31) below or well below the standard, 75% of this group were boys, showing an overrepresentation of boys below the standard.
----------------	---

Outcome Data 2017	<p>In 2017 our National Standards student achievement information in writing showed 89% of children at or above the standard. 26.5% of children were above, 57.3% were at the standard and 16.3% were below the standard in writing.</p> <p>Of note these three key areas –</p>
-------------------	---

	<ul style="list-style-type: none"> Gender – In 2017, of the 26.5% of children (80) above the national standard, 70% were girls and 30% were boys. Last year this figure was 83% girls and 17% boys - so this is progress Year 3-4 Cohorts – In 2017 100% of year 3 and 87% of our year 4 children are at or above the standard, and 19.2% (Y3) and 19.4% (Y4) were above the standard. This is progress Priority – In 2017, of the 16.3% children (49) below or well below the standard, 77% of this group were boys, showing an overrepresentation of boys below the standard in writing. 20 of these children below standard were English Language Learners
--	--

Targets <i>What did we want to achieve?</i>	Outcomes <i>What happened?</i>
Target 1. In 2017, increase the number of boys throughout the school achieving at the 'above' level in writing, from 9% to 20%.	2017 Outcome = Strong Progress In 2017 Schoolwide boys = 15.6% (Schoolwide girls = 37.8%) - this is gain of 6.6% from 2016 and has closed some disparity in writing. Boys still have significant gains in writing to make as there is a 20.6% difference between boys above in reading (36.1%), and boys above in writing (15.6%). The school overall % above the standard is 27% which is an improvement from 23% in 2016. 75.3% of all boys are at or above the standard in writing compared to 92.5% of girls.
Target 2. In 2017, improve the achievement of students in the Y3-4 cohort to attain results in the 'above' level similar results of those in the upper middle/senior area of the school in writing. 2016 - Writing - above the standard Year 3 - 3.7% Year 4 - 17.1% Year 5 - 29.4% Year 6 - 44.7% Year 7 - 36.4% Year 8 - 48.6%	2017 Outcome - Achieved Year 3 = 19.2%. The school average is 26.8% - and this represents an achievement gain of 16.6% from 2016 Year 4 - 19.4%. The school average is 26.8% - this represents an achievement gain of 14.8% from 2016 Year 5 - 26.7% above (9.6% gain) Year 6 - 31% above (1.6% gain) Year 7 - 47.7% above (3% gain) Year 8 - 43.9% above (7.5% gain)

Reason for this Variance
Why did this happen?

Year 1-2 (year 2 average - 82% at or above standard and 9% above standard)

Children have progressed in their writing levels with their surface features. We shared and moderated writing pieces with other teachers in our team over the year to affirm progress that the children have made.

Looking at individuals and the progress that they are making we were able to make individualised planning to suit child and cater for their needs. This reflected in more confident writers generally.

By using the term two action research forum we were able to share writing experiences using drama techniques and experiences related to fairy tales where children hooked into this and resulted in creative and deeper features in their writing resulting in a move in their level.

Children did enjoy sharing their published work with their families showing a sense of pride and personal voice. By keeping parents informed of developing progress, families have had updated progress and how to support.

We have embraced many of these new ideas and put them into action which has reflected in children's deeper features in writing as well as confidence in themselves.

Year 3-6 (year 6 average - 81% at or above standard and 31% above standard)

We wanted to show them that they could write.

Boost quantity of writing - daily writing; Short burst of practice - 100 words; Quick response - 20 minutes (regular set of experiences, Describe the photograph / Imagination

Build confidence by using the moment to excite them and support them to write!

'Copy' models of quality writing and writing across the curriculum

We have had a good year in writing. Used the many experiences - camp, bee visit, marae - to set themes for writing

Quick writes, 100 word challenges; Writing short and sweet engaged reluctant writers

Better relationships between children in their reading/ writing gave some children a security of what they were doing - learning buddy explanation.

Year 7-8 (year 8 average - 73.2% at or above standard and 44% above standard)

Teachers took part in in-school professional learning about writing and developed classroom practice accordingly. An example of this was using models to teach language features and grammar in context.

Teachers developed the Gail Loane method of writing conferencing to provide quality feedback and feedforward to the children.

Teachers identified and negotiated ongoing goals for writing with children.

Teachers developed a supportive culture for writers, foregrounding listening and the KNS values, especially manaakitanga- this enabled children to experience success.

Teachers used drama processes to make links between different modes of communication and language use

Teachers introduced the online environment and apps- Google Groups, Blogger, and Slides to give wider opportunities for publishing.

Teachers drew on the texts, media, and online spaces children are familiar with to stimulate their interest, and draw on their prior learning as "digital natives".

Teachers designed learning in which informal writing was integral.

Teachers and children worked on developing a powerful learning culture, especially in the Shakespeare projects, in which writing gave children agency and voice.

Teachers identified writing needs and gaps, and provided explicit teaching and workshops for selected groups of children.

Planning for next year:

We are moving into new learning spaces in 2018. We will continue -

- Practice based research to promote engagement and achievement of priority learners
- Being involved in any appropriate teacher development in writing. Then implementing this into class practice.
- Using drama in term two or three to build expressiveness and deeper features into children's writing.
- Developing the digital literacy skills to use with individual writers, and groups to expand their use of writing as a process and their sense of audience.
- Experiment with group configurations next year in the new teaching space and collaborative teams, and how we can best utilise our skills and time for the children's benefit.
- Continue with the focus on consistent drive for quantity, fluency and practice as a means to get quality writing.
- Drawing on our multiple literacies key practice to engage the children in creative activities combining writing and other media.
- Developing writing as a reflective tool

School Name:	Kelburn Normal School	School Number:	2876
Maths			
Strategic Aim:	Student Achievement <ul style="list-style-type: none"> • Create a powerful learning culture • Extend individual student progress and achievement • Outstanding delivery of education in all areas, with priority to literacy and numeracy 		
Annual Aim:	<i>To increase the number of students achieving at 'above' as evidenced in relation to National Standards in Reading, Writing and Mathematics.</i>		
Target:	2017 MATHS TARGETS <ol style="list-style-type: none"> 1. In 2017, increase the number of boys throughout the school achieving at the 'above' level, to close the disparity between girls and boys achieving above the standard in maths. - (2016 - Boys 23% and Girls 34.6%) 2. In 2017, improve the achievement of students in the Y3-4 cohort to attain results in the 'above' level in maths, at least similar in proportion to those in the upper middle and senior area of the school. (In 2016 this cohort averaged were 11% below school average.) 3. Show accelerated progress for students below or well below the standard in maths, reducing the numbers in this category. This is 22 students (9 of whom are in Y7-8) 		
Baseline Data:	<p>In 2016 our National Standards student achievement information showed 92.4% of children at or above the standard in mathematics. 29.3% of children were above, 63.1% were at the standard and 7.6% were below the standard in mathematics.</p> <p>Of note there were three key areas –</p> <ul style="list-style-type: none"> • Gender – In 2016, of the 29.3% of children above the national standard in maths, 36% were boys and 64% were girls. This showed that across the school in reading, girls were twice as likely to be above the standard than boys. With over 90% at or above the standard however, boys were achieving solid results. • Year levels – In 2016 our Y2-3 children were below the school 'average' (29.3%) of children above the standard...Y2 (16%) and Y3 (21%). • Priority – In 2016, of the 7.6% children (22) below or well below the standard, 60% of this group were boys. 		
Outcome Data 2017	<p>In 2017 our National Standards student achievement information showed 90.4% of children are at or above the standard in mathematics. 34.4% of children were above, 56% were at the standard and 9.6% were below the standard in mathematics.</p> <p>Of note there were three key areas –</p>		

	<ul style="list-style-type: none"> • Gender – In 2017, of the 34.4% of children above the national standard in maths, 31.8% were boys and 37.2% were girls. This showed that across the school in maths, with boys achieving at 88.3% at or above the standard however, they were close to girls achievement. • Year levels – In 2017 our Y3-4 children had shown excellent achievement gains...Y3 (24%) and Y4 (51.6%). • Priority – In 2017, of the 9.6% children (29) below or well below the standard, 62% of this group were boys. A group of these children were ELL students
--	--

Targets <i>What did we do?</i>	Outcomes <i>What happened?</i>
Target 1. In 2017, increase the number of boys throughout the school achieving at the 'above' level, to close the disparity between girls and boys achieving above the standard in maths.	2017 Outcome = Achieved Boys achieving above the national standard is 31.8%. This is a gain of 8.1% in 2017 Girls achieving above the national standard is 37.2%. This is a gain of 2.3% in 2017 We have achieved less disparity and closed the gap between boys and girls achieving above the standard in maths.
Target 2. In 2017, improve the achievement of students in the Y3-4 cohort to attain results in the 'above' level in maths, at least similar in proportion to those in the upper middle and senior area of the school.	2017 Outcome = Achieved Year 3 - 24% (school average = 34.4%) - difference - 10.4% below school average Year 4 - 51.6% (school average = 34.4%) - difference + 17.2% above school average The Year 3 cohort have made some gains from 2016 but the year 4 cohort has made significant improvement in achievement in maths in 2017.
Reason for this Variance <i>Why did this happen?</i>	
Year 1 and 2 - (Year 2 average - 87% at or above standard and 26.1% above standard) Children are now able to, and feeling confident to, articulate how they worked out a problem and can share their workings. We increased our morning mathematics routines, undertook our term 3 action research around this, as well as having a focus on knowledge. The practise based research and collaboration helped us to work together for best outcomes for children. We know that the children had a variety of ways to explore the way they articulate their thinking and were able to share this. Researched and used different and new games, such as Wilkyway games. We also attended mathematical workshops with outside providers and shared this with each other. We also used our digital literacy professional development to support new ideas and resources. We were able to share with families at goal setting clear goals and ways and means to achieve these. Parents seem confident to support their children at home. We all had a good grasp of where our children were at with their learning.	

By using the term 3 action research forum we were able to share what was happening in our class with colleagues who gave feedback and ideas as well as keeping up to date with JAM and recording keeping. By using this wide variety of regular assessment, we were carefully able to track individuals and plan future lessons according to individual needs. Children were able to record their workings in the modeling book and use this to reflect on in future lessons.

Year 3-6 (year 6 average - 88% at or above standard and 54.8% above standard)

Schoolwide practice based research has helped us to focus our teaching on understanding the learner

Success has also been in the use of games and variety of resources at reading rotation time.

We know that those children regularly using mathletics are returning good results - helps with quality of sums completed

The kids are doing well - we need to continue to try and squeeze some of our children into the above category and lift capability of those just at the standard. Let us keep our programmes consistent, fun based where the children work collaboratively together to encourage the language of maths and the reciprocal relationships. Pair work, solving problems together, communicating thinking.

We think consistency in the delivery of maths is crucial - the children now what they are doing and what is required.

Children do enjoy working together in maths and this is something we should continue to promote

Building resilience by using 'Figure it Outs' to keep them on their toes!

Moving into multiplicative level - boosting ad/sub strategies of the times tables - knock it out of the park, before we get them into proportions and ratios.

Year 7-8 (year 8 average - 88% at or above standard and 39% above standard)

Teachers engaged children by presenting mathematically rich activities in authentic contexts, for example real life problem solving connected to problems the children encounter.

Teachers encouraged use of digital tools and home learning to facilitate individual practice of skills.

Teachers created a positive attitude towards maths by relating mathematics to their personal experiences, and by making connections between topics, possible careers, and also children's current interests.

Promoting games and challenges that appeal to boys' competitive streak

Maintaining high expectations of all learners, and appropriately designing tasks to cater for needs.

Scaffolding reflectiveness so that children can explain their working.

Using whole class conversations, grouping, and peer to peer tutoring.

Planning for next year:

We are moving into new learning spaces in 2018. We will continue -

- Practice based research to promote achievement of priority learners
- Team based maths problem solving and reciprocal learning / group work
- Consistent, well planned maths programme based on sequential skill development
- Mathletics as a home based (and sometimes class) programme and introduce Maths Buddy for year 7-8
- Continue to seek quality maths based apps for the I pads in the junior school
- Introduce 'learning pit', tutorial based instruction in the senior school in new learning spaces