

Alfriston School

Financial Statements for the year ended 31 December 2017

School Address:	1373 Alfriston Road, Manurewa
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Alfriston School

Financial Statements

For the year ended 31 December 2017

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Alfriston 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.

JEAN ROBERT MONTGOMERIE

Full Name of Board Chairperson

Michelle McCarty

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

16 May 2018

Date:

16.05.2018

Date:

Alfriston School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,519,581	2,179,572	2,235,657
Local Raised Funds	3	253,615	201,400	277,938
Interest Earned		12,320	11,000	15,089
International Students	4	22,609	26,000	22,609
		<u>2,808,125</u>	<u>2,417,972</u>	<u>2,551,293</u>
Expenses				
Local Raised Funds	3	159,275	142,400	148,736
International Students	4	1,966	4,550	5,148
Learning Resources	5	1,615,485	1,489,665	1,477,959
Administration	6	173,988	151,100	136,769
Finance Costs		4,335	-	4,412
Property	7	738,034	510,729	621,000
Depreciation	8	120,518	120,000	99,596
Loss on Disposal of Property, Plant and Equipment		607	350	-
		<u>2,814,208</u>	<u>2,418,794</u>	<u>2,493,620</u>
Net Surplus / (Deficit)		(6,083)	(822)	57,673
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(6,083)</u>	<u>(822)</u>	<u>57,673</u>

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

Alfriston School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Balance at 1 January	1,134,613	1,134,613	1,076,940
Total comprehensive revenue and expense for the year	(6,083)	(822)	57,673
Equity at 31 December	1,128,530	1,133,791	1,134,613
Retained Earnings	1,128,530	1,133,791	1,134,613
Equity at 31 December	1,128,530	1,133,791	1,134,613

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

Alfriston School

Statement of Financial Position

As at 31 December 2017

		2017	2017	2016
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	78,317	112,521	98,413
Accounts Receivable	10	82,552	85,000	87,110
GST Receivable		8,809	5,000	-
Prepayments		9,787	7,000	7,007
Inventories	11	29,551	32,000	31,166
Investments	12	280,000	300,000	420,000
		489,016	541,521	643,696
Current Liabilities				
GST Payable		-	-	9,531
Accounts Payable	14	153,635	106,650	103,478
Revenue Received in Advance	15	12,791	1,000	12,791
Provision for Cyclical Maintenance	16	26,500	26,500	26,500
Finance Lease Liability - Current Portion	17	16,800	14,914	14,914
Funds Held for Capital Works Projects	18	7,650	-	111,945
Funds Held on Behalf of Mutukaroa Cluster	19	5,723	-	5,723
		223,099	149,064	284,882
Working Capital Surplus/(Deficit)		265,917	392,457	358,814
Non-current Assets				
Property, Plant and Equipment	13	930,003	808,914	848,914
		930,003	808,914	848,914
Non-current Liabilities				
Provision for Cyclical Maintenance	16	42,206	42,205	32,826
Finance Lease Liability	17	25,184	25,375	40,289
		67,390	67,580	73,115
Net Assets		1,128,530	1,133,791	1,134,613
Equity		1,128,530	1,133,791	1,134,613

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

Alfriston 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		560,493	512,142	531,514
Locally Raised Funds		253,015	203,900	280,941
International Students		22,609	26,000	19,109
Goods and Services Tax (net)		(18,340)	(2,500)	(7,734)
Payments to Employees		(306,724)	(254,850)	(262,479)
Payments to Suppliers		(363,981)	(380,635)	(424,239)
Interest Paid		(4,335)	-	(4,412)
Interest Received		13,676	10,500	12,300
Net cash from / (to) the Operating Activities		156,413	114,557	145,000
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1	-	-
Purchase of PPE (and Intangibles)		(200,525)	(126,104)	(104,825)
Purchase of Investments		-	-	(50,038)
Proceeds from Sale of Investments		140,000	50,000	-
Net cash from / (to) the Investing Activities		(60,524)	(76,104)	(154,863)
Cash flows from Financing Activities				
Finance Lease Payments		(11,690)	(412)	(9,512)
Painting contract payments		-	-	63,627
Funds Held for Capital Works Projects		(104,295)	-	-
Net cash from / (to) Financing Activities		(115,985)	(412)	54,115
Net increase/(decrease) in cash and cash equivalents		(20,096)	38,041	44,252
Cash and cash equivalents at the beginning of the year	9	98,413	74,480	54,161
Cash and cash equivalents at the end of the year	9	78,317	112,521	98,413

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.

Notes to the Financial Statements

For the year ended 31 December 2017

1. Statement of Accounting Policies

Reporting Entity

Alfriston 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 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 13.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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 2017

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.

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 Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

Property, Plant and Equipment

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

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

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

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

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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 years
Furniture and equipment	3-20 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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.

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.

Alfriston School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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.

Revenue Received in Advance

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

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

Shared Funds

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

2 Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	465,822	434,827	430,038
Teachers' salaries grants	1,382,566	1,300,030	1,250,400
Use of Land and Buildings grants	570,583	367,400	452,612
Other MoE Grants	78,155	70,000	82,254
Other government grants	22,455	7,315	20,353
	<u>2,519,581</u>	<u>2,179,572</u>	<u>2,235,657</u>

3 Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	66,434	63,000	117,700
Fundraising	23,076	3,300	4,493
Trading	53,437	38,000	47,695
Activities	110,668	97,100	108,050
	<u>253,615</u>	<u>201,400</u>	<u>277,938</u>
Expenses			
Activities	107,714	101,100	92,493
Trading	44,359	38,000	50,555
Fundraising (costs of raising funds)	7,202	3,300	5,688
	<u>159,275</u>	<u>142,400</u>	<u>148,736</u>
	<u>94,340</u>	<u>59,000</u>	<u>129,202</u>

Surplus for the year Locally Raised Funds

4 International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	1	1	2
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
International student fees	22,609	26,000	22,609
Expenses			
International student levy	1,966	4,550	5,148
	<u>1,966</u>	<u>4,550</u>	<u>5,148</u>
	<u>20,643</u>	<u>21,450</u>	<u>17,461</u>

Surplus for the year International Students'

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

5 Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	18,939	22,485	32,270
Equipment repairs	152	-	-
Information and communication technology	27,623	22,500	25,969
Library resources	734	1,650	1,124
Employee benefits - salaries	1,540,143	1,421,030	1,393,221
Staff development	27,894	22,000	25,375
	<u>1,615,485</u>	<u>1,489,665</u>	<u>1,477,959</u>

6 Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	7,200	6,600	5,660
Board of Trustees Fees	-	1,700	-
Board of Trustees Expenses	8,648	2,500	7,106
Communication	4,178	5,500	4,693
Consumables	20,883	17,000	7,371
Operating Lease	1,633	5,600	5,600
Other	5,555	5,100	4,941
Employee Benefits - Salaries	110,802	91,000	85,756
Insurance	7,805	8,100	7,159
Service Providers, Contractors and Consultancy	7,284	8,000	8,483
	<u>173,988</u>	<u>151,100</u>	<u>136,769</u>

7 Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	19,216	12,200	14,093
Consultancy and Contract Services	27,390	30,465	35,172
Cyclical Maintenance Provision	9,380	11,164	11,162
Grounds	13,012	9,600	9,230
Heat, Light and Water	17,841	24,000	23,220
Repairs and Maintenance	40,117	11,400	38,533
Use of Land and Buildings	570,583	367,400	452,612
Security	1,138	2,000	3,076
Employee Benefits - Salaries	39,357	42,500	33,902
	<u>738,034</u>	<u>510,729</u>	<u>621,000</u>

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

8 Depreciation of Property, Plant and Equipment

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Buildings - School	37,393	35,538	37,393
Furniture and Equipment	53,975	37,668	39,634
Information and Communication Technology	22,202	44,208	19,848
Leased Assets	5,175	718	755
Library Resources	1,773	1,868	1,966
	<u>120,518</u>	<u>120,000</u>	<u>99,596</u>

9 Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	300	300	300
Bank Current Account	78,013	37,221	25,105
Bank Call Account	4	15,000	13,008
Short-term Bank Deposits	-	60,000	60,000
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>78,317</u>	<u>112,521</u>	<u>98,413</u>

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

10 Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	2,967	2,500	2,367
Interest Receivable	3,881	2,500	5,237
Teacher Salaries Grant Receivable	75,704	80,000	79,506
	<u>82,552</u>	<u>85,000</u>	<u>87,110</u>
Receivables from Exchange Transactions	6,848	5,000	7,604
Receivables from Non-Exchange Transactions	75,704	80,000	79,506
	<u>82,552</u>	<u>85,000</u>	<u>87,110</u>

11 Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	29,551	32,000	31,166
	<u>29,551</u>	<u>32,000</u>	<u>31,166</u>

12 Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	280,000	300,000	420,000
	<u>280,000</u>	<u>300,000</u>	<u>420,000</u>

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2017.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	473,111	-	-	-	(37,393)	435,718
Furniture and equipment	256,509	173,136	-	-	(53,975)	375,670
Information and communication technology	90,764	26,357	-	-	(22,202)	94,919
Leased assets	14,770	1,690	-	-	(5,175)	11,285
Library resources	13,760	1,032	(608)	-	(1,773)	12,411
Balance at 31 December 2017	848,914	202,215	(608)	-	(120,518)	930,003

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	777,099	(341,381)	435,718
Furniture and equipment	979,267	(603,597)	375,670
Information and communication technology	248,652	(153,733)	94,919
Leased assets	17,215	(5,930)	11,285
Library resources	67,978	(55,567)	12,411
Balance at 31 December 2017	2,090,211	(1,160,208)	930,003

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$11,285 (2016: \$14,770).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	510,504	-	-	-	(37,393)	473,111
Furniture and equipment	212,424	83,719	-	-	(39,634)	256,509
Information and communication technology	91,037	19,575	-	-	(19,848)	90,764
Leased assets	-	15,525	-	-	(755)	14,770
Library resources	14,195	1,531	-	-	(1,966)	13,760
Balance at 31 December 2016	828,160	120,350	-	-	(99,596)	848,914

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	777,099	(303,988)	473,111
Furniture and equipment	806,131	(549,622)	256,509
Information and communication technology	222,295	(131,531)	90,764
Leased assets	15,525	(755)	14,770
Library resources	70,040	(56,280)	13,760
Balance at 31 December 2016	1,891,090	(1,042,176)	848,914

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

14 Accounts Payable

Operating creditors
Accruals
Employee Entitlements - salaries
Employee Entitlements - leave accrual

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
55,708	15,000	12,548
17,559	8,000	7,772
76,716	80,000	79,506
3,652	3,650	3,652
153,635	106,650	103,478
153,635	106,650	103,478
153,635	106,650	103,478

Payables for Exchange Transactions

The carrying value of payables approximates their fair value.

15 Revenue Received in Advance

International Student Fees
Other

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
11,304	-	11,304
1,487	1,000	1,487
12,791	1,000	12,791
12,791	1,000	12,791

16 Provision for Cyclical Maintenance

Provision at the Start of the Year
Increase to the Provision During the Year
Use of the Provision During the Year
Provision at the End of the Year

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
59,326	59,326	48,164
9,380	11,164	11,162
-	(1,785)	-
68,706	68,705	59,326
68,706	68,705	59,326
26,500	26,500	26,500
42,206	42,205	32,826
68,706	68,705	59,326

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for photocopier and Tela Laptops.

Minimum lease payments payable (includes interest portion):

No Later than One Year
Later than One Year and no Later than Five Years

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
19,893	19,000	19,249
26,997	27,000	44,959
46,891	46,000	64,208
46,891	46,000	64,208

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

18 Funds Held for Capital Works Projects

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

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Concrete/Shade Cloth	<i>completed</i>	(114)	-	-	114	-
Alarm	<i>completed</i>	(717)	-	-	717	-
Electrical Siteworks	<i>completed</i>	14,514	-	-	(7,878)	6,636
Heat pump	<i>completed</i>	(3,883)	-	-	3,883	-
Refurbishment	<i>completed</i>	2,818	-	-	(2,818)	-
Fence/Hot Water/Mesh	<i>completed</i>	806	-	-	(806)	-
Septic	<i>completed</i>	(3,331)	-	-	3,331	-
Block 5	<i>in progress</i>	101,852	11,940	118,405	-	(4,613)
Joinery	<i>in progress</i>	-	27,784	29,807	-	(2,023)
Drinking Fountains	<i>in progress</i>	-	8,256	606	-	7,650
Totals		111,945	47,980	148,818	(3,457)	7,650

Represented by:

Funds Held on Behalf of the Ministry of Education

7,650

7,650

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Concrete	<i>in progress</i>	(784)	-	-	-	(784)
Shade Cloth	<i>completed</i>	670	-	-	-	670
Alarm	<i>in progress</i>	(717)	-	-	-	(717)
Electrical Siteworks	<i>completed</i>	14,514	-	-	-	14,514
Heat Pump	<i>completed</i>	(3,883)	-	-	-	(3,883)
Refurbishment	<i>completed</i>	2,818	-	-	-	2,818
Fence/Hotwater	<i>in progress</i>	36,617	5,590	42,215	-	(8)
Clearlite/Mesh	<i>completed</i>	814	-	-	-	814
Septic Tanks	<i>in progress</i>	(1,731)	-	1,600	-	(3,331)
Block 5 Upgrade	<i>in progress</i>	-	112,500	10,648	-	101,852
Totals		48,318	118,090	54,463	-	111,945

19 Funds Held on Behalf of Mutukaroa Cluster

Alfriston School is the lead school and holds the funds on behalf of the Mutukaroa cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held at Beginning of the Year	5,723	-	5,723
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	-	-	-
Funds Spent on Behalf of the Cluster	-	-	-
Funds Held at Year End	5,723	-	5,723

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

20 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.

21 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	-	-
Full-time equivalent members	0.14	0.15
<i>Leadership Team</i>		
Remuneration	337,249	314,118
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	337,249	314,118
Total full-time equivalent personnel	3.14	3.15

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	130-140	120-130
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2016: Nil).

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

22 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 2017

23 Contingencies

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

(Contingent liabilities and assets as at 31 December 2016: nil)

24 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 2016: nil)

(b) Operating Commitments

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

- operating lease of a photocopier
- operating lease for Tela Laptops

No later than One Year

Later than One Year and No Later than Five Years

2017 Actual \$	2016 Actual \$
1,452	6,234
-	1,452
<u>1,452</u>	<u>7,686</u>

25 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.

26 Financial Instruments

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	78,317	112,521	98,413
Receivables	82,552	85,000	87,110
Investments - Term Deposits	280,000	300,000	420,000
Total Loans and Receivables	<u>440,869</u>	<u>497,521</u>	<u>605,523</u>
Financial liabilities measured at amortised cost			
Payables	153,635	106,650	103,478
Finance Leases	41,984	40,289	55,203
Total Financial Liabilities Measured at Amortised Cost	<u>195,619</u>	<u>146,939</u>	<u>158,681</u>

27 Events After Balance Date

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

28 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2016. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2017.

Alfriston School

Board of Trustee Members 2017

Name	Position	How gained position	Occupation	Term expires/expired
Michelle McCarty	Principal	Appointed Jan 2011	Principal	When resigns
John Montgomerie	Chairperson-Parent Rep	Re-elected June 2016	Project Delivery Manager	April 2019
Tim O'Halloran	Parent Rep	Re-elected June 2016	Business Transformation Manager	April 2019
Scott Montgomerie	Parent Rep	Elected June 2016	Farmer	April 2019
Paul van Cingel	Parent Rep	Elected June 2016	Implementation Consultant	April 2019
Karalee Squire	Co-opted	Sept 2016	Fixed Assets Accountant	April 2019
Margo Glenn-Campbell	Co-opted	Sept 2016	Project Manager	April 2019
Mandy Wood	Staff representative	Elected April 2017	Teacher	April 2019

Kiwi Sport Funding 2017

The following report outlines how Ministry of Education allocated Kiwisport funding was used at Alfriston School. It will detail how the money impacted on student engagement and achievement and how Alfriston School identified areas to spend Kiwisport funding.

Kiwisport funding is integral in allowing Alfriston School to offer cost effective and beneficial learning experiences to all our students including Maori and Pasifika, students with special needs, English second language speakers and those from disadvantaged backgrounds.

Decisions on how Kiwisport funding is spent are made collectively. The teacher in charge of Physical Education discusses possibilities for spending money with the principal and team leaders. The main guideline for deciding how Kiwisport monies should be spent is that it should benefit an entire syndicate or all Alfriston School Students.

In 2017 Kiwisport funding was used to pay for buses transporting students to a Year 5 to 8 Interschool Soccer Fun Day, Gymnastics at Bruce Pulman Park, and the purchasing of Athletics and Sports equipment to update old gear.

Soccer Fun Day

Using Kiwisport funding to pay for buses for the Year 5 to 8 soccer fun day meant that we were able to take a group of over 60 students to the soccer fun day, essentially the cost was halved and allowed some parents and caregivers to send their students who would not normally have.

Gymnastics

Gymnastics lessons at Bruce Pulman Park are something that teachers, parents and students all agree is of great value. All students, including Maori and Pasifika and students with special needs are catered for at gymnastics lessons by gymnastics coaches. To minimise the costs to parents Kiwisport funding was to pay for the bus transport to and from Bruce Pulman Park. Due to Murphy's busses merging with Auckland Transport, we have seen a big increase in bus transport costs. We will be looking at alternative companies in 2018.

Athletics and Sporting Equipment

Kiwisport funding was used to update our aging sports equipment which the whole school benefits from. We hosted our annual Athletics Day at Alfriston School with parents loving the idea. We have continued to upgrade some of the athletics equipment to ensure we give student the best experience possible.

Independent Auditor's Report

RSM Hayes Audit

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Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

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www.rsmnz.co.nz

To the readers of Alfriston School's Financial statements For the year ended 31 December 2017

The Auditor-General is the auditor of Alfriston School (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 16 May 2018. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



ALFRISTON
SCHOOL

CHALLENGE
PRIDE
EXCELLENCE

2017 ANALYSIS OF VARIANCE **Reporting Student Achievement**

SUPPORTING DOCUMENTS

2017 Analysis of Variance
Annual Report

School Number 1203

Alfriston School Identified Areas of Strength and Areas for Improvement

Reading, Writing and Mathematics

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

NAG 2A (b) (i) Alfriston School Areas of Strength

Reading

82.1% (278/339) of students across the school are progressing and achieving either at or above the National Standard for Reading with 189 achieving above and 89 achieving at the National Standard. 2017 data shows the highest percentage of students at and above in the last 4 years. After three years at school this year's cohort is achieving 10% better than 2016. After 2 years at school 88.4% of students are at or above - the highest percentage for this cohort since tracking began in 2012. 95% of Yr 8 students left Alfriston School reading at or above the National Standard in Reading. (There has been a 19% growth from 2016 - accelerated achievement). Improved percentage of 15 students achieving above after 1 year at school. Improved Maori student achievement at and above NS by 2% - accelerated achievement. Higher number of boys achieving at and above than 2016. Improved student achievement for reading is also evidenced in Year 4-8 with between 80-95% of students achieving at or above N.S.

Recovery programmes and Quick 60 continued across the school. Mutukaroa meetings continued to take place with teachers taking the lead in the later part of the year. Use of devices were used to create authentic reading opportunities. An authentic 'tuakana teina' approach was used through integrated learning opportunities. Targeted students for Reading were discussed at every team meeting. Over 120 students across the school accessed Lexia programme at home and school for improved literacy outcomes. Collaborative approaches were used in teams and across the school to target students reading below standard. Probe and PM Benchmark Reading assessments and analysis informed teaching and learning programmes. The approaches for improved student achievement meant that just under 95% of Yr 8 students left Alfriston School reading at or above the National Standard in Reading. Continued opportunities for students to be involved in extension programmes such as the Literacy Quiz were offered.

Writing

75.5% (256/339) of students across the school are progressing and achieving either at or above that National Standard in Writing, with 111 achieving above and 145 achieving at National Standard for Writing. Highest percentage of at and above in the last 4 years. Highest percentage of boys achieving at or above. Highest number of Year 7 students achieving above since 2012. Highest number of Year 4 students achieving above since 2012. Highest number of students after 2 years at school working at or above NS since 2012 with a 20% growth in the cohort since 2016.

The writing progressions were updated across the school to ensure that it was student friendly. All teachers received in depth professional development around how to moderate, mark and place students using an OTJ and the progressions and First Step rubric. 1 Student participating in ICAS was awarded distinction award in English.

Maths

82.3% (279/339) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 158 achieving above and 121 achieving at the National Standard for Maths. Highest percentage above in the last 4 years. Highest percentage of females above in the last 4 years. Highest percentage of males above in the last 4 years. Highest number of Y8 students achieving at and above since pre 2012., Lowest number of Y8 students achieving below since pre 2012. Accelerated progress between 2016 and 2017 below and well below, Highest number of Y6 students above since 2012. 2012 6.4% above to 2017 64.7% above, Highest number of Y5 students above since 2012. 2012 10% above to 2017 58.5% above, 90% of Y4 students achieving at or above. The same cohort in 2016 had 60.7% at or above NS after 3 years at school.

After 2 years at school 83.7% at or above compared with 74.4% in 2016. Online programmes in Mathematics were revised in Term 3 due to a competition through Matific. Alfriston School won the competition. Lead teachers in Mathematics designed Mathematics progressions as well as tools for teachers to use in conjunction with this. Continued opportunities for students to be involved in extension programmes and outside competitions and exams for Schools (ICAS) 4 students attaining distinction awards (1 Year 8 student, 2 Year 6 students and 1 Year 5 student). Students have continued to compete and place well in the local zone competitions. Tracking of target students within team meeting ensured teacher focus and team responsibility.



Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

Alfriston School Areas for Improvement Reading, Writing and Mathematics

The data on student achievement in reading, writing and mathematics shows that we have made improvements with accelerating a number of students who were below and at standard, to at and above. We have been particularly successful with achievement in Reading, Writing and Mathematics. Now the school will focus on the development of school wide Reading learning progressions, in line with developing student assessment capability. Continued planning and monitoring of student progress and achievement that meets the learning needs of students will continue to be the focus for 2018. Integrated planning and teaching approaches have enhanced student capability to make cross curricular links and have improved student engagement in Reading, Writing and Mathematics particularly for boys Mathematics (from below to at).

<u>Areas of concern - Reading:</u>	<u>Areas of concern - Writing:</u>	<u>Areas of concern - Mathematics:</u>
<p>18% (61/339) students across the school B or WB in Reading</p> <p>After 1 year at school 37.5% (15/40) Below or Well Below</p> <p>After 1 Year at school 37% (7/19) Males B or WB (5/19 Year 4 students are males)</p> <p>After 7 years at school, 20.5% are B or WB.</p> <p>34.8% (23/66) of Maori across the school are achieving B or WB in Reading</p> <p>41% (16/39) of Maori males are achieving B or WB.</p>	<p>24.5% (77/339) Students across the school B or WB in Writing</p> <p>47.4% (30/66) of Maori Students across the school are B or WB in Writing</p> <p>58.9% (23/39) of Male Maori Students across the school are B or WB in Writing</p> <p>After 1 Year at school 37.5% (15/40) are B</p> <p>100% of Maori Year 1 students are B, 50% more are males Maori in Year 1</p> <p>After 3 Years at school 41.8% (18/43) are B or WB</p> <p>After 7 years at school 28.2% (11/39) are B or WB</p>	<p>35.7% (24/66) Maori Students across the school B or WB in Maths</p> <p>After 3 Years at school 46.5% (20/43) are B or WB in Maths</p> <p>63.6% of those Year 3 students who are below are Maori.</p>



Every Tui Has A Song Nga Tui He Waiata

Alfriston School Identified Areas of Strength and Areas for Improvement

NAG 2A (b)

School-level data on National Standards:

School strengths and identified areas for improvement

The basis for identifying areas for improvement

Planned actions for lifting achievement

Alfriston School Basis for identifying areas for improvement

The areas for improvement have been identified through a variety of data and analysis. The key areas that have been focused on are:

The analysis of school-level, year level data, broken down by Maori and Pasifika students and gender on progress and achievement in reading, writing and mathematics. As per NAG 2A (c) two additional ethnic cohorts have been included in the reporting. They are European / Pakeha and Asian. The tables formed show year level data of student progress and achievement and show patterns of progress and achievement across year levels for groups of students in reading, writing, and mathematics across a two year band. These tables have been useful for identifying groups of students who require more assistance to progress and achieve in reading, writing and mathematics. Identifying students who require targeted support has assisted our board to set aims and targets including planned actions to achieve these targets. These will be reviewed in November and will be included in next year's charter, which will be submitted as per NAG 7, by 1st March. (See Charter)

The analysis of the difference between the targets that were set in the 2017 annual plan and what was achieved have been reported in the analysis of variance. This has provided the board with the opportunity to review the actions of the past school year and identify what has, and hasn't been effective to support student learning.

Alfriston School Planned Actions for lifting achievement

Our board considered and discussed student progress and achievement data from previous years. The board also reviewed the areas for improvement from the analysis of variance and the school-level data from the current year. From the trends and patterns of the data, we have identified our board needs to focus on improved student progress and achievement for reading, writing and mathematics as described for targeted cohorts. To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. We will review these in November and include them in next year's charter.



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance for Writing 2017

Focus: WRITING

Strategic aim:	All students will experience a supportive, positive and effective learning environment
Annual aim for 2017:	To increase the number of students achieving at or above the level of National Standards in Writing.
Baseline data 2016:	The analysis of school wide data in November 2016 identified some concerns with the number of Maori, and male Maori students achieving below standard across the school. Years 1-3 students stood out as target groups.
Targets 2017:	<ol style="list-style-type: none"> 1. To improve the number of students achieving at or above across the school to 85% or better 2. 70% (12/17) of students in their second year of school currently achieving below, will be achieving at by the end of 2017 3. 44% (8/17) of students in their third year of school currently achieving below, will be achieving at the the end of 2017 4. 46% (6/13) of males in their third year of school currently achieving below will be achieving at by the end of 2017 5. 47% (7/15) Year 4 students currently achieving below, will be achieving at by the end of 2017 6. 33% (8/24) Maori students currently achieving below, will be achieving at by the end of 2017
Actions: (What did we do?)	<ul style="list-style-type: none"> • Writing progressions continued to be used in 2017, with Year 5-8 refining the indicators, with exemplars. • Team meeting minutes focussed on Targeted student achievement • Targeted writing groups utilising devices and e-Learning strategies to engage and stimulate writers • ELLP in Speaking, Listening, Reading and Writing (English Language Learning Progressions) as well as Year 0-3 Talk to learn programme • Whole school writing and cross school moderation in writing • The development of google app suite as well as Google Classroom, Blog, Use of devices to Lift Achievement in Writing ,Working with ICT facilitator • School report, parent interviews and how you can help at home section as well as link on school website • Mutukaroa implemented to strengthen home school partnerships • Quick 60 continued with a phonics, spelling and word attack skills taught. • Older students supporting younger writers - Tuakana Teina

Analysis of Variance Writing 2017 contd

Focus: WRITING

Outcomes: 75.5% (256/339) of students across the school are progressing and achieving either at or above that National Standard in Writing, with 111 achieving above and 145 achieving at National Standard for Writing. Highest percentage of at and above in the last 4 years. Highest percentage of boys achieving at or above. Highest number of Year 7 students achieving above since 2012. Highest number of Year 4 students achieving above since 2012. Highest number of students after 2 years at school working at or above NS since 2012 with a 20% growth in the cohort since 2016. 83.7% of girls are at and above NS, 66.6% of boys are at and above NS. 54.6% of Maori students are at and above NS, with Maori boys at 41% at or above NS.

2017 Target	2017 EOY Actual
<ol style="list-style-type: none"> To improve the number of students achieving at or above across the school to 85% or better 70% (12/17) of students in their second year of school currently achieving below will be achieving at by the end of 2017 44% (8/17) students in their third year of school currently achieving below, will be achieving at by the end of 2017. 47% (7/15) Year 4 students currently achieving below, will be achieving at by the end of 2017 33% (8/24) Maori students currently achieving below, will be achieving at by the end of 2017 	<ol style="list-style-type: none"> We achieved 75.5% of students working at or above National Standard Five of the twelve students left during the year, and the remaining seven Year 2 students met NS by the end of the year. (100%) 7/8 students meet NS in Year 3 at the end of 2017 (41%) Five out of seven students made required progress, with two students leaving through the year (100%) Five out of the eight students Maori students made required progress and were at NS by the end of 2017 (20%)

Reasons for the variance (Why did it happen?)

We undertook further PD in writing moderation, marking and placing students using OTJ and writing progressions using the First Steps rubric
 Continued tracking of all of life students, and charter target student check ins
 Continued integration of writing in Performing Arts, EOTC and other curriculum areas
 The writing progressions were updated across the school to ensure that they were more conducive to student use.
 A number of students who have been mentioned in the actual data, left during the school year.
 All Maori students who enrolled during the year (across the school) were below NS on entry.



Analysis of Variance Writing 2017 contd

Focus: WRITING

Evaluation
(Where to next?)

All students achieving below or well below remain target students.
Continued Professional Development in writing and the use of devices in the classroom, and effective strategies for the teaching of writing. Teachers will set appraisal goals for improved student learning outcomes in writing
Consolidate use of writing progressions
Continue to strengthen home school partnerships by supporting parents with ways they can help students write at home
Continue to target and monitor the progress of Maori students in Writing, particularly Maori boys

Planning for 2018

Hui for Maori and Pasifika whanau to continue with a focus on student achievement, in particular writing outcomes
Revision
Opportunities for parents to learn about how students are using devices in the classroom for improved outcomes in writing
Continued development and refinement of Writing Progressions
Special needs referrals early, for best outcomes and continued support for those who are making limited progress.
GATE register in place and identifying students who are two or more years above their chronological age for writing
All students who are below or well below in National Standards for writing to participate in Lexia programme, for extra learning support
Year 7 and 8 team will enable teacher strengths to be better utilised
Targeted teaching across the school by both teachers, AP and DP
All students below or well below National Standard to be targeted
Professional development will support teachers to include writing strategies in other curriculum areas
Whanau vertical grouping approach to allow for integrated and authentic deep learning experiences for students to be involved in
NPDL Professional Development

Analysis of Variance Reading

Focus: READING

Strategic aim:	All students will experience a supportive, positive and effective learning environment
Annual aim for 2017:	To increase the number of students achieving at or above the National Standard in Writing
Baseline data 2016:	The analysis of school wide Reading data in November 2016 identified some concerns in the Year 2, Year 3 students, Year 4 students and male Maori students across the school.
Targets 2017	<p>To improve the number of students achieving at or above to 85 % or better</p> <p>36% (5/14) students in their second year of school currently achieving below, will be achieving at by the end of 2017</p> <p>38% (6/16) students in their third year of school currently achieving below, will be achieving at by the end of 2017</p> <p>25% (4/12) Year 4 students currently achieving below will be achieving at standard by the end of 2017</p> <p>30% (5/17) Maori males currently achieving below will be achieving at standard by the end of 2017</p>
Actions (What did we do)	<ul style="list-style-type: none">• Standardised assessment tools used such as EasTTle Reading to measure progress and effect size• Team meeting minutes focussed on targeted student cohorts• Staff professional development in the use of planned integrated reading strategies• Staff professional development in the administration of reading assessments• ELLP in Speaking, Listening, Reading and Writing (English Language Learning Progressions)• Quick 60, Lexia, Reading Recovery support programmes• Mutukaroa• Older students supporting younger readers - <i>Tuakana Teina</i>



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Reading 2017 contd

Focus: **READING**

Outcomes:

82.1% (278/339) of students across the school are progressing and achieving either at or above the National Standard for Reading with 189 achieving above and 89 achieving at the National Standard. 2017 data shows the highest percentage of students at and above in the last 4 years. After three years at school this year's cohort is achieving 10% better than 2016. After 2 years at school 88.4% of students are at or above - the highest percentage for this cohort since tracking began in 2012 .95% of Yr 8 students left Alfriston School reading at or above the National Standard in Reading. (There has been a 19% growth from 2016 - accelerated achievement). Improved percentage of 15 students achieving above after 1 year at school. Improved Maori student achievement at and above NS by 2% - accelerated achievement. Higher number of boys achieving at and above than 2016. Improved student achievement for reading is also evidenced in Year 4-8 with between 80-95% of students achieving at or above N.S

Our Targets for 2017	2017 EOY actual
<ol style="list-style-type: none"> To improve the number of students achieving at or above to 85 % or better 36% (5/14) students in their second year of school currently achieving below, will be achieving at by the end of 2017 38% (6/16) students in their third year of school currently achieving below, will be achieving at by the end of 2017 25% (4/12) Year 4 students currently achieving below will be achieving at standard by the end of 2017 30% (5/17) Maori males currently achieving below will be achieving at standard by the end of 2017 	<ol style="list-style-type: none"> 82.1% of students achieved at or above National Standard by the end of 2017. We achieved this target with all 5 students attaining either at or above National Standard in their second year of school (100%) 3/6 students made required progress to meet National Standard after three years at school (1 student left). 2/4 students made the required progress to be at National standard by the end of Year 4 (2 students left during the year). 4 /5 Maori males made the required progress to meet National standard at the end of 2017. (1 student made accelerated progress)

Reasons for the variance (Why did it happen?)

The continued focus on improved writing outcomes has had an effect on reading outcomes. Students are using reading strategies more effectively and are making connections with writing strategies. Student access to shared documents through the google app suite has strengthened collaborative learning and students are more accountable for the quality of their written feedback, and their understanding of purpose and audience. Students are now making clear connections that reading and writing are closely linked. Attendance at Maori and Pasifika hui was improved in 2017.

Evaluation (Where to next?)

A target of 85% across the school achieving at or above the National Standards will continue be set.
 The school will develop and implement reading progressions across the school to strengthen student's ability to be assessment capable in reading.
 Building student knowledge of reading levels and stretch goals for reading.
 Home school partnerships (Mutukaroa)
 Use devices to access online reading support material
 Engage boys and Maori boys in reading through high interest learning, and deep learning
 E-Asttle ILPs online for every student in Years 5 - 8



Analysis of Variance Reading 2017 continued

Focus: READING

Planning for 2018

The following points will be built into the planning for 2018:

Fostering the wider use of student voice in learning programmes across the school will be a priority. This will align with the development of a shared language of learning and will improve the assessment capability of readers, by building student knowledge of reading levels and stretch goals.

Targeting specific students had a significant impact on the success of individual teachers reading programmes and will be further developed

Greater engagement of parents in the teaching and learning programmes in a planned manner (Mutukaroa) with Year 1-3 classes

The success of this programme will be shared with parents of Maori and Pasifika students at hui.

Quick 60 and Lexia will continue for 2018., along with Reading Recovery and Gifted and Talented programmes in Reading

Continue development of decoding and comprehensions specifically for Y0 - 4, with a specific drive to develop student capability in talking through their strategy use.

High frequency words and alphabet work in Year 0-2, with a specific focus on developing phonemic awareness.

Whanau vertical grouping approach to allow for integrated and authentic deep learning experiences for students to be involved in

Older students teaching younger students a variety of reading strategies - *Tuakana Teina*

Professional Development in NPD, for deep learning tasks



Analysis of Variance Mathematics 2017

Focus: MATHS

Strategic aim:

All students will experience a supportive, positive and effective learning environment

Annual aim for 2017:

To increase the number of students achieving at or above the National Standards in Mathematics

Baseline data 2016:

The data collected at the end of 2016 demonstrated a need in Year 3, and Year 4 males. We were also concerned with the achievement levels of our Maori Students across the school.

Targets 2017

To improve the number of students achieving at or above to 90% or better

43% (6/14) of students in their third year currently achieving below standard, will be achieving at by the end of 2017

30% (3/10) Year 4 males currently achieving below standard will be achieving at by the end of 2017

25% (5/20) Maori students currently achieving below standard, will be achieving at by the end of 2017

Actions

(What did we do)

- Staff professional development in Mathematics learning progressions
- Improvements to the teaching of student assessment capability in Mathematics
- Online maths workshops attended and created by students
- E Learning student driven Maths task boards used in Senior and Intermediate School Maths classes
- Streamed mathematics classes in the senior and intermediate school
- Matific Mathematics competition
- Syndicate monitoring of the progress of targeted students.
- Mathex competitions for GATE and high achieving students
- Targeted students achievement reported at team meetings

Analysis of Variance Mathematics 2017 contd

Focus: MATHS

Outcomes: 82.3% (279/339) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 158 achieving above and 121 achieving at the National Standard for Maths. Highest percentage above in the last 4 years. Highest percentage of females above in the last 4 years. Highest percentage of males above in the last 4 years. Highest number of Y8 students achieving at and above since pre 2012., Lowest number of Y8 students achieving below since pre 2012. Accelerated progress between 2016 and 2017 below and well below, Highest number of Y6 students above since 2012. 2012 6.4% above to 2017 64.7% above, Highest number of Y5 students above since 2012. 2012 10% above to 2017 58.5% above, 90% of Y4 students achieving at or above. The same cohort in 2016 had 60.7% at or above NS after 3 years at school After 2 years at school 83.7% at or above compared with 74.4% in 2016

Our 2017 Targets	2017 EOY Actual
<ol style="list-style-type: none"> To improve the number of students achieving at or above to 90% or better 43% (6/14) of students in their third year currently achieving below standard, will be achieving at by the end of 2017 30% (3/10) Year 4 males currently achieving below standard will be achieving at by the end of 2017 25% (5/20) Maori students currently achieving below standard, will be achieving at by the end of 2017 	<ol style="list-style-type: none"> 82.3% of students achieved at or above at the end of 2017 5/6 students in their third year achieved National Standard in their third year of school 3 students left and the remaining student reached National Standard at the end of 2017. We achieved 100% of target. 4/5 Maori Males made the required progress to reach National Standard by the end of 2017. We achieved 80% of target.

Reasons for the variance (Why did it happen?) A focus on Mathematics learning progressions has further informed teacher practise The use of online learning environments such as Mathletics and Matific and the professional development of teachers in the use of Mathematics has been attributed to some of the successes in 2017. Students report higher levels of engagement, particularly in the senior and intermediate school where e-learning strategies for teaching and learning have been intensively developed..

Evaluation (Where to next?) Further development of school wide Mathematics progressions to improve student assessment capability in Mathematics. Continued use of e-learning in classes will continue to engage students and allow them to make cross curricular links with more clarity. Online Mathematics programmes will continue to be used in the school for home school links, challenging students knowledge and strategy and providing useful planning and assessment material for teachers.

Analysis of Variance for Mathematics contd

Focus: MATHS

Planning 2018

Annual targets will be set in the 2018 annual plan regarding the identified groups of students who did not achieve at least *at the National Standard* for Maths.
Individual student shifts will be tracked as systems for gathering data are continuing to be well utilised across the school
Planning will continue to be differentiated to meet the needs of groups of students and will be informed by analysis of assessment data
Staff PD around Learning Intentions and Success Criteria - in line with Visible Learning Principles
Staff PD around marking work and giving thorough feedback & feedforward - in line with Visible Learning Principles
We will continue to develop and refine the shared language of learning for Mathematics through the development and implementation of Maths progressions
Every class will have children using progressions to describe their learning and next steps
Teacher capability in running workshops lifted across the school from Y1-8.
Teacher knowledge and capability in Matific by lead numeracy teachers.
Maori and Pasifika hui will discuss plans for improved outcomes for Maori and Pasifika students in Mathematics.
Professional Development in NPDL for deep learning tasks

Students With Special Abilities

Focus: Full Inclusion

Strategic Aim: Students with special learning abilities are supported in their learning so they can extend their progress in relation to the NZ Curriculum.

Annual Aim for 2018 : All Students identified as GATE attend, engage, participate and achieve against goals set in their learning pathways and part of the GATE register's planned actions. Relationships between home and school are strengthened so that GATE students are supported and extended in their learning.

Baseline data 2017 : **Current Situation:**

- We have teachers facilitating learning experiences with their most able students in different ways.
- We have identified students who are working two or more years above their chronological age in Reading, Writing and Maths.
- We have a Y7/8 GATE Literacy Class functioning at a high level, sharing best practise with other students across the school. **Tuakana Teina**
- GATE - Reading - students achieving 2 or more years above chron. age compared with 98 from the previous year.
- GATE - Maths - students achieving 2 or more years above chron. age compared with 54 from the previous year.
- GATE - Writing - students achieving 2 or more years above chron. age compared with 28 from the previous year.
- We have a variety of learning principles in place which we wish to utilise to best effect for positive outcomes for our gifted and talented students.
- We have an Intermediate team which has flexible grouping in Reading, Writing, and Maths to extend our most able students.
- We have flexible needs based grouping in Year 3 & above.
- We have further evidence of student voice in GATE but wish to develop this further.

Actions
(what did we do?)

GATE Team Established
GATE Definition developed and used to identify GATE students.
GATE Professional Development for staff in GATE Indicators
Intermediate GATE class
GATE site for staff
GATE Register created
GATE **Tuakana Teina** Teaching
Providing students opportunities to lead Literacy experiences across the school
Fully utilising the Google apps for education suite for teaching and learning opportunities, and giving and receiving feedback



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Students Achieving 2 or more years above the National Standard In Reading

	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
After 1 Year	1	2					
After 2 Years		11	4				
After 3 Years			1	6			
Year 4				2	3		
Year 5					1	12	
Year 6						6	18
Year 7							14
Year 8							31

Alfriston School Students

School Level Data by Year Level Reporting Student Progress and Achievement 2 or more years above in relation to the **National Standards in Reading** obtained from overall teacher judgements in November 2017

Students with Special Abilities

Alfriston School Students

School Level Data by Year Level Reporting Student Progress and Achievement 2 or more years above in relation to the **National Standards in Writing** obtained from overall teacher judgements in November 2017

Students Achieving 2 or more years above the National Standard In Writing

	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
After 1 Year	1	-					
After 2 Years		3	2				
After 3 Years			4	-			
Year 4				1	-	1	
Year 5					4	2	
Year 6						6	-
Year 7						2	3
Year 8							25

Students With Special Abilities

Alfriston School Students

School Level Data by Year Level Reporting Student Progress and Achievement 2 or more years above in relation to the **National Standards in Mathematics** obtained from overall teacher judgements in November 2017

Students Achieving 2 or more years above the National Standard In Mathematics							
	After 3 Years	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8+
After 1 Year	2	-					
After 2 Years		2	-	1			
After 3 Years			2	4			
Year 4				5	3		
Year 5					4	1	6
Year 6						7	12
Year 7							15
Year 8							27

English Language Learners Target 2017

Focus: Full Inclusion

Strategic Aim:	Students who speak English as a Second or other Language will attend, engage, participate and achieve against goals highlighted in their English Language Learning Progressions (ELLPs).
Annual Aim for 2017 :	85% of students who are identified as speaking English as a Second or Other Language will achieve at stage 1 or higher in Listening, Speaking, Reading and Writing as assessed on the English Language Learning Progressions.
Baseline data 2016 :	<p>At Alfriston School, we used the English Language Learning Progressions as a tool to record the progress and achievement of our English as Second or other Language speakers.</p> <p>Our English as a Second or Other Language speakers are identified as Indian, Korean, Middle Eastern, Vietnamese, Austrian and Chinese, speakers.</p> <p>During 2017 6 ESOL students left Alfriston School.</p> <p>At the end of 2017 there were 100% (20/20 students) were working at ELLP level 1 or higher in listening. In reading 94% (19/20) were achieving level one or higher. In speaking, 100% (20/20) students were achieving level one or higher. 82% (17/20 students) were working at level one or higher for writing.</p>
Actions (what did we do?)	<p>A designated teacher worked with students in Years 4-8.</p> <p>In Years 0-3, Talk to Learn programme was implemented throughout the year in small groups.</p> <p>One trained ESOL personnel supported teachers worked within their classes to lift the achievement levels of ESOL students</p> <p>Year 0-4 classes utilised a structured oral language programme throughout the year, using speaking and writing frames, and using think aloud approaches (strategies employing TESSOL techniques)</p> <p>Writing progressions implemented across the school</p> <p>BYOD Year 3 -8 encouraged.</p> <p>Teacher aides trained in patch play</p>



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CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

English Language Learners - Listening 2017

ELLP Stage End- Listening 2017

ELLP stage	20	%			
Stage 3	2	10 %			
Stage 2	13	65 %			
Stage 1	5	25 %			
Foundation Stage	0	0 %			
ELLP Stage End 2016 - Listening		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	22	1	6	9	6
	100%	4.5%	27%	41.5%	27%

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

27% of students are now working within the expected range for their cohort and are not longer requiring ESOL support.



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CHALLENGE PRIDE EXCELLENCE

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English Language Learners - Speaking 2017

ELLP Stage End- Speaking 2017

ELLP stage	20	%			
Stage 3	2	10%			
Stage 2	11	55%			
Stage 1	7	35%			
Foundation Stage	0	0%			
ELLP Stage End 2016 - Speaking		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	22	0	4	11	7
	100%	%0	18%	50%	32%

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

27% students have made significant progress and now are working at the expectation for their age group.

English Language Learners - Reading 2017

ELLP Stage End- Reading 2017

ELLP stage	20	%			
Stage 3	2	10%			
Stage 2	14	70%			
Stage 1	3	15%			
Foundation Stage	1	5%			
ELLP Stage End 2016 - Reading		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	22	1	5	10	6
	100%	5	23	45	27

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

All students have made progress towards expected age level attainment.

50% of students working at stage 2.

32% of students working at stage 3

English Language Learners - Writing 2017

ELLP Stage End- Writing 2017

ELLP stage	20	%			
Stage 3	0	0%			
Stage 2	7	35%			
Stage 1	10	50%			
Foundation Stage	3	15%			
ELLP Stage End 2016 - Writing		Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students	22	3	10	4	5
	100%	14%	45%	18%	23%

The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.

Additional Comments:

23% of students working at stage 3, attaining within their expected age range an increase of 2% since 2015



ALFRISTON
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CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Special Needs

Focus: Full Inclusion

Strategic Aim:	Students with special learning needs are supported in their learning so that they can progress and achieve in relation to the New Zealand Curriculum and their IEP and fully attend, engage, participate in and contribute to the school and the community.
Annual Aim for 2017 :	All Students attend, engage, participate and achieve against goals developed in their IEPs and make progress towards National Standards. Relationships between home and school are strengthened so that students with special learning needs are supported in their learning.
Baseline data 2017:	<p>The school's special education register was kept up to date and shared with staff each term.</p> <p>In 2017 students who were funded by GSE, Moderate Physical Needs Contract or ACC received 2 IEPs per year. These were reflected upon through collaborative meetings with parents, teacher, teacher aide, agencies involved and students (where appropriate). Each review entailed a discussion of progress made and challenges presenting before a review of the students' tailored and specific goals were undertaken before new appropriate goals were set. These specific goals were made up depending on the needs discussed of speech language, mobility, assistive technology, social, self-management and educational needs.</p> <p>In 2017 there were 15 students receiving IEPs 6 students were ORS funded, 3 students were being assisted by Moderate Physical Needs Contract Agents and 1 received assistive technology for learning. 7 students received alternative support from GSE such as Language support, Hearing and also behaviour support. A survey was sent out to parents at the end of each IEP round asking for feedback in relation to inclusive practises, the IEP process and working alongside the support team at Alfriston School.</p>
Actions (what did we do?)	<p>Sourced assistive technology to enable students to further access the curriculum and which is enabling them to meet their learning goals</p> <p>Continued the Lexia programme in the school across all learning levels.</p> <p>Fully engaged and utilised resources and personnel in the school to support our special needs students</p> <p>SENCO timetables and supports students through setting programmes, assessing and resourcing for students.</p> <p>Special needs life skills programme implemented year round. (Cooking, gardening, art and swimming)</p> <p>Ensured that all learning programmes, including extra curricular activities were accessible to our special needs students, including gymnastics, EOTC events, Sports events and Performing Arts</p> <p>Trialled different technologies to support language outcomes for students with special needs such as the ipad with voice output.</p> <p>Transition to college was provided for 2 students.</p> <p>All families and whanau were included in supporting students through collaborative actions plans and IEPS These were reflected upon through collaborative meetings with parents, teacher, teacher aide, agencies involved and students (where appropriate). Reviews of goals were undertaken before new goals were set. These goals were made up of speech language, mobility, assistive technology, social, self-management and educational needs.</p> <p>A survey was conducted at the end of each term to gain information on key areas of special education such as: welcoming to the school for initial and consequential visits, transition, inclusion, involvement in learning and partnership with agencies and the school staff in creating a supporting scaffold around the child.</p>



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CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

Analysis of Variance Special Needs contd

Focus:	Full Inclusion
Outcomes:	<p>The board, through the Principal prioritised allocation of teacher aide resourcing for supporting students that do not qualify for any funding outside of the school's operational grant. The board, through the Principal enabled professional development for teachers and teacher aides through programmes available from the RTLB.</p> <p>A Board report was presented in November, informing the BOT of inclusive practises, transitions and the IEP process. Alfriston School SENCO has the role of specialist teacher to assess, monitor and implement programmes across the school for ORS students. Teacher aides timetables were adapted to support the specialist skills requiring promotion and development.</p> <p>An online survey was conducted each term for parents, agencies and both supporting and teaching staff to contribute their thoughts and positions on different practises at Alfriston School. School staff and supporting agencies were forthcoming with positive comments, five parents completed the surveys each term. All comments were positive and supportive of the school's practice.</p>
Reasons for Variance:	<p>The board through the principal priorities allocation of funding and teacher capability and teacher aide training creating a support for both students, families and staff.</p> <p>The life skills and special needs education programmes enables Alfriston School to tailor make our programmes to meet the needs of the students in our school on a day to day basis. We have seen gains in ownership, language development and confidence in speaking without support develop amongst our special needs students.</p> <p>Parents feedback has provided confidence in our programmes, procedures and strategies.</p>
Evaluations (Where to next?)	<p>As the school board further develops the school's achievement aims and targets, the school will gather and analyse the data through the self review process.</p> <p>Continue to access programmes on offer for the support team for students with special needs such as Incredible years to new PRTs , TIPs for autism, equine therapy.</p> <p>Continue to administer an electronic survey to parents and the support team for each student after each IEP round. These self review questions will be used in conjunction the inclusive practises tool and will relate to school culture and leadership for including students, teamwork, working with families, using information and transitions, cultural identity, individual learning programmes and school safety. Data will be collated termly.</p> <p>Mutukaroa is being reviewed currently and Lexia will continue in our school possibly in a whole school capacity.</p>
Planning for 2017	<p>The board's targets will reflect the changes or improvements the board wishes to make (set out in the charter strategic plan) for learners with special education needs.</p> <p>Targets and planned actions will include support for learners with special education needs to come to school (attend), enjoy school (engage) and have the opportunity to participate and achieve.</p> <p>All students will make progress towards their Independent Education Plans and National Standard across the curriculum.</p>

Special Needs Target 2017

Focus: Full Inclusion

Strategic Aim: Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and community environment.

Annual Aims: Presence Engagement Achievement

All Students attend, engage, participate, achieve and progress towards goals developed in their IEPs, with a particular focus on their wellbeing
To continue to complete a school wide self-review of inclusive policies and practices using wellbeing at school and the inclusive practises tool.
Strengthen relationships between home and school to further engage learners with special education needs
Increase the progress and achievement of the group of learners with special education needs who are currently not achieving as expected.

Baseline Data 2017:

The school's special education register was kept up to date and shared with staff each term through Google docs.
Out of 339 students: 3% of our school roll are ORS funded, 5.% received RTLb support in 2017. 1% are accessing Riding for the Disabled and 2% are also accessing Speech Language therapy. 1.1% of our school is accessing the Physical Disability Service. 2% of students have been allocated assistive technology for either communication, auditory processing or fine motor skills/writing . 35% are accessing the Lexia Reading support programme.
All funded students are receiving their full quota of their allocated funding. 4% of students receive an Individual Education Programme (IEPs), these are conducted at least twice a year for all students who are funded by the Ministry of Education through ORS funding, behaviour or communication support , under Physical Disability Service or receive assistive technology. IEPs are reflected upon through collaborative meetings with parents, teacher, teacher aide, agencies involved and students (where appropriate). High needs and ORS Students transitioning into Alfriston school had an IEP within the first term of attendance, then one each subsequent term for the next three terms to ensure the transition plan was successful. Each review entailed discussion around progress made and challenges presenting before a review of the students' tailored and specific goals are undertaken and new appropriate goals were set. These specific goals were made up depending on the needs discussed pertaining to speech language, mobility, assistive technology, social, self-management and educational needs. Surveys were sent out to parents, teachers and agencies at the end of each IEP round asking for feedback in relation to inclusive practises, the IEP process and working alongside the support team at Alfriston School.
Eight students accessed Reading Recovery in 2017. Students who showed concerning lack of progress were referred to RTlit, 2 students completed their association with RTlit in Term 2 of 2017. In 2017 the Quick 60 programme continued to support students in year 2. 10 students accessed Quick 60 in 2017. .
A board report was presented in Term 4 with specifics around how many students receive support and are funded for support across the school. (including quick 60, reading recovery and specialist programmes).
Alfriston specialist programme for children with special or extra learning needs including ORS funded students continued to work through their learning programme set up each week to meet specific needs alongside this life skills, art therapy, gardening were timetabled each week. At risk and high needs students also partook in parts of the programme that offered benefit to their behavioural or social challenges/needs

Special Needs Target 2017 contd

Focus: Full Inclusion

Targets:	As part of the IEP process we aim to continue regularly carrying out a survey through google forms the parents, teacher and agencies involved with students as to the effectiveness of the transition to school, the IEP, school environment and programmes used to support the child as well as other features pertaining to the student.
Engagement:	All learners on the special education needs register will have up-to-date documentation showing how their learning needs are being met within the curriculum, their IEP will be linked to the register. All referrals will be scanned and uploaded onto our student management system under guidance, enabling all staff to have access to documentation over the course of the enrollment.
Achievement:	The progress of all learners with special education needs will be regularly monitored against individual learner plans in relation to National Standards and reported to parents, families, whanau and the board. The Senco will assess and modify the student's programmes depending on the progress of the child. The group of learners identified as having special education needs will make progress in relation to their literacy and numeracy goals set in their 2016 IEPs and towards National Standard.

Special Needs Target 2017 contd

Actions to Achieve Targets	Led by	Budget	Timeframe
To survey both the parents, teacher and agencies involved with students as to the effectiveness of the IEP, school environment and programmes used to support the child as well as other features pertaining to the student. This will be conducted at the conclusion of an IEP	SENCO	Nil	Termly
Regular review and assessment of all learners on the Alfriston School online Special needs register. Build capability across the school in identifying and supporting presenting needs.	SENCO	Nil	Termly
Through the support of the SENCO and outside agencies Classroom teachers will adapt teaching and learning to meet the needs of learners with special education needs by using tools introduced in professional development	SENCO/ Classroom teachers	Nil	Ongoing
SENCO will closely monitor learners on the Special Needs Register, identifying and work towards individualised learning goals for literacy and numeracy and will support classroom teachers to adapt learning programmes appropriate to their learning needs.	SENCO Classroom teachers	Release time	Ongoing

READING: STUDENT ACHIEVEMENT TARGETS 2018

BASELINE DATA

Analysis of the school-wide data in Reading at the end of 2017 showed the following: 82.1% (278/339) of students across the school are progressing and achieving either at or above expectation for Reading with 189 achieving above and 89 achieving at. 2017 data shows the highest percentage of students at and above in the last 4 years. After three years at school this year's cohort is achieving 10% better than 2016. After 2 years at school 88.4% of students are at or above - the highest percentage for this cohort since tracking began in 2012. 95% of Yr 8 students left Alfriston School reading at or above expectation in Reading. (There has been a 19% growth from 2016 - accelerated achievement). Improved percentage of 15 students achieving above after 1 year at school. Improved Maori student achievement at and above expectation by 2% - accelerated achievement. Higher number of boys achieving at and above than 2016. Improved student achievement for reading is also evidenced in Year 4-8 with between 80-95% of students achieving at or above expectation.

TARGETS:

1. To improve the number of students achieving at or above to 85% or better
2. 80%(12/15) students in their second year of school currently achieving below will make accelerated progress (including Year 2 boys (6)
3. 57%(4/7) Yr 8 students currently achieving below will make accelerated progress
4. 79% (15/19) Maori students currently achieving below will make accelerated progress

Actions to Achieve Targets

Classroom environments for all classrooms will be rich in text and will reflect both teacher and student text and voice

Use standardised assessment tools such as E-AsTTle Reading to measure progress and effect size

Target student reading achievement will be reported at every team meeting & tracked across teams and SMT

Programme planning specific to Maori boys

Professional development for teachers to create and implement Reading Progressions

The Mutukaroa home-school partnership will continue

The Quick 60 Reading Programme & Reading Recovery will continue

Classroom programmes will include the use of digital devices and online resources, including the use of google docs for improved student collaboration.

Visible representation of reading progressions in all classrooms for all learning levels so that students can see where their next learning should be

Innovative elearning approaches, with the support of Jacqui Sharp to be utilised in Reading Programmes

Lexia programme to be available to student across the school

Led by

Budget

Timeframe

DPs

On going throughout the year

DPs

Term 2 and Term 4

Team leaders / SMT

Term 1-4

Olivia Brown

Term 1-4

Classroom teachers

Term 1-4

Literacy support teacher

Term 1-4

Expert e-learning teachers and classroom teachers

Term 1-4

Olivia Brown and teachers

Term 2 - 4

Expert e-learning teachers and classroom teachers

Term 1-4

Olivia Brown

Term 1-4



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

WRITING: STUDENT ACHIEVEMENT TARGETS 2018

BASELINE DATA:

73.4% (232/316) of students across the school are progressing and achieving either at or above that National Standard in Writing - as opposed to 72.2 % in 2015, with 85 achieving above and 147 achieving at the National Standard for Writing. Highest percentage of at and above in the last 3 years. Lowest percentage of below and well below in the last 3 years. Highest percentage of girls writing at and above in the last 3 years. Highest percentage of Y8's writing above since pre 2012. Lowest percentage of Y8's writing below since pre 2012. Highest percentage of Y7's writing at and above since pre 2012. Lowest percentage of below students in Y7 since pre 2012. Lowest percentage of well below students in Y7 since pre 2012. Highest number of at and above Y6 students since pre 2012. Lowest number of below Y6 students since pre 2012. Y4 and after 3 years at school - data is in line with last year. 62.3% of students after 1 year at school achieving at or above, compared with 55.7% in 2015

TARGETS:

1. To improve the number of students achieving at or above across the school to 85% or better
2. 50% (12/24) of Maori Students across the school currently below will make accelerated progress (including Male Maori)
3. 80% (12/15) of Year 2 students below will make accelerated progress
4. 76% (13/17) of Year 4 students below will make accelerated progress
5. (3/10) 30% of Year 8 students below will make accelerated progress

Actions to Achieve Targets	Who	Budget	Timeframe
Collect data and evidence to show the use of writing progressions by students and teachers including student voice	Lead teachers	\$1000	Term 1 to 4
Effectively moderated baseline data will be gathered from a range of sources and timelines established for the tracking and review of data and programmes throughout the year	Literacy lead teachers and team leaders		Term 1, 2, 3 and 4.
Target student writing achievement will be reported at every team meeting	Team leaders		Weekly
Further develop the language of learning using the writing progressions	Literacy lead teachers		Term 2, 3, 4
Professional development around the use of coaching to further develop teaching practise	Lead teachers/Principal		Termly
Using Performing Arts planned in Term 2 as a platform for engaging writers, in rich meaningful and authentic learning experiences	Andre, Michelle V		Term 3
Use of digital technology as a tool for writing to plan, create, and critically evaluate written texts	DPs/lead teachers		Ongoing throughout the year
Professional development in the creation and use of learning intentions and success criteria	Lead teachers		Ongoing throughout the year



CHALLENGE PRIDE EXCELLENCE

Every Tui Has A Song Nga Tui He Waiata

MATHEMATICS: STUDENT ACHIEVEMENT TARGETS 2018

Analysis of the school-wide data in Mathematics at the end of 2016 showed the following:

80.4 % (254/316) of students across the school are progressing and achieving either at or above that National Standard in Maths, with 127 achieving above and 127 achieving at the National Standard for Maths. Highest percentage above in the last 3 years. Highest percentage of females above in the last 3 years. Highest percentage of males above in the last 3 years. Number of students below and well below has remained consistent in the last 3 years. Highest number of Y8 students achieving above since pre 2012. Lowest number of Y8 students achieving below since pre 2012. Highest number of Y7 students achieving above since pre 2012. Highest number of Y6 students achieving above since pre 2012. Lowest number of Y6 students achieving below since pre 2012.

TARGETS:

1. To improve the number of students achieving at or above expectation to 85% or better
2. (58% 11/18) of Maori students across the school achieving below will make accelerated progress
3. (94% 18/19) of Year 4 students across the school achieving below will make accelerated progress

Actions to Achieve Targets	Led by	Budget	Timeframe
Progressions will be developed so that students can describe their learning and next steps.	Lead teachers	\$1000	T1, 2, 3, 4
Students in every class will use worked examples and Mathematics strategy displays to describe their learning and next steps	Lead teachers		T1 2, 3, 4
Mathletics will be used to challenge students knowledge and use of strategy and provide planning and assessment material for teachers	Lead teachers and Team Leaders		Ongoing
Modelling books are used daily for targeted students and are referred to by students when discussing their learning and are tracked by numeracy coordinator	Lead teachers and Team leaders		Ongoing
Daily use of basic facts to improve speed and accuracy	Lead teachers and Team leaders		Ongoing
Mathex will be included in Yr 5-8 high ability classes (possible Otago Problem Solving)	Lead teachers		On going throughout the year.
Students will use e-learning tools and apps to improve number knowledge and strategy	Classroom teachers/ICT team		On going throughout the year.
Target student achievement will be reported at every team meeting	Team Leaders/Lead teachers		On going throughout the year.
Resourcing support for all students to align with the progressions. Numeracy 123	Lead teachers		Term 1-4



CHALLENGE PRIDE EXCELLENCE

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