

Baverstock Oaks School

Financial Statements for the year ended 31 December 2017

School Address:	21 Baverstock Road, Flatbush
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Ministry Number:	6960

Baverstock Oaks School

Financial Statements

For the year ended 31 December 2017

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Baverstock Oaks 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.

Heidi Mackay
Full Name of Board Chairperson

Genée Crowley
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

30.12.17
Date:

30.12.17
Date:

Baverstock Oaks School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	6,152,406	5,203,526	5,819,181
Local Raised Funds	3	355,315	294,400	309,774
Interest Earned		47,733	30,355	36,056
Gain on Sale of Property, Plant and Equipment		-	-	3,362
International Students	4	49,595	62,000	50,941
		<hr/>	<hr/>	<hr/>
		6,605,049	5,590,281	6,219,314
Expenses				
Local Raised Funds	3	135,390	106,700	106,198
International Students	4	805	3,000	-
Learning Resources	5	3,511,458	3,376,551	3,557,832
Administration	6	371,470	392,650	309,339
Finance Costs		7,033	-	6,711
Property	7	2,311,445	1,643,655	1,958,819
Depreciation	8	151,610	110,000	184,823
Loss on Disposal of Property, Plant and Equipment		1,428	-	-
		<hr/>	<hr/>	<hr/>
		6,490,639	5,632,556	6,123,722
Net Surplus / (Deficit)		114,410	(42,275)	95,592
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		114,410	(42,275)	95,592

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

Baverstock Oaks 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	<u>1,800,058</u>	<u>1,800,058</u>	<u>1,691,773</u>
Total comprehensive revenue and expense for the year	114,410	(42,275)	95,592
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	12,693
Equity at 31 December	<u>1,914,468</u>	<u>1,757,783</u>	<u>1,800,058</u>
Retained Earnings	1,914,468	1,757,783	1,800,058
Equity at 31 December	<u>1,914,468</u>	<u>1,757,783</u>	<u>1,800,058</u>

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

Baverstock Oaks School
Statement of Financial Position

As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	676,129	175,535	232,969
Accounts Receivable	10	334,247	195,000	188,298
GST Receivable		-	5,000	13,800
Prepayments		7,348	15,000	15,222
Investments	11	1,088,591	225,000	1,065,417
		<u>2,106,315</u>	<u>615,535</u>	<u>1,515,706</u>
Current Liabilities				
GST Payable		34,222	-	-
Accounts Payable	13	265,260	245,000	268,629
Revenue Received in Advance	14	66,623	12,000	33,265
Provision for Cyclical Maintenance	15	149,153	149,153	128,387
Finance Lease Liability - Current Portion	16	59,885	25,000	24,385
Funds Held for Capital Works Projects	17	315,020	-	-
		<u>890,163</u>	<u>431,153</u>	<u>454,666</u>
Working Capital Surplus/(Deficit)		1,216,152	184,382	1,061,040
Non-current Assets				
Property, Plant and Equipment	12	749,467	1,646,129	842,029
		<u>749,467</u>	<u>1,646,129</u>	<u>842,029</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	15,349	15,349	20,632
Finance Lease Liability	16	35,802	57,379	82,379
		<u>51,151</u>	<u>72,728</u>	<u>103,011</u>
Net Assets		<u>1,914,468</u>	<u>1,757,783</u>	<u>1,800,058</u>
Equity		<u>1,914,468</u>	<u>1,757,783</u>	<u>1,800,058</u>

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

Baverstock Oaks School

Statement of Cash Flows

For the year ended 31 December 2017

	2017	2017	2016
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,205,444	1,041,526	1,166,335
Locally Raised Funds	218,988	316,400	338,666
International Students	81,248	62,000	61,326
Goods and Services Tax (net)	48,022	-	(2,566)
Payments to Employees	(696,768)	(649,944)	(647,653)
Payments to Suppliers	(679,820)	(683,148)	(603,549)
Interest Paid	(7,033)	-	(6,711)
Interest Received	47,666	24,855	29,644
Net cash from / (to) the Operating Activities	<u>217,747</u>	<u>111,689</u>	<u>335,492</u>
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	(1,428)	-	3,362
Purchase of PPE (and Intangibles)	(45,227)	(1,068,471)	(22,461)
Purchase of Investments	(23,174)	-	(503,282)
Proceeds from Sale of Investments	-	355,000	-
Net cash from / (to) the Investing Activities	<u>(69,829)</u>	<u>(713,471)</u>	<u>(522,381)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	12,693
Finance Lease Payments	(19,778)	82,379	(117,349)
Funds Held for Capital Works Projects	315,020	-	-
Net cash from / (to) Financing Activities	<u>295,242</u>	<u>82,379</u>	<u>(104,656)</u>
Net increase/(decrease) in cash and cash equivalents	<u><u>443,160</u></u>	<u><u>(519,403)</u></u>	<u><u>(291,545)</u></u>
Cash and cash equivalents at the beginning of the year	9 232,969	694,938	524,514
Cash and cash equivalents at the end of the year	9 <u><u>676,129</u></u>	<u><u>175,535</u></u>	<u><u>232,969</u></u>

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.

Baverstock Oaks School

Notes to the Financial Statements

For the year ended 31 December 2017

1. Statement of Accounting Policies

Reporting Entity

Baverstock Oaks 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 12.

Baverstock Oaks School

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 16.

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.

Baverstock Oaks School

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:

Buildings	10-40 years
Furniture and equipment	3-15 years
Information and communication technology	3-5 years
Motor vehicles	5 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.

Baverstock Oaks 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 international students and camp fees where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

Financial Assets and Liabilities

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

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

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

Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

Services received in-kind

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

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	894,577	695,558	925,215
Teachers' salaries grants	2,899,965	2,800,000	3,002,932
Use of Land and Buildings grants	2,037,074	1,362,000	1,634,301
Other MoE Grants	314,387	345,968	253,283
Other government grants	6,403	-	3,450
	<u>6,152,406</u>	<u>5,203,526</u>	<u>5,819,181</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	120,582	92,750	113,705
Fundraising	5,248	2,000	1,707
Trading	3,177	1,750	2,401
Activities	226,308	197,900	191,961
Curriculum Recoveries	-	-	-
	<u>355,315</u>	<u>294,400</u>	<u>309,774</u>
Expenses			
Activities	131,115	105,000	104,164
Trading	1,866	1,200	1,647
Fundraising (costs of raising funds)	2,409	500	387
	<u>135,390</u>	<u>106,700</u>	<u>106,198</u>
	<u>219,925</u>	<u>187,700</u>	<u>203,576</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	0	0	3

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
International student fees	49,595	62,000	50,941
Expenses			
International student levy	805	3,000	-
	<u>805</u>	<u>3,000</u>	<u>-</u>
	<u>48,790</u>	<u>59,000</u>	<u>50,941</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	47,885	59,607	87,640
Equipment repairs	504	2,500	-
Information and communication technology	34,838	38,000	42,887
Library resources	3,359	4,500	4,906
Employee benefits - salaries	3,400,549	3,244,044	3,421,573
Resource/attached teacher costs	-	500	-
Staff development	24,323	27,400	826
	<u>3,511,458</u>	<u>3,376,551</u>	<u>3,557,832</u>

6 Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	5,660	4,500	5,570
Board of Trustees Fees	4,270	4,500	4,930
Board of Trustees Expenses	4,779	6,600	8,708
Communication	8,986	7,600	10,992
Consumables	48,121	40,000	46,709
Operating Lease	90,434	125,000	8,921
Other	28,598	34,550	40,246
Employee Benefits - Salaries	156,945	143,900	158,562
Insurance	10,153	12,500	11,117
Service Providers, Contractors and Consultancy	13,524	13,500	13,584
	<u>371,470</u>	<u>392,650</u>	<u>309,339</u>

7 Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	21,100	19,900	19,427
Consultancy and Contract Services	69,996	70,000	67,298
Cyclical Maintenance Provision	15,483	20,000	15,484
Grounds	13,022	9,300	6,159
Heat, Light and Water	49,011	50,000	53,984
Repairs and Maintenance	35,300	43,455	85,512
Use of Land and Buildings	2,037,074	1,362,000	1,634,301
Security	8,460	7,500	6,204
Employee Benefits - Salaries	61,999	61,500	70,450
	<u>2,311,445</u>	<u>1,643,655</u>	<u>1,958,819</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	18,178	18,000	18,178
Furniture and Equipment	28,076	40,000	37,716
Information and Communication Technology	3,129	2,000	2,068
Leased Assets	96,242	44,000	120,446
Library Resources	5,985	6,000	6,415
	<u>151,610</u>	<u>110,000</u>	<u>184,823</u>

9 Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	200	200	200
Bank Current Account	566,485	50,335	123,900
Bank Call Account	109,444	125,000	108,869
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>676,129</u>	<u>175,535</u>	<u>232,969</u>

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

Of the \$676,129 Cash and Cash Equivalents, \$315,020 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10 Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	142,130	5,000	4,098
Interest Receivable	11,081	10,000	11,014
Teacher Salaries Grant Receivable	181,036	180,000	173,186
	<u>334,247</u>	<u>195,000</u>	<u>188,298</u>
Receivables from Exchange Transactions	153,211	15,000	15,112
Receivables from Non-Exchange Transactions	181,036	180,000	173,186
	<u>334,247</u>	<u>195,000</u>	<u>188,298</u>

11 Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	1,088,591	225,000	1,065,417
	<u>1,088,591</u>	<u>225,000</u>	<u>1,065,417</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

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	588,227	-	-	-	(18,178)	570,049
Furniture and equipment	86,543	34,722	-	-	(28,076)	93,189
Information and communication technology	15,312	7,786	-	-	(3,129)	19,969
Leased assets	106,787	13,820	-	-	(96,242)	24,365
Library resources	45,160	4,148	(1,428)	-	(5,985)	41,895
Balance at 31 December 2017	842,029	60,476	(1,428)	-	(151,610)	749,467

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	735,334	(165,285)	570,049
Furniture and equipment	740,341	(647,152)	93,189
Information and communication technology	163,365	(143,396)	19,969
Leased assets	345,744	(321,379)	24,365
Library resources	122,044	(80,149)	41,895
Balance at 31 December 2017	2,106,828	(1,357,361)	749,467

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 \$24,365 (2016: \$106,787).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	606,405	-	-	-	(18,178)	588,227
Furniture and equipment	108,067	16,192	-	-	(37,716)	86,543
Information and communication technology	17,380	-	-	-	(2,068)	15,312
Leased assets	202,317	24,916	-	-	(120,446)	106,787
Library resources	45,306	6,506	(237)	-	(6,415)	45,160
Balance at 31 December 2016	979,475	47,614	(237)	-	(184,823)	842,029

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	735,334	(147,107)	588,227
Furniture and equipment	754,123	(667,580)	86,543
Information and communication technology	107,076	(91,764)	15,312
Leased assets	331,923	(225,136)	106,787
Library resources	121,747	(76,587)	45,160
Balance at 31 December 2016	2,050,203	(1,208,174)	842,029

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

13 Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	35,347	25,000	52,497
Accruals	11,885	26,000	28,714
Banking staffing overuse	21,224	-	-
Employee Entitlements - salaries	183,394	180,000	173,186
Employee Entitlements - leave accrual	13,410	14,000	14,232
	<u>265,260</u>	<u>245,000</u>	<u>268,629</u>
Payables for Exchange Transactions	265,260	245,000	268,629
	<u>265,260</u>	<u>245,000</u>	<u>268,629</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Student Fees	50,435	-	18,782
Other	16,188	12,000	14,483
	<u>66,623</u>	<u>12,000</u>	<u>33,265</u>

15 Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	149,019	149,019	133,535
Increase to the Provision During the Year	15,483	20,000	15,484
Use of the Provision During the Year	-	(4,517)	-
Provision at the End of the Year	<u>164,502</u>	<u>164,502</u>	<u>149,019</u>
Cyclical Maintenance - Current	149,153	149,153	128,387
Cyclical Maintenance - Term	15,349	15,349	20,632
	<u>164,502</u>	<u>164,502</u>	<u>149,019</u>

16 Finance Lease Liability

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

Minimum lease payments payable (includes interest portion):

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	67,098	-	119,375
Later than One Year and no Later than Five Years	36,764	-	80,891
	<u>103,862</u>	<u>-</u>	<u>200,266</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

17 Funds Held for Capital Works Projects

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

				BOT Contribution/ (Write-off to R&M)	
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Rekeying	<i>completed</i>	-	9,355	9,355	-
Door Stop/Bird proofing	<i>completed</i>	-	19,713	15,629	4,084
Floor covering	<i>in progress</i>	-	313,321	2,385	310,936
Totals		-	342,389	27,369	315,020

Represented by:

Funds Held on Behalf of the Ministry of Education

315,020
315,020

				BOT Contribution/ (Write-off to R&M)	
	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Nil Projects		-	-	-	-
Totals		-	-	-	-

18 Related Party Transactions

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

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

19 Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,270	4,930
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	385,132	405,292
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	389,402	410,222
Total full-time equivalent personnel	4.10	4.10

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	140-150	140-150
Benefits and Other Emoluments	1-5	1-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100-110	1	2
	1.00	2.00

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

20 Compensation and Other Benefits Upon Leaving

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

21 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)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

22 Commitments

(a) Capital Commitments

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

(Capital commitments as at 31 December 2016: nil)

(b) Operating Commitments

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

- operating lease for Tela Laptops.

	2017 Actual \$	2016 Actual \$
No later than One Year	33,251	12,990
Later than One Year and No Later than Five Years	19,987	8,827
Later than Five Years	-	-
	53,238	21,817

23 Managing Capital

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

24 Financial Instruments

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	676,129	175,535	232,969
Receivables	334,247	195,000	188,298
Investments - Term Deposits	1,088,591	225,000	1,065,417
Total Loans and Receivables	2,098,967	595,535	1,486,684
Financial liabilities measured at amortised cost			
Payables	265,260	245,000	268,629
Finance Leases	95,687	82,379	106,764
Total Financial Liabilities Measured at Amortised Cost	360,947	327,379	375,393

25 Events After Balance Date

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

26 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.

27 Breach of Borrowing Limit

The school has entered into agreements for IT equipment lease, which is considered finance leases under the accounting standards. The board of trustees are allowed to borrow funds to the extent that their repayments in any financial year do not exceed 10% of their operating grant. The repayments of borrowings in the current year amounted to 13.6% of the operational grant and therefore require ministerial approval. As the school has not obtained the appropriate ministerial approval, this represents a breach of Regulation 12 of the Crown Entities (Financial Powers) Regulations 2005.



April 2018

21 Baverstock Road, Flatbush, Auckland 2016
Phone: 09 278 6741, Fax: 09 278 6742
Email: office@baverstock.school.nz
Web: www.baverstock.school.nz

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

In 2017, the school received a total of \$10,341 (excluding GST) The funding was spent to increase participation in sporting activities, particularly giving children opportunities to try out sports which they otherwise may not have access to. The goals in relation to this initiative have been achieved.

Board of Trustees
Contact List
2017



Name		Details
Warren Herbert Wife: Lisa Children at School: none 6 Creeve Place Flatbush	Home: Work: Mobile: Email:	09 271 5666 021 2409424 warren@image2art.co.nz
Jo Russell Husband: John Children at School: Dan Rm	Home: Work: Mobile: Email:	09 2746219 021 2136316 jo.russell@jasmax.com
Hein Mackay Wife: Nikki (teacher at school)	Home: Work: Mobile: Email:	09 2715570 021 223 6952 Hein_m@hotmail.com
Paul Whelan Wife: Dee Children at School: none 110 Middlefield Drive Flatbush	Home: Work: Mobile: Email:	09 272 3352 027 444 7145 paul.whelan@otis.com
Hari Jawahar Wife: Malathi Children at school: Megha Rm 2	Home: Work: Mobile: Email:	 021 772818 jawaharhari@gmail.com
Lucy Schwaner Husband: Jamie-Lee Ross Children at School: Henry R4	Home: Work: Mobile: Email:	09 271 3288 027 3628817 lschwaner@xtra.co.nz
Mary Wilson Husband: Lab	Home: Work: Mobile: Email:	09 535 6445 09 2786741 021 281 3266 mwilson@baverstock.school.nz
Allison Hamilton Husband: Paul	Home: Work: Mobile: Email:	09 577 5571 09 278 6741 0210606554 ahamilton@baverstock.school.nz
Frances Fraser	Work: Mobile: Email:	09 278 6741 021 1570638 ffraser@baverstock.school.nz

BAVERSTOCK OAKS ANALYSIS OF VARIANCE END 2017

AREAS OF STRENGTH

Discussion: Our diversity is our strength and we have set up systems and structures to address the needs of the high number of ESOL learners as well as our priority learners. Our data over time clearly shows we make a positive difference (see attached report and graphs). We cannot expect for all our ESOL students to reach expected curriculum level in their early years with us, however with highly effective interventions and collaboration we are experiencing success over time. We also have a number of ORs students and other special needs students who are experiencing success over time.

Strong ESOL programmes focused on oral language development. Numbers attending these have vastly increased due to improved systems for identification of candidates. Targeted interventions (alphabet groups, Quick 60, Talk to Learn) have strongly addressed identified gaps. Quick 60 was taken school wide due to the success in 2016. Strengthened community connections have created authentic learning partnerships with parents and caregivers. Parents are now more involved in the learning both in school and at home, particularly with our focus on the first two years of schooling.

This year we have made a stronger connection with our Moari families through a consultation and number of Hui throughout the year. Based on the identified needs from these hui and our data we have created a collaborative action plan and implemented it.

The Pasifika parents have increased their engagement with the school through developing a Pasifika performance group focusing on what skills, talents and stories the parents have to share. We hosted our first Fiafia evening which was highly successful. Based on the identified needs from these gatherings and our data we have created a collaborative action plan and implemented it.

The introduction of teaching Mindfulness has proven to be a real success. We have a number of students who suffer from anxiety and this programme has not only addressed their needs, but also shown surprising results in the general population. It deeply enhances learning and feelings of self worth along with being highly complimentary of our Restorative Practices approach. In 2018 our school will be showcased in a Nigel Latta documentary on the Curious Mind.

In 2017 we have continued our successful cohort starts at age 5. These cohorts start either week 1 or week 6 of each term with a four week transition programme involving the children and their whanau. These have proven very effective in making connections for our students and their families and the children's ability to settle into the school environment. See our target data (attached) for the outstanding improvement in the first year of school.

Strong learning support programmes in reading, writing and maths have resulted from a continued focus on tracking and monitoring SEA, 5.5 and 6 year net assessments. A large but straight Year 0/1 whanau has helped keep a strong focus on early skills including a consistent focus on phonics and early writing. Parent workshops for the Reading Together Programme, SEA and 6 year net information have strengthened parents as first teachers with their children. Due to these interventions and data informing classroom programmes effectively we are experiencing improved results. The targets focused on these early years have definitely made teaching practice more directed to specific identified needs that are regularly tracked and monitored.

Inquiry focus selection involves more student voice by whanau selecting the context from which they integrate across the curriculum. Literacy and numeracy skills, processes and strategies through this integration are therefore not taught in isolation. Teachers have been encouraged to explore ways to engage students and infiltrate BYOD schoolwide. A strong focus schoolwide on the deliberate teaching of writing skills and strategies has seen accelerated progress across the school. We have had a deliberate focus on teacher professional development to help them focus on aspirational teaching i.e. to lift expectations beyond and to support students to reach their full potential. We have continued to make deep connections with sporting agencies across our community and brought them into work with staff and students of all year levels. This has offered many new and exciting opportunities to enhance the wellbeing of the whole person both during school hours and outside these hours.

A major school wide review of assessment practices and reporting cycle has resulted in us ensuring assessment is used for learning, moderated across the school and shared with parents in a way they understand.

Our ongoing strengthening of connections with our ECE centres is proving very positive with our new 5 year old school transition system. We have also been working with MOE and RTLB in their transition to school programme for our special needs students. Our joint SENCO model enhances our ability to address needs, make connections with families and effectively meet needs across the school in a timely manner.

Reading: Reading is the area we have experienced the most significant gains, in fact a high level of accelerated progress. This can be attributed to a number of factors:

- The continuation the Curriculum Leaders intervention that included .4 staffing for close tracking and monitoring of classroom programme content and delivery, in class observations, PACs (performance analysis conversations), coaching, workshops
- The strong collaboration between the Curriculum Leaders and Senior Leaders who met weekly to keep the focus on the learning
- School wide extension of the Quick 60- programme for our readers who are below
- Learning support and ESOL staff integrating into classroom programmes to model and implement successful initiatives
- All teachers being involved in closely tracking their effectiveness as teachers (PCT 11), personal and collaborative inquiries
- Explicit and clear targets that are kept front and centre and measured regularly with all staff. Data was analysed and synthesised collaboratively with all teachers mid year and end of year.
- Middle leaders have really stepped up their focus on leading learning in their whanau using data to drive decisions and next steps.

Reading Targets:

1. After six months at school ALL Year 1 children will know all letter names and sounds
2. Maori & Pasifika students will make more than one year's progress or better in reading

Target 1 and 2:

See attached graphs, data and analysis

Writing:

In 2017 we have had a major schoolwide focus on the regular teaching of skills and strategies to be successful in the writing process. We highlighted high quality writing many times each week with daily start writers on BNN (our TV station) and at weekly assemblies. We have contracted a provider to use our MoE PLD funding with varying results. This was for the first half of 2017. The key highlight was all our teachers being involved in the PAC process which has positively impacted on their ability to teach writing. Our student achievement data results are testament to this progress (see attached).

Our ESOL programme has been identified and highlighted by the MoE culminating in many videos made by MoE for sharing online. The practices and processes developed by our highly skilled staff have made significant learning gains for our students.

Writing is a continued high priority area for PD and targets in 2018. We have engaged a different provider to work with our staff.

Target 1 and 2:

See attached graphs, data and analysis

Mathematics:

Mathematics Targets:

1. After six months at school ALL Year 1 children will know numbers BEFORE and AFTER up to 10
2. Students in Year 1-5 in 2016 who were below or at in mathematics will make more than one year's progress or better

Target 1 and 2:

See attached graphs, data and analysis

Areas for improvement

Discussion: High ESOL intake across all year levels. Increased numbers of ESOL students identified for funding. We are also experiencing increased numbers of special needs and moderate needs students who do not receive any funding.

The teaching of high quality writing remains a focus for 2018 with high levels of enthusiasm and commitment from teachers.

The new Code of Standards has been a focus to unpack for understanding and will continue throughout 2018 to ensure teachers gather authentic evidence.

In 2018 we are further developing our inquiry process to ensure all students have a strong set of skills and processes to inform their curiosities and learning.

BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT

Discussion: We have used the following data to inform this:

- Data at year end
- Classroom observations

- Survey data – Reporting to Parents, Maori, Pasifika
- Tracking and monitoring of student achievement data
- Assessment moderation schoolwide
- Continued development of our Maori and Pasifika plans
- Teacher inquiry findings
- Electronic Personal Professional portfolios and reflective conversations
- Enrolment chats with Principal and Associate Principal with all new families
- Reflective conversations
- Vision alignment conferences
- Inquiries from families with SN children – MOE and RTLB recommendations

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT

- MoE funded PLD contract approved for 2018 and facilitators engaged
- Senior Leadership whanau curriculum implementation plan
- School wide leadership team to set targets and identify the students
- 2017 teachers passing on relevant information effectively using our SMS
- Engaged teachers and students in learning to analyse, interpret and respond to a wide range of data to inform defensible OTJs
- Engage all staff in mid year data analysis and synthesis of student achievement targets
- Further support teachers' capability to understand and develop student agency schoolwide - learners know what they are learning, why they are learning it and where to next – this is enhanced by using digital portfolios to keep parents regularly informed of their child's learning
- Regular review of target data at whanau level
- Continuation of maths learning support
- Quick 60 intervention expansion across the school with identified students
- Learning support staff administering the 6 year nets and identifying children for intervention and monitoring at 6.5
- Continuation of SEA monitoring and targeted parent information evenings
- Maori and Pasifika plans to have further implementation
- Reading together workshops with parents to continue
- Planned meetings to engage Maori and Pasifika families as in 2017
- Continue to build strong relationships with the ECE centres that feed our school and continuing to refine transition processes to support learners and families
- Using SMS to track and monitor target students and priority learners
- Seeking feedback from the schools our Year 6 students transition to re readiness
- Many staff are involved in Te Ara Reo Level 1 & 2 for 2018 learning, others are involved in TESSOL and a Mindlab teaching certificate
- Learning and the impacts on learning preface each agenda – Senior leaders, leadership, whanau
- Continued close monitoring of school attendance with a BOT target of 94%

PROGRESS STATEMENT

Discussion: As a decile 6 school now this is an accurate indication of our evolving contributing community.

The above identified actions have been put into our annual plan and many already being implemented.

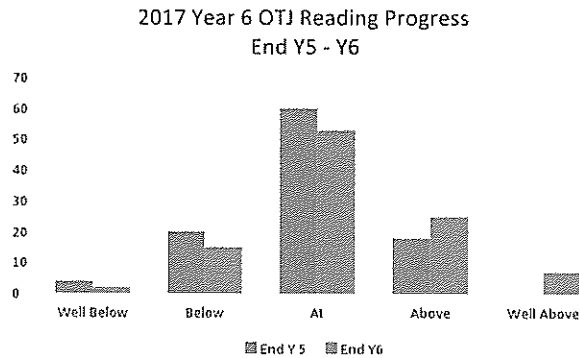
They are part of the scaffold we have been building for a number of years to support our diverse community.

We are deepening our ability and knowledge to identify the diverse needs of our community and implement specific interventions to meet these.

Baverstock Oaks School Data Analysis
OTJs End 2016 – End 2017

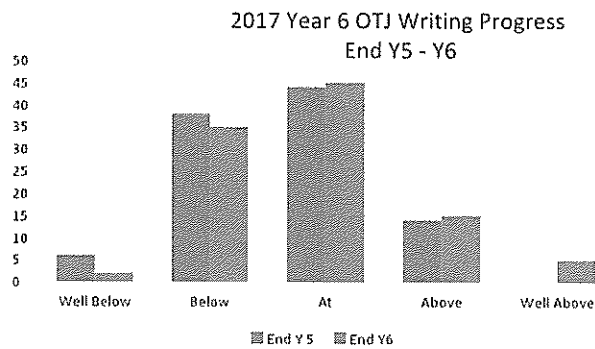
Year 6:

Of the 110 current Year 6 students 102 were here at the end of 2016. The data analysis below is for these students only.



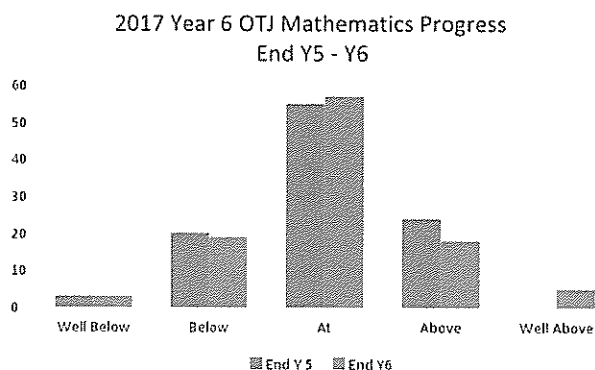
2016 - 24% Below or WB 2017 17% Below or WB
2016 – 76% At or Above 2017 76% At or Above 7% Well Above

- Reading has the most significant right hand shift out of the three curriculum areas. Among the reasons for this would be the shift in reporting from Independent to instructional Reading Levels.



2016 - 43% Below or WB 2017 36% Below or WB
2016 – 57% At or Above 2017 59% At or Above 5% Well Above

- Murray Gadd PD.
- Star Writers.
- SLW intervention in Room 21.
- School wide focus for professional growth.

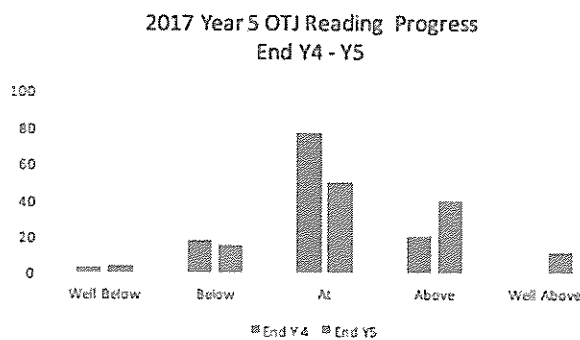


2016 - 23% Below or WB 2017 22% Below or WB
 2016 – 77% At or Above 2017 74% At or Above 4% Well Above

- Streaming is still not delivering the outcomes we want to see.
- Of the 102 Year 6 students 8 % of them are currently ESOL funded.
- There was not a 'Well Above' in 2016 so these would have been included in the 2016 above group. This has improved the accuracy of the data in 2017.
- By the time students reach Y6 the ESOL funding has mostly finished, but sometimes still needed.

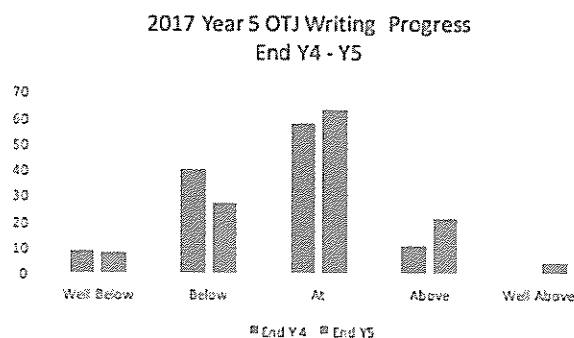
Year 5:

Of the 130 current Year 5 students 118 were here at the end of 2016. The data analysis below is for these students only.



2016 - 18% Below or WB 2017 3% Below or WB
 2016 – 85% At or Above 2017 75% At or Above 10% Well Above

- Of the 118 Year 5 students 13 % of them are currently ESOL funded
- At and above readers have been extended
- Using resources like Teacher Resource Cupboard to extend able learners
- Focus on Grammar skills - explicitly taught
- Chris Stevens (Grandparent) - reading mileage
- Sending reader packs home to families for several weeks

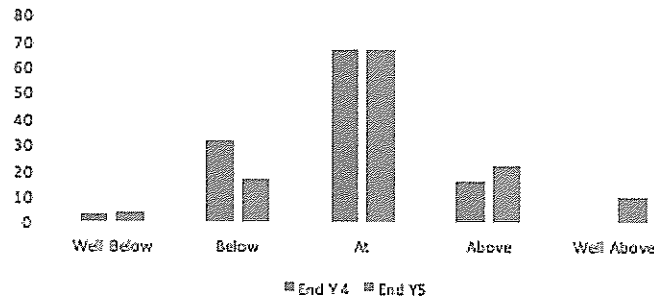


2016 - 42% Below or WB 2017 27% Below or WB
 2016 – 58% At or Above 2017 70% At or Above 3% Well Above

- Of the 118 Year 5 students 13 % of them are currently ESOL funded
- 15% increase in at and above

- Use of e-asTTle to inform teaching practise
- Writing motivation - Pobble 365 (online programme)
- Focus on word choices and golden sentences
- Range of purposes; developing PIES (Murray Gadd) with students
- Quick writes
- Less publishing - increased output

2017 Year 5 OTJ Maths Progress
End Y4 - Y5



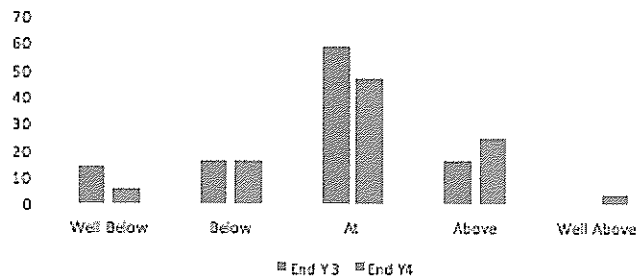
2016 - 29% Below or WB 2017 17% Below or WB
 2016 – 71% At or Above 2017 76% At or Above 7% Well Above

- Of the 118 Year 5 students 13 % of them are currently ESOL funded
- 12% increase at and above
- Variety of Maths warm ups
- Focus on Basic Facts
- Teaching strand once a week
- Grouping our 'outliers' so they are in a class where the teacher is passionate about that specific level

Year 4:

Of the 104 current Year 4 students 98 were here at the end of 2016. The data analysis below is for these students only.

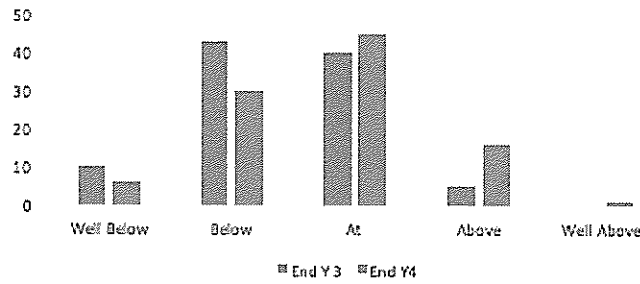
2017 Year 4 OTJ Reading Progress
End Y3 - Y4



2016 - 31% Below or WB 2017 22% Below or WB
 2016 – 69% At or Above 2017 74% At or Above 4% Well Above

- Of the 98 Year 4 students 11 % of them are currently ESOL funded
- 9% increase at and over
- Use of e-asTTle

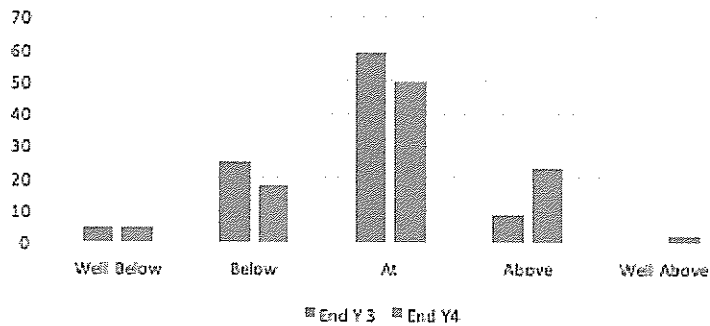
2017 Year 4 OTJ Writing Progress
End Y3 - Y4



2016 - 54% Below or WB 2017 37% Below or WB
 2016 - 46% At or Above 2017 62% At or Above 1% Well Above

- Of the 98 Year 4 students 11 % of them are currently ESOL funded
- 17% increase in at and over

2017 Year 4 OTJ Mathematics Progress
End Y3 - Y4



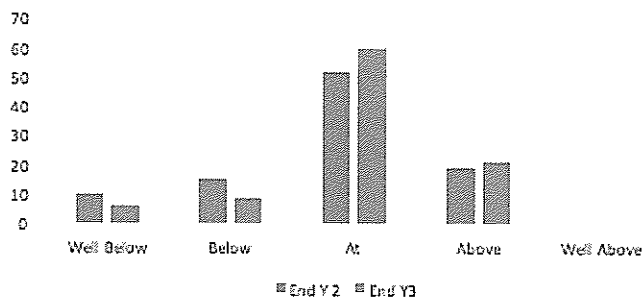
2016 - 31% Below or WB 2017 24% Below or WB
 2016 - 69% At or Above 2017 74% At or Above 2% Well Above

- Of the 98 Year 4 students 11 % of them are currently ESOL funded
- 7% increase in at and above
- Focus on filling gaps - fractions
- Mixed ability problem solving/ sharing strategies

Year 3:

Of the 127 current Year 3 students 118 were here at the end of 2016. Of these students 96 have received their end of year 3 report. The data analysis below is for these students only.

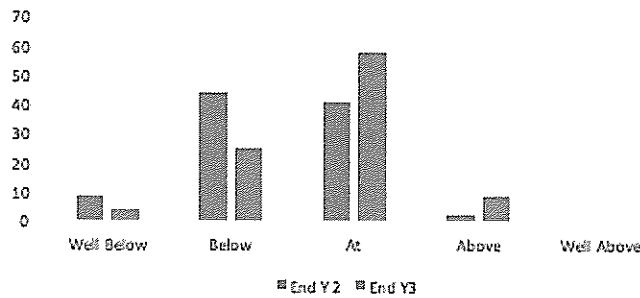
2017 Year 2/3 OTJ Reading Progress
End Y2 - Y3



2016 - 26% Below or WB 2017 16% Below or WB
 2016 – 74% At or Above 2017 84% At or Above

- Of the 118 Year 3 students 55 % of them are currently ESOL funded
- Spelling/ Targeted phonics programme
- Focus on nonfiction texts -skills associated with reading these types of texts
- Learning Journals with individual goals
- Learning assistants - working with targeted students in small groups
- Building strong learning partnerships with parents and informing them how they can support their children

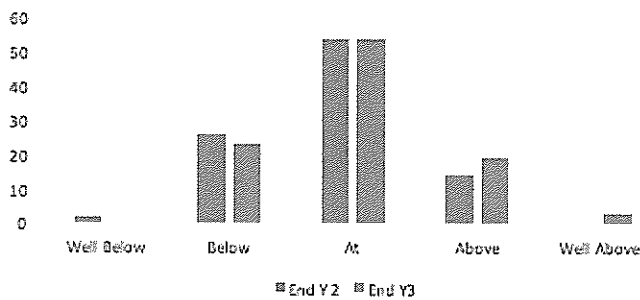
2017 Year 2/3 OTJ Writing Progress
 End Y2 - Y3



2016 - 55% Below or WB 2017 30% Below or WB
 2016 – 45% At or Above 2017 70% At or Above

- Of the 118 Year 3 students 55 % of them are currently ESOL funded
- Personal inquiries based on improving writing with targeted students
- Opportunities for free writing to build writing mileage
- Self assessment sheets - success criteria checklists
- Learning support - Kay Foot taking targeted groups for writing
- Interest based/Cross curricular writing topics

2017 Year 2/3 OTJ Maths Progress
 End Y2 - Y3

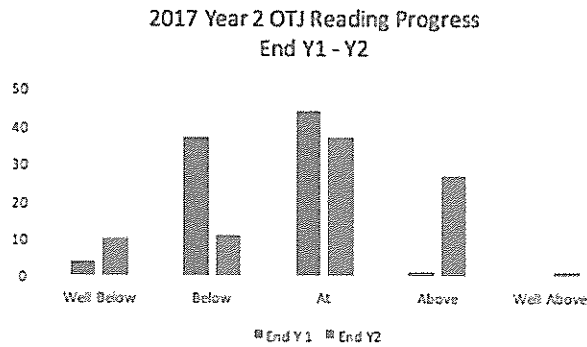


2016 - 29% Below or WB 2017 24% Below or WB
 2016 – 71% At or Above 2017 73% At or Above 3% Well Above

- Of the 118 Year 3 students 55 % of them are currently ESOL funded
- Impact of Learning support mathematics - Damian
- Unpacking strategies in whanau meetings; teaching specific strategies
- Use of materials
- Posing open ended questions
- Collaborative problem solving

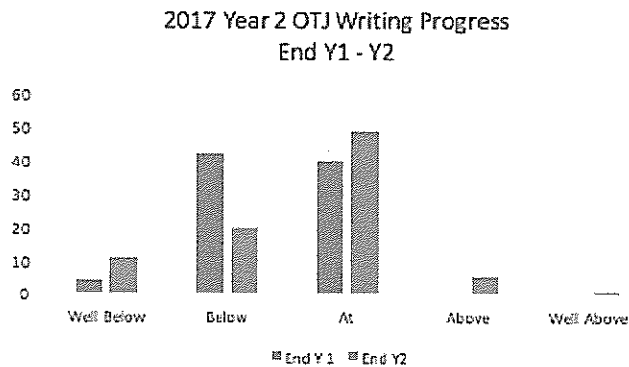
Year 2:

Of the 114 current Year 2 students 107 were here at the end of 2016. Of these students 86 have received their end of year 2 report. The data analysis below is for these students only.



2016 - 48% Below or WB 2017 24% Below or WB
2016 - 52% At or Above 2017 75% At or Above 1% Well Above

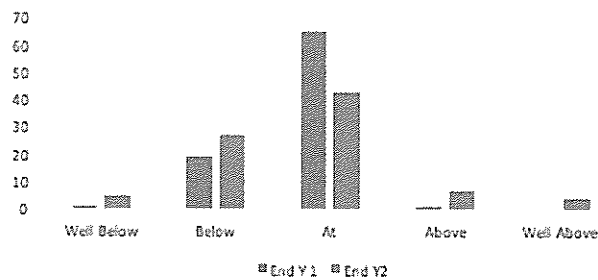
- Of the 107 Year 2 students 54 % of them are currently ESOL funded
- There is an increase in Well Below as in 2016 Year 1s were not identified as Well Below
- Spelling/ Targeted phonics programme
- Grammar intervention to address specific gaps
- Cross curricular reading
- Learning assistants - working with targeted students in small groups
- Building strong learning partnerships with parents and informing them how they can support their children



2016 - 53% Below or WB 2017 36% Below or WB
2016 - 47% At or Above 2017 63% At or Above 1% Well Above

- Of the 107 Year 2 students 54 % of them are currently ESOL funded
- There is an increase in Well Below as in 2016 Year 1s were not identified as Well Below
- Personal inquiries based on improving writing with targeted students
- Learning support - Kay Foot taking targeted groups for writing
- Cross curricular writing topics
- Fluid grouping

2017 Year 2 OTJ Mathematics Progress
End Y1 - Y2



2016 - 23% Below or WB 2017 37% Below or WB
 2016 – 77% At or Above 2017 58% At or Above 5% Well Above

- Of the 107 Year 2 students 54 % of them are currently ESOL funded
- There is an increase in Well Below as in 2016 Year 1s were not identified as Well Below
- Focus on number identification
- Unpacking strategies in whanau meetings
- Use of materials
- Posing open ended questions
- Collaborative problem solving

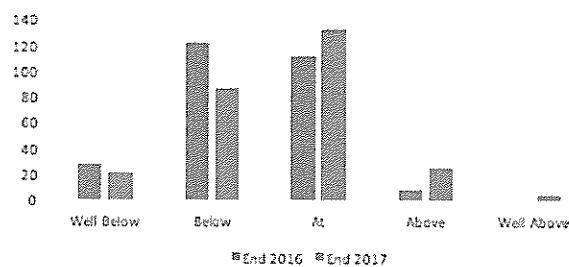
School Targets

Writing

Target- Boys will make more than one year's progress or better in writing.

There are 270 Year 2 - 6 boys who have an end of 2016 and end of 2017 OTJ. The data analysis below is for these students only.

2017 Writing Progress
Year 2 -6 Target Students



2016 - 55% Below or WB 2017 40% Below or WB
 2016 – 45% At or Above 2017 59% At or Above 1% Well Above

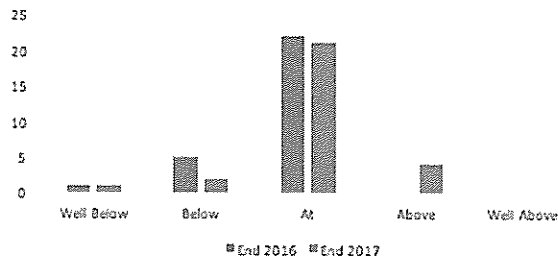
- Of the 270 Y 2-6 students 20 % of them are currently ESOL funded

Reading

Target- Maori and Pasifika will make more than one year's progress or better.

Total: 28 Students

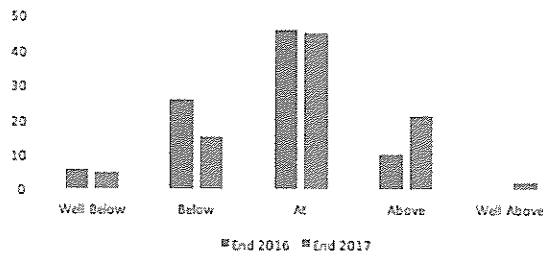
2017 Reading Target Progress
Year 2 -6 Maori Students



2016 - 21% Below or WB 2017 11% Below or WB
2016 – 79% At or Above 2017 89% At or Above

Total: 88 Students

2017 Reading Target Progress
Year 2 -6 Pasifika Students



2016 - 36% Below or WB 2017 23% Below or WB
2016 – 64% At or Above 2017 75% At or Above 2% Well Above

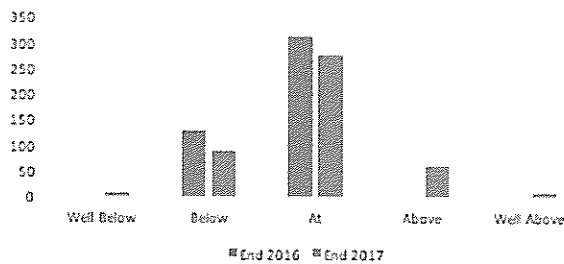
- Of the 88 Pasifika students 18 % of them are currently ESOL funded.

Maths

Target - Students who were below or at will make more than one year's progress.

There are 440 Year 2 - 6 students who have an end of 2016 and end of 2017 OTJ. These students were At or Above in 2016. The data analysis below is for these students only.

2017 Maths Progress
Year 2 -6 Target Students

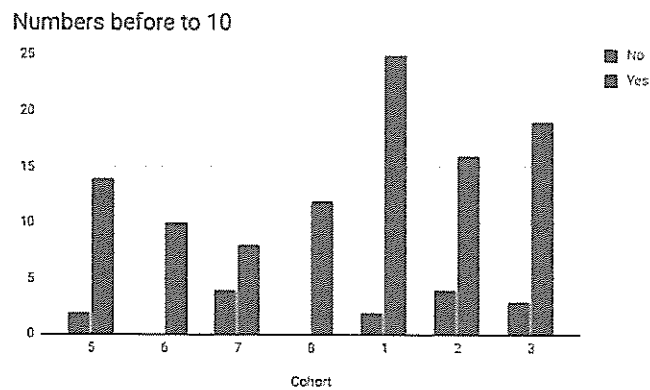


2016 - 29% Below or WB 2017 22% Below or WB
2016 – 71% At or Above 2017 76% At or Above 2% Well Above

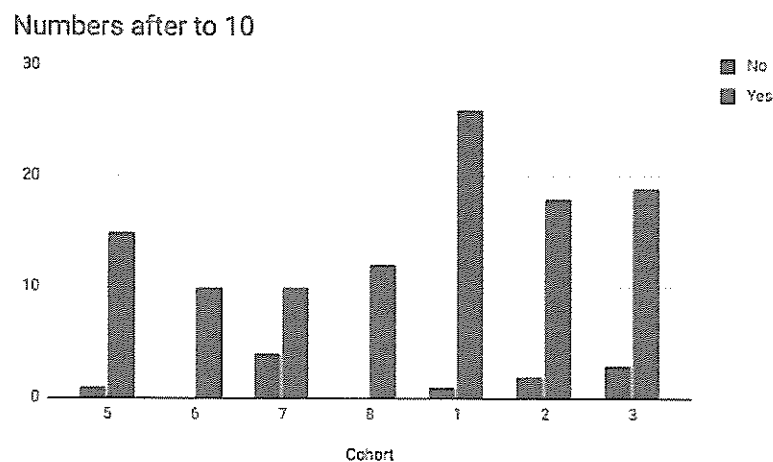
First Year at school Targets

Maths

Target - After six months at school ALL Year 1 children will know numbers BEFORE and AFTER up to 10



- 86% children know numbers before 10 by the time of their 5.5 assessment
- 45% of children are ESOL

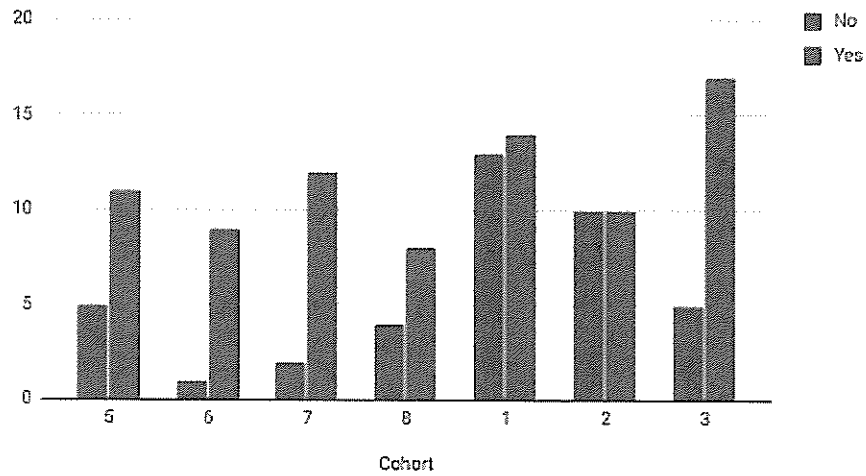


- The number of children that this analysis was for is 121
- 91% children know numbers after 10 by the time of their 5.5 assessment
- 45% of children are ESOL
- Easier Target
- Taught at home
- ESOL children find maths easier to achieve
- Maths is used in their play all the time
- Maths is used in real life all the time
- Before and after language used in oral language throughout the day
- Of the 121 10 children are high needs - this is medical, speech or learning
- There are 10 selective mutes included in this data too

Literacy

Target - After six months at school ALL Year 1 children will know all letter names and sounds

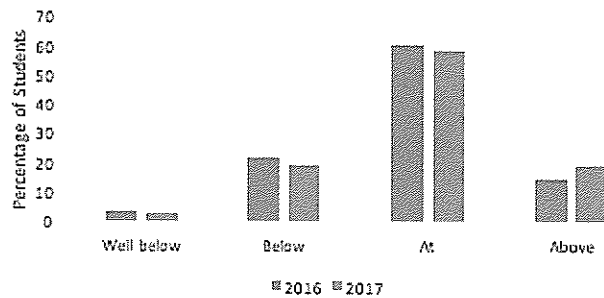
Letter names and sounds



- The number of children that this analysis was for is 121
- Cohort 2 is the only cohort to start as a bulk
- Does not show the gains all children have improved, but not all achieved the standard
- Some children know letter sounds but not names
- 45% are ESOL but some are not ESOL on eTap
- Of the 121 10 children are high needs - this is medical, speech or learning
- There are 10 selective mutes included in this data too

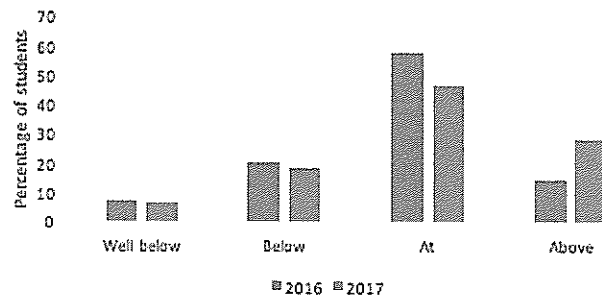
School wide Data Analysis End OTJs 2016-2017

Mathematics Schoolwide Progress 2016 - 2017 End OTJs



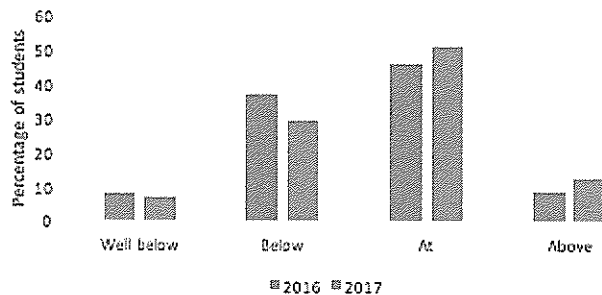
- Could be a focus for 2018
- Focus on fractions early in the year and maintaining it throughout
- Teaching a few strategies really well rather than all (which can create confusion)
- Extending strong mathematicians

Reading Schoolwide Progress 2016 - 2017 End OTJs



- Over 50% ESOL Funded Y2/3 many more ESOL students but not funded
- Use of progressions to identify areas of need
- Making strong reading and writing links
- Added well above to reporting
- Use e-asTTle for readers above L25 to inform teaching
- Proficiency of English improving 12 months on
- Evidence of small group interventions, playground, social, whole class, targeted teaching
- Exposure to English all contribute to success
- Phenomenal improvement in Y2 reading
- PD on Running Record Assessment (digging for gold)
- Exciting progress in Y1 letter names and sounds due to phonics programme

Writing Schoolwide Progress 2016 - 2017 End OTJs



- Staff PD focus
- PACs
- Focussing on Literacy Learning Progressions
- Long Term writing Plans
- Star Writers
- Celebrating, sharing and valuing writing in the classroom
- High Profile, e.g. Star Writers
- Andrew's writing bites
- School wide moderation of making defensible accurate OTJs
- PACs to purposefully analyse their practice by viewing themselves in action, e.g. PACs - with LL and CL
- Targeted deficit thinking by asking teachers to look at what students can do
- Yr 5 2018 Writing Target
- Targeting boys writing has been significant
- Learning Journals with individual goals - promote student agency
- Do we target writing in senior school? Y4 54%-37% Below/well below Y6 43%-36% Below/WB. Due to less targeted teaching / less interventions

Overall

- Having composites year 2/3 and 4/5 has really pulled up and challenged the year 2 and 4s to excel
- More confident in above and well above OTJs

Baverstock Oaks Annual Plan 2018

Strategic Goal 1

All students will make positive gains in literacy and numeracy.

AIMS	EXPECTED OUTCOMES	ACTIONS	RESPONSIBLE TO LEAD	RESOURCES	TIMEFRAME
<p>Student progress is tracked and monitored effectively to ensure support, improved progress, achievement and positive outcomes for all students.</p>	<p>1. Increase teacher knowledge of curriculum levels and capability to analyse, interpret and respond to a wide range of data to inform learning and teaching</p> <p>2. Increase teacher capability and capacity to understand and develop student agency across the school.</p>	<ul style="list-style-type: none"> • Regular monitoring of classroom programmes and coaching by APs /WLS implemented as necessary or requested. • Release provided for WLS every Wednesday to lead learning, data analysis, teacher performance and forward planning across their whanau • APs will engage in classroom programmes to implement an inquiry across the school that positively impacts on learning • All staff to engage with Murray Gadd PLD funded by MoE initiative to Increase teacher capability and capacity to analyse, interpret and respond to a wide range of data to inform learning and teaching of writing 	<p>SLW/WLS</p> <p>SLW</p> <p>All staff</p> <p>WLS</p>	<ul style="list-style-type: none"> • 4 staffing for WL release + AP regular classroom intervention in alignment with their inquiries 	<p>Through year for all</p>
<p>All students are able to access the New Zealand Curriculum as evidenced in achievement outcomes</p>	<p>3. Continue to further implement our BOS thinking curriculum.</p> <p>4. Deliberately teach skills needed for deep inquiry in line with our BOS inquiry model for students and teachers</p>	<ul style="list-style-type: none"> • Staff to focus on deepening student agency school wide, it is a focus at each CRT day and planned actions are implemented • Teachers to follow individual learning pathways in line with their need – Te Ara Reo, TESSOL, Mindlab or other • Evidence of transfer of PD into classroom programmes is closely monitored • Data monitored regularly – school wide moderation continued • School wide data shared with all teaching staff, analysis and synthesis of the findings 	<p>WLS</p> <p>APs</p> <p>SLW/WL</p> <p>SLW</p> <p>SLW/WL</p>		

	<p>5. Further develop the relationship between Baverstock Oaks School and The University of Auckland and the key roles each plays in the development of teachers to enhance the profession.</p> <p>6. Improved achievement levels of our Maori and Pasifika students</p> <p>7. School attendance closely monitored</p> <p>8. Increased use of eLearning as a tool to enhance learning</p> <p>9. Continue to deeply moderate assessment practices schoolwide</p> <p>10. Tracking and monitoring student achievement early to ensure effective learning partnerships are established with whanau</p>	<p>involve collaborative action forward</p> <ul style="list-style-type: none"> Learning and the impacts on learning preface each agenda – SLW, LW and Whanau Inquiry model and necessary skills unpacked by all staff and implemented across the school The use of Seesaw school wide to keep families in touch with learning is enhanced by stronger systems to ensure schoolwide consistency Whanau inquiries set up around target students and tracking and monitoring teachers' impact on student learning—gathering evidence and identifying next steps. Individual teacher inquiries will be tracking and monitoring interventions to enhance student agency and implementation of PLD Continued work on other University of Auckland focus groups e.g. Master of Teaching degree, collaborative work with STs and ATs Maori and Pasifika achievement closely monitored and interventions put in place as required School attendance closely monitored, reported to community the importance of regular attendance and reported to Bot as a target Increased emphasis on strong and positive home/school partnerships to enhance attendance and learning partnerships Staff have regular opportunities to share learning from their teaching as inquiry and develop next steps 	<p>SLW/LW</p> <p>WLS</p> <p>WLS</p> <p>SLW</p> <p>WLS</p> <p>Principal & AP (AIII)</p> <p>APs (AIII), WLS, Ts</p> <p>APs</p> <p>AP (Genée)</p> <p>SLW</p>		
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	<p>1.1. Deepen the implementation of Te Ao Maori school wide</p>	<ul style="list-style-type: none"> • Continue to closely moderate the use of assessment practices, analysis and use of data to inform next steps in student learning • Continue to develop and deliver high quality ESOL and LS programmes based on needs of identified students • Ensure "the Arts" are highlighted throughout the year • Whanau implementation of programmes are structured to ensure individual needs are met • Continue to strengthen our transition to school programme to ensure our students arrive at school ready for learning • We will seek feedback from the schools our students transition to e.g. MHJC, OJC • Life skills programme in LS further developed 	<p>WLS</p> <p>WL LS/ESOL</p> <p>Arts coordinator</p> <p>SLW/WLS</p> <p>SLW</p> <p>AP (Genée)</p> <p>LS</p>		
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Strategic Goal 2

Our graduate students will reflect the Baverstock Oaks School core values

AIMS	EXPECTED OUTCOMES	ACTIONS	RESPONSIBLE TO LEAD	RESOURCES	TIMEFRAME
<p>Continue to work with the community to enhance the depth of the learning partnerships and the collective responsibility between parents and teachers to educate the children of our community.</p>	<p>1. The Core Values become a way of life for our students, positively influencing their lives at home and in the wider community</p> <p>2. Continue to develop closer links with our Maori community and further develop their positive influence on our school development</p> <p>3. To continue to develop close links with Edukids Baverstock ECE Centre and other ECE feeders in order to enhance readiness for school and successful</p>	<ul style="list-style-type: none"> ● Parent workshops to be timetabled throughout 2018 (SEA, 6 Yr nets, Reading together etc) and personalized invitations/phone calls to targeted parents ● Meet the families planned Thursday 15 February ● To successfully induct new teachers in 2018 ● To induct new Principal in term 2 ● Collaboratively review and teach our BOS inquiry skills for our students ● See Maori Education plan 2018 link to be added ● Ensure our daily life at Baverstock Oaks clearly mirrors the six core values ● Continue to develop the strong learning partnership with Edukids in the growth phase and ensure the community see us as a united group ● Continue to develop the strong learning partnership with the "Flatbush 6" in the growth phase and ensure the community see us as a united group ● Be active in the working of the Edukids centre and other feeder ECE and planning /implementation of the readiness for school programme. ● Maintain the cohort starts for 5 year 	<p>AP (Genée)</p> <p>All staff</p> <p>SLW/WL</p> <p>SLW</p> <p>SLW/ WL</p> <p>AP (Allison)</p> <p>SLW</p> <p>AP (Genée)</p> <p>Principal</p> <p>Principal/AP (Genée)</p>		<p>Through year</p> <p>February 15</p> <p>Through year for remainder</p>

	<p>transitions to school for our 5 year olds.</p>	<p>olds as in 2017 and the redesigned parent support</p> <ul style="list-style-type: none"> ● Continue to refine the enrolment chats for all families at enrolment times ● Mindfulness programme continue to be implemented in Year 4/5 ● Meet regularly with Edukids staff to ensure we are working to support each other and look for opportunities to link our students and staff with theirs to form effective learning partnerships e.g. assemblies, sports days, school visits, reading stories in the ECE centre with 4 year olds etc ● Pasifika Education plan to be added ● Continue to develop and handover facilitation of the interagency group to enhance effective use of various agencies to support our learners needs ● Strong liaison role with local RTL centre, MoE SE , Whirinaki and other agencies to ensure we gain support for our learners ● All staff involved in implementing the Restorative Practices Plan school wide and PD refresher at retreat and full PD for new staff ● Two APs to be trained in the "Friends" programme/circle time and then develop an implementation plan Yr 0 -2 	<p>AP (Genée) Principal/AP (Genée) AP (Genée) AP (Genée)</p> <p>AP (Allison) Principal, APs</p> <p>SLW particularly APs</p> <p>AP (Genée)</p> <p>APs (Kate & Ali)</p>		
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Strategic Goal 3 To continue to develop sustainability practices school-wide

AIMS	EXPECTED OUTCOMES	ACTIONS	RESPONSIBLE TO LEAD	RESOURCES	TIMEFRAME
To continue to develop sustainability practices school-wide	<ul style="list-style-type: none"> Continue to implement self-review tools to ensure continuous improvement. Build capability and capacity with eLearning New Principal will be inducted and coached in new role All roles in the school will be sustainable Ensure all enviro projects are embedded with students and staff across the school to ensure sustainability of practices as well as projects Implement first stage of our 5YA 	<ul style="list-style-type: none"> Board to complete ERO audit to start 2018 Principal to ensure all ready for handover end of Term 1 Successfully induct new Principal and new staff for 2018 Continue developing self review practices schoolwide Staff with current roles are coached to ensure they are building sustainability and capacity within the school to enhance their role Continue to fine tune the Baverstock Oaks teaching as inquiry model All Teachers involved with whanau inquiries around target student growth and effectiveness of their teaching Identify systems and structures for implementation to monitor for GREEN GOLD status Use wider community to assist us in maintaining sustainability with enviro initiatives Ensure all aspects of sustainability are continually focused on as part of our curriculum development at CRT days Ensure school repaint and re-floor projects are completed by end of Christmas break 2018/19 	<p>BOT Chair</p> <p>Principal</p> <p>BOT, SLW</p> <p>BOT, SLW & WLs</p> <p>SLW/WL</p> <p>SLW/WL</p> <p>All staff</p> <p>Enviro leaders</p> <p>SLW/Enviro leaders</p> <p>SLW/WLs</p> <p>Principal/AP (Andrew)/BOT (Jo)</p>		<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Through year for remainder</p>