

SPRINGSTON SCHOOL

Annual Report For the year ended 31 December 2018

Ministry Number:	3516
Principal:	Dianne Prendergast
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Members of the Board of Trustees

Name	Ceased
Sarah Pope	
Nathan Welsh	
Emma Aker	
Ross Laurence	
Mathew Thomas	
Dianne Prendergast - Principal	

The term finishes except for the principal in May 2019.

Accountant / Service Provider:
Geoff Gillam Consultants

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Springston School

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees (the Board) has pleasure in presenting the annual report of Springston School incorporating the financial statements and the auditor's report, for the year ended 31 December 2018.

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

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

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

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

Sarah Jane Pope
Full Name of Board Chairperson


Signature of Board Chairperson

30-5-2019
Date:

DIANNE JOAN PRENDERGAST
Full Name of Principal


Signature of Principal

30-05-2019
Date:

Springston School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,866,771	1,851,641	1,911,886
Locally Raised Funds	3	145,995	50,600	111,734
Interest Earned		12,233	10,000	10,965
		<u>2,024,999</u>	<u>1,912,241</u>	<u>2,034,585</u>
Expenses				
Locally Raised Funds	3	97,245	7,200	66,896
Learning Resources	4	1,288,842	1,277,442	1,299,651
Administration	5	104,069	102,700	87,587
Finance Costs		915	-	801
Property	6	496,153	492,390	514,203
Depreciation	7	69,371	49,000	66,426
Loss on Disposal of Property, Plant and Equipment		-	-	899
		<u>2,056,595</u>	<u>1,928,732</u>	<u>2,036,463</u>
Net Surplus / (Deficit)		<u>(31,596)</u>	<u>(16,491)</u>	<u>(1,878)</u>
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>(31,596)</u></u>	<u><u>(16,491)</u></u>	<u><u>(1,878)</u></u>

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

Springston School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January 2018	<u>677,615</u>	<u>677,615</u>	<u>665,873</u>
Total comprehensive revenue and expense for the year	(31,596)	(16,491)	(1,878)
Owner transactions			
Contribution - Furniture and Equipment Grant	12,114	-	13,620
Equity at 31 December 2018	<u>658,133</u>	<u>661,124</u>	<u>677,615</u>
Retained Earnings	658,133	661,124	677,615
Reserves	-	-	-
Equity at 31 December 2018	<u>658,133</u>	<u>661,124</u>	<u>677,615</u>

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

Springston School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	52,201	27,051	19,728
Accounts Receivable	9	70,213	67,000	66,602
GST Receivable		2,490	2,000	1,762
Prepayments		10,256	9,000	2,061
Investments	10	305,671	307,000	222,918
		<u>440,831</u>	<u>412,051</u>	<u>313,071</u>
Current Liabilities				
Accounts Payable	12	97,170	86,000	99,538
Revenue Received in Advance	13	-	-	998
Provision for Cyclical Maintenance	14	88,794	88,724	88,024
Finance Lease Liability - Current Portion	15	10,647	6,741	8,193
		<u>196,611</u>	<u>181,465</u>	<u>196,753</u>
Working Capital Surplus or (Deficit)		<u>244,220</u>	<u>230,586</u>	<u>116,318</u>
Non-current Assets				
Investments (more than 12 months)	10	-	-	103,700
Property, Plant and Equipment	11	429,740	448,703	470,203
		<u>429,740</u>	<u>448,703</u>	<u>573,903</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	6,700	14,400	5,100
Finance Lease Liability	15	9,127	3,765	7,506
		<u>15,827</u>	<u>18,165</u>	<u>12,606</u>
Net Assets		<u>658,133</u>	<u>661,124</u>	<u>677,615</u>
Equity		<u>658,133</u>	<u>661,124</u>	<u>677,615</u>

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

Springston School

Cash Flow Statement

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		383,029	356,884	395,744
Locally Raised Funds		145,995	50,600	111,734
Goods and Services Tax (net)		(728)	(238)	3,511
Payments to Employees		(213,523)	(181,007)	(208,863)
Payments to Suppliers		(301,638)	(215,064)	(210,418)
Interest Paid		(915)	-	(801)
Interest Received		13,023	10,221	9,992
Net cash from / (to) the Operating Activities		25,243	21,396	100,899
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(17,507)	(27,500)	(22,777)
Purchase of Investments		103,700	(84,082)	(3,700)
Proceeds from Sale of Investments		(82,753)	103,700	(65,765)
Net cash from / (to) the Investing Activities		3,440	(7,882)	(92,242)
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment Grants		12,114	-	13,620
Finance Lease Payments		(7,326)	(5,193)	(7,462)
Funds Administered on Behalf of Third Parties		(998)	(998)	998
Net cash from Financing Activities		3,790	(6,191)	7,156
Net increase/(decrease) in cash and cash equivalents		32,473	7,323	15,813
Cash and cash equivalents at the beginning of the year	8	19,728	19,728	3,915
Cash and cash equivalents at the end of the year	8	52,201	27,051	19,728

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

Springston School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) 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 publically accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

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.

Donations

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment. 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 securities.

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document. Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$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.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:	Years
Building improvements – Crown	10-50
Furniture and equipment	5-10
Information and communication technology	3-5
Plant	5-10
Library resources	10

j) 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.

k) 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.

l) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received 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, should the School be unable to provide the services to which they relate.

m) Provision for Cyclical Maintenance

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

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

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) 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, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

q) Goods and Services Tax (GST)

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

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

Operational grants
Teachers' salaries grants
Use of Land and Buildings grants
Other government grants

2018	2018 Budget (Unaudited)	2017
Actual \$	\$	Actual \$
326,108	334,166	337,386
1,081,839	1,080,000	1,104,928
410,159	410,000	426,175
48,665	27,475	43,397
1,866,771	1,851,641	1,911,886

3. Locally Raised Funds

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

Revenue
Donations
Fundraising
Activities
School houses
Trading

Expenses
Activities
Trading
Fundraising (costs of raising funds)
School houses

2018	2018 Budget (Unaudited)	2017
Actual \$	\$	Actual \$
27,709	28,000	26,917
27,365	-	-
57,415	-	57,716
15,980	15,600	15,300
17,526	7,000	11,801
145,995	50,600	111,734
59,932	-	57,577
11,994	-	7,972
16,256	2,000	-
9,063	5,200	1,347
97,245	7,200	66,896
48,750	43,400	44,838

Surplus for the year Locally raised funds

4 Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development

2018	2018 Budget (Unaudited)	2017
Actual \$	\$	Actual \$
57,554	65,442	48,478
1,214,218	1,187,000	1,232,011
17,070	25,000	19,162
1,288,842	1,277,442	1,299,651

5. Administration

Audit Fee
Board of Trustees Fees
Board of Trustees Expenses
Communication
Consumables
Staff Expenses
Other
Employee Benefits - Salaries

2018	2018 Budget (Unaudited)	2017
Actual \$	\$	Actual \$
3,324	3,000	2,866
5,527	4,500	4,640
4,313	2,250	3,257
5,248	5,500	4,891
6,722	9,800	6,541
14,116	17,400	11,190
21,673	18,250	13,629
43,146	42,000	40,573
104,069	102,700	87,587

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,225	5,000	3,824
Cyclical Maintenance Provision	2,370	7,000	8,307
Grounds	5,343	2,000	3,898
Heat, Light and Water	17,844	17,500	17,824
Rates	3,475	3,700	2,942
Repairs and Maintenance	13,295	11,190	15,376
Use of Land and Buildings - Non-Integrated	410,159	410,000	426,175
Employee Benefits - Salaries	41,442	36,000	35,857
	<u>496,153</u>	<u>492,390</u>	<u>514,203</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.

7. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	3,459	3,000	3,459
Furniture and Equipment	15,969	12,000	15,629
Information and Communication Technology	11,715	8,000	9,430
Plant	26,906	20,000	26,703
Leased Assets	9,013	4,000	7,679
Library Resources	2,309	2,000	3,526
	<u>69,371</u>	<u>49,000</u>	<u>66,426</u>

8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	48,344	26,051	19,367
Bank Call Account	3,857	1,000	361
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
Bank Overdraft	-	-	-
	<u>52,201</u>	<u>27,051</u>	<u>19,728</u>

Net cash and cash equivalents and bank overdraft for Cash Flow Statement

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

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Accrued	1,431	2,000	2,221
Teacher Salaries Grant Receivable	68,782	65,000	64,381
	<u>70,213</u>	<u>67,000</u>	<u>66,602</u>
Receivables from Exchange Transactions	1,431	2,000	2,221
Receivables from Non-Exchange Transactions	68,782	65,000	64,381
	<u>70,213</u>	<u>67,000</u>	<u>66,602</u>

10. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	305,671	307,000	222,918
Non-current Asset			
Long-term Bank Deposits with Maturities Greater than One Year	-	-	103,700

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Buildings	157,512	-	-	-	(3,459)	154,053
Furniture and Equipment	68,385	2,598	-	-	(15,969)	55,014
Information and Communication	25,760	11,504	-	-	(11,715)	25,549
Plant	193,377	-	-	-	(26,906)	166,471
Leased Assets	15,325	13,187	-	-	(9,013)	19,499
Library Resources	9,844	1,619	-	-	(2,309)	9,154
Balance at 31 December 2018	470,203	28,908	-	-	(69,371)	429,740

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	223,346	(69,293)	154,053
Furniture and Equipment	228,682	(173,668)	55,014
Information and Communication	159,260	(133,711)	25,549
Plant	340,743	(174,272)	166,471
Leased Assets	39,302	(19,803)	19,499
Library Resources	51,088	(41,934)	9,154
Balance at 31 December 2018	1,042,421	(612,681)	429,740

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings	160,971	-	-	-	(3,459)	157,512
Furniture and Equipment	78,048	6,865	(899)	-	(15,629)	68,385
Information and Communication	25,158	10,032	-	-	(9,430)	25,760
Plant	215,980	4,100	-	-	(26,703)	193,377
Leased Assets	21,315	1,689	-	-	(7,679)	15,325
Library Resources	11,590	1,780	-	-	(3,526)	9,844
Balance at 31 December 2017	513,062	24,466	(899)	-	(66,426)	470,203

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	223,346	(65,834)	157,512
Furniture and Equipment	226,084	(157,699)	68,385
Information and Communication	147,756	(121,996)	25,760
Plant	340,743	(147,366)	193,377
Leased Assets	27,901	(12,576)	15,325
Library Resources	49,469	(39,625)	9,844
Balance at 31 December 2017	1,015,299	(545,096)	470,203

12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating Creditors	4,924	10,000	23,393
Banking Staffing Overuse	18,013	5,000	9,757
Employee Benefits Payable - Salaries	68,782	65,000	64,381
Employee Benefits Payable - Leave Accrual	5,451	6,000	2,007
	<u>97,170</u>	<u>86,000</u>	<u>99,538</u>
Payables for Exchange Transactions	97,170	86,000	99,538
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>97,170</u>	<u>86,000</u>	<u>99,538</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held on Behalf of Third Parties	-	-	998
	<u>-</u>	<u>-</u>	<u>998</u>

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	93,124	93,124	84,817
Increase to the Provision During the Year	2,370	7,000	8,307
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>95,494</u>	<u>100,124</u>	<u>93,124</u>
Cyclical Maintenance - Current	88,794	88,724	88,024
Cyclical Maintenance - Term	6,700	14,400	5,100
	<u>95,494</u>	<u>103,124</u>	<u>93,124</u>

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2018. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	10,647	6,741	8,193
Later than One Year and no Later than Five Years	9,127	3,765	7,506
Later than Five Years	-	-	-
	<u>19,774</u>	<u>10,506</u>	<u>15,699</u>

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,527	4,640
Full-time equivalent members	0.08	0.18
<i>Leadership Team</i>		
Remuneration	391,001	385,180
Full-time equivalent members	4	4
Total key management personnel remuneration	396,528	389,820
Total full-time equivalent personnel	4.08	4.18

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	1-10	-
Termination Benefits	-	-

Other Employees

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

18. Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$0	2017 Actual \$0
Total	-	-
Number of People	-	-

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board had no capital commitments.

(Capital commitments at 31 December 2017: Nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier and laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	5,544
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	5,544

21. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to generate a small surplus from year to year.

22. Financial Instruments

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

Cash and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	52,201	27,051	19,728
Receivables	70,213	67,000	66,602
Investments - Term Deposits	305,671	307,000	326,618
Total Cash and Receivables	428,085	401,051	412,948

Financial liabilities measured at amortised cost

Payables	97,170	86,000	99,538
Finance Leases	19,774	10,506	15,699
Total Financial Liabilities Measured at Amortised Cost	116,944	96,506	115,237

23. Events After Balance Date

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

**INDEPENDENT AUDIT REPORT TO THE READERS OF
SPRINGSTON SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Springston School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 15 that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and 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:
 - financial position as at 31 December 2018; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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 comprises the Analysis of Variance, Kiwisport notice and Board of trustees listing, 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 the School.



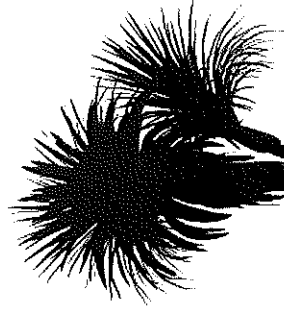
Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand

Springston School Charter 2018 -Outcomes



'Inspiring excellence and outstanding character'



Articulate: "Express yourself"

A Springston learner is articulate because we value effective communication.

Accepting: "Respect and value others"

A Springston learner is accepting because we value cooperation and diversity.



Adaptable: "Willing to change"

A Springston learner is adaptable because we value flexibility and innovation.

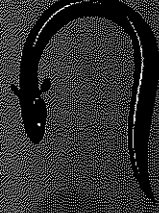
Accountable: "It's up to me"

A Springston learner is accountable because we value personal responsibility.



Adventurous: "Take a risk"

A Springston learner is adventurous because we value curiosity and challenge.



Springston Strategic Goals 2017-2019

Learner

Environment

Self motivated role models who demonstrate empathy and resilience

Leading engaged, connected school and community partnerships

Dynamic, inspirational and nurturing learning environment

Inspiring Excellence and Outstanding Character

Adventurous "Take a Risk"

Springston children are confident enough to take a risk with sharing their creative and critical thinking. They will be confident enough to work outside their comfort zone in new situations, with different people and new skills. They will be positive about learning, able to reflect on their choices and evaluate their effectiveness.

A Springston Learner is Adventurous because we value **curiosity and challenge**

Articulate "Express Yourself"

Springston children are articulate learners and communicators who think, question, challenge and share their ideas effectively. They are open to new learning, able to reflect and negotiate change together.

A Springston Learner is Articulate because we value **effective communication**

Adaptable "Willing to Change"

Springston children are receptive to change. They are able to apply their knowledge and skills in a forward thinking progressive manner. They are receptive to ideas and are willing to utilise and apply them as needed. Springston children will employ social and cooperative skills constructively and will adapt to suit different situations.

A Springston Learner is Adaptable because we value **flexibility and innovation.**

Accepting "Respect and Value Others"

Springston children respect and value others. They understand differences and have a global perspective. Springston children have a sense of self worth and empathy towards others. They are aware that their words and actions effect others.

A Springston Learner is Accepting because we value **cooperation and diversity.**

Accountable "It's Up to Me"

Springston learners can set goals, solve problems and take responsibility for themselves. They are resourceful and resilient with a 'can do' attitude. They know when to lead, when to follow and when and how to act independently.

A Springston Learner is Accountable because we value **personal responsibility.**

Key Performance Indicators

Student Achievement
Quality Relationships
Professional Excellence
Quality Learning Experiences
Pride in and engagement with the environment

Springston Strategic Goals 2017-2019

Learner

Self motivated role models who demonstrate empathy and resilience

Because we believe:

At Springston School we will confidently lead the way and strive for excellence by embracing challenges, solving problems, innovative thinking, working collaboratively and reflecting on our learning.

We will demonstrate our A+ characteristics in everything we say and do, whilst recognising and valuing passions, strengths and differences in ourselves and others.

We will be pro-active citizens who seek opportunities to make a difference and inspire others.

Environment

Dynamic, inspirational and nurturing learning environment

Because we believe:

At Springston School we will create environments which recognise and value learners as individuals. We will use innovative, flexible, inviting spaces that utilise tools and technology to enable the development of our A+ learners.

Our environments will be responsive and nurturing. They will promote a sense of belonging and risk taking that will challenge and empower all learners.

When we belong together, work together and grow together, we understand the importance of 'our place'.

Leading engaged, connected school and community partnerships

Because we believe:

Our pro-active approach will allow us to build and maintain links within and beyond the school and enhance a collective understanding of our vision.

We will establish effective and reciprocal relationships. These will be supported by clear and open communications, enabling all to be fully informed.

Our school will be open to the community to promote learning anytime, anywhere and with anyone.

Strategic Area: Learner

Strategic Goal 1: Self motivated role models who demonstrate empathy and resilience

Outcomes	What happened	Outcomes	Next Steps
1.1 Improved performance against the New Zealand Curriculum, especially outcomes for Māori and Pacifica students, to make at least 2 sub levels of progress.	<ul style="list-style-type: none"> • 2017 targets were reviewed and target groups identified. • Achievement target action plans developed by staff with target students. • Individual Action Plans (IAPs) were created for target students • New strategies and programmes were tried; particularly in Maths (professional learning PD) 	<ul style="list-style-type: none"> • See the table and graphs showing progress made. • Overall data shows a lift from National Standards days, but then we need to consider the difference in measurement tools. 	<ul style="list-style-type: none"> • Set targets to improve student achievement. • Identify target groups and use Linc-Ed groups in 2019. • Accelerate learning in Maths with ALIM in 2019
1.2 To have a common and shared understanding of what criteria and evidence is used to determine OTJs across the Community of Learning schools.	<ul style="list-style-type: none"> • Discussions were held regarding our current practices for determining OTJs across the school. • The work done in the PLD in Maths built staff capability in identifying where a student was at in terms of their point in the Maths progressions and strategy and where their next steps were. • Some adjustments were made within the curriculum bands in the new SMS. • Moderation with other schools in our cluster did not occur. 	<ul style="list-style-type: none"> • Improvements were made in terms of alignment across the school in maths. • Mixed ability groups were used in classrooms, resulting in an increased confidence, trust and support amongst students. 	<ul style="list-style-type: none"> • Work with the cluster schools and the ASTs to moderate our OTJs.
1.3 Students will demonstrate positive behaviour traits through our A+ characteristic values.	<ul style="list-style-type: none"> • Our 'no tolerance' stance for specific behaviours was implemented successfully. • Connections were made to A+ characteristics at every opportunity, especially through Team Hui and Community Groups. • The new school logo and vision feature in all correspondence and communications with families. • The Well being survey highlighted areas of improvement. • The validity of the results of the WB survey have made us question students understanding of what was asked and also the way the survey was taken. 	<ul style="list-style-type: none"> • We had a drop in the numbers of major behaviours recorded by the end of the year. • A small core number of students form the data cohort. • Recognition of students who demonstrate A+ promoted positive behaviours in most. • Character awards are something many students strive for during the year. 	<ul style="list-style-type: none"> • A wellbeing plan established with the newly formed team. • Aspects of the survey to be addressed. • The WST appointed and their role established with clear outcomes.

Springston School Analysis of Variance 2018

Strategic Area: Community			
Strategic Goal 2: Leading engaged, connected school and community partnerships			
Outcomes	What Happened	Outcomes	Next Steps
2.1 Families will feel a sense of partnership with the school and be involved in their children's learning.	<ul style="list-style-type: none"> • Engagement with our Maori students and whanau occurred, although community goals and aspirations were not planned. • Kapahaka passionately attended, with steady numbers. They performed at the Kapa Haka Festival in Horncastle Arena with distinction. • We connected with parents through seminars and observation opportunities and end of term learning celebrations were also available. Students presented at the Maths workshops and also Senior School transition seminars. 	<ul style="list-style-type: none"> • We do not yet have 100% membership of our school app, with some families finding the connection difficult due to their phone provider. We have 145 families and 216 users. • Thanks for Bobbie Jo Pringle; we now have stunning uniforms for the students to wear. This has increased the profile and importance of our group. 	<ul style="list-style-type: none"> • Determine community goals and aspirations from our Māori whanau. • Celebrate the achievement of our Māori students. • Make more visible our bi-cultural commitment; as per ERO recomm. • Offer further workshops for parents around student wellbeing and also curriculum topics.
2.2 Parent will be able to access student progress and achievement through our new SMS, Linc-Ed.	<ul style="list-style-type: none"> • Tutoring sessions were held with parents on how to negotiate the new system. • Systems are set in place for monitoring implementation. • Regular 'posts' are made to keep parents well informed of student progress. • Communication lines are open to assist parents in adjusting to the change of reporting format. 	<ul style="list-style-type: none"> • Staff have an agreed understandings of what information is shared and in what format. • The Principal spent over 20 hours during the year training parents in Linc-Ed. • Every student had multiple posts sharing achievement. 	<ul style="list-style-type: none"> • Direct contact with parent who have not yet engaged with our SMS. • Review Linc-Eds implementation and effectiveness. • Develop student access in Yr 5-8 • Develop use of personal goal setting.
2.3 Participate and contribute to the newly formed Community of Learning (CoL) initiative.	<ul style="list-style-type: none"> • As a Principal on the CoL team, I attended many meetings and contributed to the direction of achievement challenges. • The Cluster newsletter was not printed in 2017, as we delayed publishing until we had more concrete outcomes to share. • The process of appointing across school and in school leaders was completed. 	<ul style="list-style-type: none"> • The CoL Principals are operating well and becoming an effective team as we add new people. • I organised the CoL retreat, which resulted in positive outcomes towards working collaboratively. • Bobbie Jo Pringle is Springston School's WST. 	<ul style="list-style-type: none"> • The Lead Principal contract is completed in mid 2019, so new contracts need to be set.

Springston School Analysis of Variance 2018

Strategic Area: Environment			
Strategic Goal 3: Dynamic, inspirational and nurturing learning environment			
Outcomes	What Happened	Outcomes	Next Steps
3.1 Establish a long term property plan and development for Springston that reflect the principles of a modern learning environment.	<ul style="list-style-type: none"> Engage with the Ministry's offer to pilot 10YPP planning. Make plans according to the outcomes of assessments and condition reports. The Board to prioritise projects to be completed and allocate funding where necessary. 	<ul style="list-style-type: none"> The Board completed a Ministry pilot for 10YPP planning. The Board engaged Logic to progress our building plan to replace 4 teaching spaces. The Board has decided to sell the school house to access additional funds for the building project. 	<ul style="list-style-type: none"> Move forward on that plan to get the building project completed in 2019. Fundraising to be allocated to landscaping the new area in time.
3.2 Staff are engaged in their practice and demonstrate quality teaching attributes.	<ul style="list-style-type: none"> All teaching staff presented their PIT inquiry early in Term 4. Unfortunately Board members did not have the opportunity to attend this year. Professional development in Maths through the PLD was provided throughout the year. Student voice was collected. A progress report went to the Board. 	<ul style="list-style-type: none"> Student attitude towards Maths has improved, with more students now feeling capable and confident in Maths. Teachers confidence and teaching practise in Maths has improved. Teacher knowledge of the Maths progressions at each level has increased. Our second application for PLD and ALiM were successful. 	<ul style="list-style-type: none"> Continue with the PLD plan. Implement the Acceleration in Maths strategies to advance student progress.
3.3 The new SMS, Linc-Ed, is implemented throughout the school and staff are fully engaged in using it.	<ul style="list-style-type: none"> Implementation team was established and on-going training occurred as required. Implementation plan was created and progressed with the staff. Staff progressively enter assessment data and 'evidential posts' of student progress and achievement. 	<ul style="list-style-type: none"> Teachers were well supported through this major systems change. Linc-Ed was seamlessly rolled out across the school. 	<ul style="list-style-type: none"> New staff are trained in the use of Linc-Ed in 2019. A new schedule of expectations is created and shared.

Achievement Target Groups for 2018

Achievement target groups have been identified based on individual student data collected, using National Standards and OTJs from 2017 and also assessments and observations made at the beginning of this year.

Our goal is to raise student's achievement in the crucial areas of Reading, Writing and Mathematics, so students are progressing and tracking towards being at the National Curriculum level for their cohort by the end of the year. Due to our change of SMS and from National Standards to National Curriculum level bands, we are establishing our new norms for students achievement and which students are of concern.

The following goals have been set with a cohort of students within classes, for whom teaching practises need to change to see progress.

Global Reading Target: 85% of students will be at or above the national standard in Reading.
Identified students will make at least 2 sub- levels of progress.

Planned Action: including, but not exclusively;

- Teachers to identify students to include in the target cohort; those below or at risk of not achieving.
- Cohorts to be recorded on an achievement register which will include individual plans for student improvement.
- The use of additional teacher and support staff time; eg. library staff input..
- The use of buddy reading and intensive reading programmes; 5+ and 7+ to be implemented.

Global Maths Target: Raise student achievement to 90% at or above the national standard in Maths.

Planned Action: including but not exclusively;

- Continued PLD professional development in Mathematics, including a teacher inquiry into their own practise.
- Teachers will identify their target students and those at risk of not achieving and record them on the achievement register, including plans for improvement.

Target for Māori and Pacifica students	
Goal	Students identified as Māori and Pacifica: who are not achieving and those at risk of not achieving national standards will make accelerated progress across the curriculum.
Reading	A group of 5 students One in Y1-3 One boy in Yr 7 with learning needs Three at risk of not achieving in Yr 7/8
Writing	A group of 5 students Two in Yrs 4-6 Three in Yrs 7/8, including one with learning needs
Mathematics	A group of 2 students One in Yr 7 with learning needs One in Yr 8

Final Target Data on Student Achievement 2018



During 2018 we had three focus targets;

- Maths achievement - which sat alongside our teacher professional development in teaching practise.
- Reading achievement - this can from concerns about the number of students who were not succeeding in reading.
- Māori and Pacifica student achievement - although this was not a major concern, we strive to maintain our high standards.

Although we are no longer working to National Standard criteria and are using the New Zealand Curriculum levels and expectations, the language used in the tables and graphs below is the same.

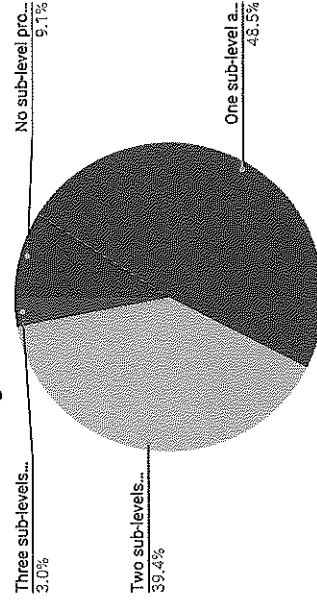
We also need to consider that the data we are now using is in curriculum bands and not a definitive line in the sand, as previously reported on, so although we have a fewer number of students working a year below their current schooling level, we recognise and act upon the fact that there are a number of students who are at risk of not achieving at their next year's milestone. These students will be the focus of target groups next year.

Maths Progress

Target Maths Students 2018			
Goal: 33 students in Years 4-8 will make at least two sub-levels of progress in Maths.			
	Number of students	Percentage %	
No sub-level progress	3	9	
One sub-level advanced	16	49	
Two sub-levels advanced	13	39	
Three sub-levels advanced	1	3	

Commentary

Final Maths Target Data -Nov 2018

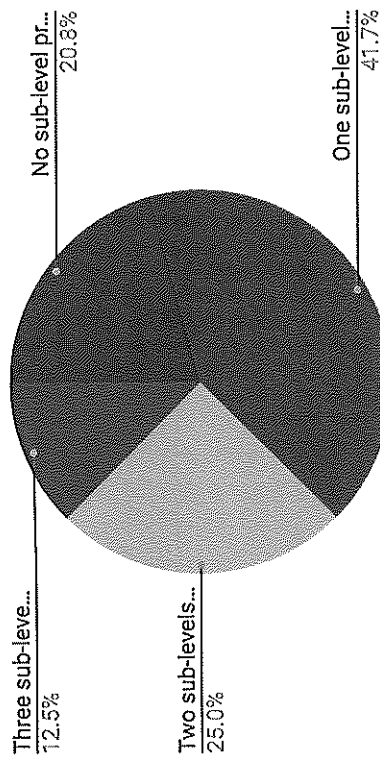


- Making two sub-levels of progress is accelerating the rate of achievement. For these students, this is a hard ask, since many have long held beliefs about their capabilities in Maths learning; mostly that they can't and 'because Mum or Dad found Maths hard at school, they do too.'
- Part of the teacher's development was to 'break down' these barriers and make Maths more fun and relevant to everyday life. Our inquiry results showed that these student's confidence and willingness to give things a go in Maths was greatly improved.
- Our next step in developing teacher practice is to learn how to accelerate these students, to achieve progress faster than what is usual.
- It is pleasing to note that nearly half of the group met the goal and have progressed to or closer to the desired expectation.
- The three students who did not make enough progress to move to the next sub-level, all have significant barriers to their learning; including specific learning disabilities. We will continue to monitor and develop strategies to progress these students.
- 91% of these 'at risk' students made at least one level of progress this year.
- Eight of this cohort remain below the expected level for their year group, despite having made progress; two showed accelerated progress.
- Of this 2018 below cohort, three will remain at Springston next year, so will be receiving additional support in their programmes.

Reading

Target Reading Students 2018		
Goal: 24 students in Years 4-8 will make at least two sub-levels of progress in Reading.		
	Number of students	Percentage %
No sub-level progress	5	20
One sub-level advanced	10	42
Two sub-levels advanced	6	25
Three sub-levels advanced	3	13

Final Reading Target Data -Nov 2018



Commentary

- As stated above, we are expecting accelerated progress from these students; many who have difficulties in maintaining motivation and engagement, show dyslexic traits or have had long term barriers to their learning.
- We have used our support staff and made extra teacher time available to support these learners in group and individual programmes. Some have been more successful than others, but all have made some progress in this area.

Ethnicity	Current fund	1 yr	60 weeks	2 yrs	100 weeks	3 yrs	Mid Yr 6	Yr 6	Mid Yr 7	Yr 7	Mid Yr 8	Yr 8
Pasifika		8								At Below	At	
Pasifika		7										
Pasifika		3										
Pasifika		1 At										
Pasifika		1 At										

Commentary

- As stated above, we did not have a particular focus on these students, since there is very little low achievement, but strive to maintain high achievement levels in this cohort.
- The data within these tables for the students working below expectation, is included in the target group data above.
- Three students are below in Reading and Writing; which is often the case as the literacy connections further up the school, make achieving in both areas even harder.
- One student is experiencing difficulties in all three areas. What is pleasing to note this year, is that there has been accelerated progress for this student, due to individual and support programmes and plans.
- Although there is pleasing results for these ethnicities; I do have concerns for some that have remained at the same level throughout the year. I know that our change of SMS has resulted in some adjustments to the assessments teachers have made, however, I will be closely monitoring this next year.
- Now that teachers are more familiar with the new SMS, further training in how to monitor students groups and individuals will be a priority in 2019.

Dianne Prendergast
Principal Springston School
25 November 2018

Whole School End of Year Data 2018



Reading

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	0	2 (0)	5 (3)	8 (4)	0	0
Below Expectation	0	4 (2)	9 (3)	8 (4)	0	0
At Expectation	19 (18)	170 (136)	187 (148)	189 (150)	0	0
Above Expectation	0	16 (13)	17 (14)	30 (23)	0	0
Total At or Above	19 out of 19 (18 out of 18)	186 out of 192 (149 out of 151)	204 out of 218 (162 out of 168)	219 out of 235 (173 out of 181)		
Percentage At or Above	100% (100%)	97% (99%)	94% (96%)	93% (96%)	% (%)	% (%)

Counts						
Well Below Expectation			2	5	8	
Below Expectation			4	9	8	
At Expectation	19	170	187	189		
Above Expectation		16	17	30		
Total At or Above	19	186	204	219		
Percentage At or Above	100%	97%	94%	93%	%	%
Percentage At or Above who started at this school	100%	99%	96%	96%	%	%

Commentary

- All students identified as below or well below have had interventions and support programmes in place. Four are ORS students.

Writing

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	0	4 (2)	4 (2)	11 (6)	0	0
Below Expectation	0	16 (8)	15 (7)	15 (10)	0	0
At Expectation	17 (16)	139 (111)	187 (149)	197 (155)	0	0
Above Expectation	0	22 (20)	10 (8)	12 (10)	0	0
Total At or Above	17 out of 17 (16 out of 16)	161 out of 181 (131 out of 141)	197 out of 216 (157 out of 166)	209 out of 235 (165 out of 181)		
Percentage At or Above	100% (100%)	89% (93%)	91% (95%)	89% (91%)	% (%)	% (%)

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation		4	4	11		
Below Expectation		16	15	15		
At Expectation	17	139	187	197		
Above Expectation		22	10	12		
Total At or Above	17	161	197	209		
Percentage At or Above	100%	89%	91%	89%	%	%
Percentage At or Above who started at this school	100%	93%	95%	91%	%	%

Commentary

- The difference between the mid and end of year data is due to several things. Firstly, in the middle of the year we are making predictions as to a child's expected progress by the end of the year, which sometimes doesn't happen. Secondly, we have new students who arrive part way through the year whose data can skew the results. Also, toward the end of the year, the younger students data, after one year at school, is added.
- Now that we are working within curriculum levels, we have improved our whole school percentage from 75.9% at the end of 2016. With the dropping of National Standards and the adjustment to the Linc-Ed data, we don't have an accurate comparison to 2017.

Maths

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	0	1 (1)	5 (3)	5 (3)	0	0
Below Expectation	0	4 (1)	5 (1)	11 (6)	0	0
At Expectation	1 (0)	122 (94)	194 (153)	197 (154)	0	0
Above Expectation	0	54 (45)	10 (8)	21 (17)	0	0
Total At or Above		176 out of 181 (139 out of 141)	204 out of 214 (161 out of 165)	218 out of 234 (171 out of 180)		
Percentage At or Above	% (%)	97% (99%)	95% (98%)	93% (95%)	% (%)	% (%)


Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation		1	5	5		
Below Expectation		4	5	11		
At Expectation	1	122	194	197		
Above Expectation		54	10	21		
Total At or Above		176	204	218		
Percentage At or Above	%	97%	95%	93%	%	%
Percentage At or Above who started at this school	%	99%	98%	95%	%	%

Commentary

- Some students well below expectation have developed negative mindsets about learning and this attitude as well as behaviour gets in the way of them making progress. Assistance has been given though not fully engaged with.
- Overall, very pleased to have over 90% at expectation. Monitoring those who are 'at risk' is important in 2019.

31 March 2019

To Whom it May Concern

In 2018, the school received \$3501.69 (excluding GST), funding for Kiwisport.  This funding was spent on the Selwyn Activator Sports Cluster programme which provides coaching and tournaments for Springston School pupils to participate in.

All students attending Springston School participated in this organised sport and transport to sporting events.

Dianne Prendergast
Principal