

Kelvin Road School

An outdoor basketball court at Kelvin Road School. Several children in blue school uniforms are playing basketball on the court. There are three basketball hoops visible. A large tree with yellowing leaves stands in the background. The sky is clear blue. The court is paved with asphalt and has yellow markings. A black fence is visible behind the court. A white building is partially visible on the right side.

2017 Annual Report and Financial Statements

Kelvin Road School

Financial Statements for the year ended 31 December 2017

| | |
|-------------------------------|---|
| School Address: | 74 Kelvin Road, Papakura, Auckland 2110 |
| School Postal Address: | 74 Kelvin Road, Papakura, Auckland 2110 |
| School Phone: | 09 298 8417 |
| School Email: | exec@krs.ac.nz |
| Ministry Number: | 1332 |

Kelvin Road School

Financial Statements

For the year ended 31 December 2017

Index

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

Kelvin Road 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.

Joyce Yuhoi

Full Name of Board Chairperson



Signature of Board Chairperson

31.5.18

Date:

Heather Diane Tanner

Full Name of Principal



Signature of Principal

31.5.2018

Date:

Kelvin Road 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 | 3,728,944 | 2,947,721 | 3,484,896 |
| Local Raised Funds | 3 | 82,639 | 47,950 | 34,962 |
| Interest Earned | | 49,906 | 25,000 | 38,028 |
| | | <u>3,861,489</u> | <u>3,020,671</u> | <u>3,557,886</u> |
| Expenses | | | | |
| Local Raised Funds | 3 | 32,519 | 13,500 | 18,601 |
| Learning Resources | 4 | 2,212,040 | 2,084,350 | 2,127,646 |
| Administration | 5 | 184,650 | 199,688 | 169,359 |
| Finance Costs | | 108 | - | - |
| Property | 6 | 1,115,670 | 587,050 | 916,694 |
| Depreciation | 7 | 123,971 | 128,400 | 120,865 |
| Loss on Disposal of Property, Plant and Equipment | | - | - | 6,150 |
| | | <u>3,668,958</u> | <u>3,012,988</u> | <u>3,359,315</u> |
| Net Surplus / (Deficit) | | 192,531 | 7,683 | 198,571 |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u><u>192,531</u></u> | <u><u>7,683</u></u> | <u><u>198,571</u></u> |

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



Kelvin Road School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

| | 2017 | 2017 | 2016 |
|--|------------------|--------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Balance at 1 January | <u>1,938,863</u> | <u>1,938,863</u> | <u>1,728,928</u> |
| Total comprehensive revenue and expense for the year | 192,531 | 7,683 | 198,571 |
| Capital Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | 8,336 | - | 11,364 |
| Equity at 31 December | <u>2,139,730</u> | <u>1,946,546</u> | <u>1,938,863</u> |
| Retained Earnings | 2,139,730 | 1,946,546 | 1,938,863 |
| Equity at 31 December | <u>2,139,730</u> | <u>1,946,546</u> | <u>1,938,863</u> |

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



Kelvin Road School

Statement of Financial Position

As at 31 December 2017

| | Notes | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|---|-------|-------------------------|-------------------------------------|-------------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 567,292 | 409,665 | 46,752 |
| Accounts Receivable | 9 | 228,450 | 183,940 | 184,066 |
| GST Receivable | | 19,546 | 7,900 | 7,913 |
| Prepayments | | 585 | 600 | 585 |
| Inventories | 10 | 1,086 | 2,500 | 2,432 |
| Investments | 11 | 890,000 | 890,000 | 1,250,000 |
| | | <u>1,706,959</u> | <u>1,494,605</u> | <u>1,491,748</u> |
| Current Liabilities | | | | |
| Accounts Payable | 13 | 162,570 | 150,740 | 154,534 |
| Revenue Received in Advance | 14 | 8,011 | 530 | 529 |
| Provision for Cyclical Maintenance | 15 | 5,500 | 6,000 | 5,455 |
| Finance Lease Liability - Current Portion | 16 | 1,490 | 490 | 493 |
| Funds Held for Capital Works Projects | 18 | - | - | 5,240 |
| | | <u>177,571</u> | <u>157,760</u> | <u>166,251</u> |
| Working Capital Surplus/(Deficit) | | 1,529,388 | 1,336,845 | 1,325,497 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 682,950 | 681,507 | 668,907 |
| | | <u>682,950</u> | <u>681,507</u> | <u>668,907</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 68,976 | 71,359 | 54,600 |
| Finance Lease Liability | 16 | 3,632 | 447 | 941 |
| | | <u>72,608</u> | <u>71,806</u> | <u>55,541</u> |
| Net Assets | | <u><u>2,139,730</u></u> | <u><u>1,946,546</u></u> | <u><u>1,938,863</u></u> |
| Equity | | <u><u>2,139,730</u></u> | <u><u>1,946,546</u></u> | <u><u>1,938,863</u></u> |

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



Kelvin Road School

Statement of Cash Flows

For the year ended 31 December 2017

| | 2017 | 2017 | 2016 |
|---|------------------|--------------------|------------------|
| Note | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | | \$ | |
| Cash flows from Operating Activities | | | |
| Government Grants | 1,011,602 | 981,870 | 981,747 |
| Locally Raised Funds | 88,950 | 39,340 | 23,655 |
| Goods and Services Tax (net) | (11,633) | 2,100 | (164) |
| Payments to Employees | (474,068) | (548,700) | (480,646) |
| Payments to Suppliers | (372,178) | (411,497) | (279,852) |
| Interest Paid | (108) | - | - |
| Interest Received | 49,205 | 15,000 | 32,150 |
| Cyclical Maintenance expense | - | 2,561 | - |
| Net cash from / (to) the Operating Activities | <u>291,770</u> | <u>80,674</u> | <u>276,890</u> |
| Cash flows from Investing Activities | | | |
| Proceeds from Sale of PPE (and Intangibles) | - | - | (6,150) |
| Purchase of PPE (and Intangibles) | (133,887) | (120,960) | (91,391) |
| Purchase of Investments | 360,000 | - | (711,166) |
| Proceeds from Sale of Investments | - | (890,000) | - |
| Net cash from / (to) the Investing Activities | <u>226,113</u> | <u>(1,010,960)</u> | <u>(808,707)</u> |
| Cash flows from Financing Activities | | | |
| Furniture and Equipment Grant | 8,336 | - | 11,364 |
| Finance Lease Payments | (439) | (497) | - |
| Funds Administered on Behalf of Third Parties | - | - | 5,240 |
| Funds Held for Capital Works Projects | (5,240) | - | - |
| Net cash from / (to) Financing Activities | <u>2,657</u> | <u>(497)</u> | <u>16,604</u> |
| Net increase/(decrease) in cash and cash equivalents | <u>520,540</u> | <u>(930,783)</u> | <u>(515,213)</u> |
| Cash and cash equivalents at the beginning of the year | 8 46,752 | 1,340,448 | 561,965 |
| Cash and cash equivalents at the end of the year | 8 <u>567,292</u> | <u>409,665</u> | <u>46,752</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.



Kelvin Road School

Notes to the Financial Statements

For the year ended 31 December 2017

1. Statement of Accounting Policies

Reporting Entity

Kelvin Road 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.



Kelvin Road 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.



Kelvin Road School

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 \$800 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.



Kelvin Road 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:

| | |
|---|-------------------------|
| Building improvements to Crown owned assets | 40 years |
| Furniture and equipment | 5-10 years |
| Information and communication technology | 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.



Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

Long-term employee entitlements

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

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

Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned student 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.



Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

2 Government Grants

| | 2017 | 2017 | 2016 |
|----------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Operational grants | 965,107 | 925,000 | 929,241 |
| Teachers' salaries grants | 1,809,335 | 1,550,000 | 1,754,885 |
| Use of Land and Buildings grants | 883,118 | 370,851 | 702,728 |
| Other MoE Grants | 62,892 | 96,870 | 79,876 |
| Other government grants | 8,492 | 5,000 | 18,166 |
| | <u>3,728,944</u> | <u>2,947,721</u> | <u>3,484,896</u> |

3 Locally Raised Funds

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

| | 2017 | 2017 | 2016 |
|--|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| Donations | 49,493 | 4,500 | 8,163 |
| Fundraising | 1,387 | 3,000 | 1,505 |
| Trading | 9,606 | 1,100 | 9,345 |
| Activities | 22,153 | 39,350 | 15,949 |
| | <u>82,639</u> | <u>47,950</u> | <u>34,962</u> |
| Expenses | | | |
| Activities | 4,386 | 11,500 | 8,407 |
| Trading | 27,470 | - | 9,165 |
| Fundraising (costs of raising funds) | 663 | 2,000 | 1,029 |
| | <u>32,519</u> | <u>13,500</u> | <u>18,601</u> |
| <i>Surplus for the year Locally Raised Funds</i> | <u>50,120</u> | <u>34,450</u> | <u>16,361</u> |

4 Learning Resources

| | 2017 | 2017 | 2016 |
|--|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Curricular | 80,942 | 116,200 | 60,778 |
| Equipment repairs | 1,228 | 2,750 | 254 |
| Information and communication technology | 36,843 | 34,500 | 28,758 |
| Extra-curricular activities | 6,070 | 10,120 | 5,746 |
| Library resources | 3,258 | 7,680 | 2,613 |
| Employee benefits - salaries | 2,048,036 | 1,870,000 | 2,000,953 |
| Staff development | 35,663 | 43,100 | 28,544 |
| | <u>2,212,040</u> | <u>2,084,350</u> | <u>2,127,646</u> |



Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

5 Administration

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Audit Fee | 5,365 | 5,100 | 5,286 |
| Board of Trustees Fees | 2,665 | 7,400 | 3,445 |
| Board of Trustees Expenses | 12,676 | 23,200 | 15,318 |
| Communication | 4,825 | 6,000 | 5,514 |
| Consumables | 7,032 | 7,900 | 5,274 |
| Legal Fees | - | - | 4,348 |
| Postage | 1,069 | 1,000 | - |
| Other | 10,468 | 13,120 | 4,651 |
| Employee Benefits - Salaries | 129,625 | 125,700 | 116,356 |
| Insurance | 4,045 | 5,000 | 3,899 |
| Service Providers, Contractors and Consultancy | 6,880 | 5,268 | 5,268 |
| | <u>184,650</u> | <u>199,688</u> | <u>169,359</u> |

6 Property

| | 2017 | 2017 | 2016 |
|-------------------------------------|------------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 19,725 | 20,500 | 13,772 |
| Cyclical Maintenance Provision | 14,421 | 15,000 | 16,500 |
| Grounds | 13,092 | 12,900 | 10,060 |
| Heat, Light and Water | 35,383 | 36,500 | 30,941 |
| Rates | - | 250 | - |
| Repairs and Maintenance | 38,703 | 28,349 | 15,327 |
| Use of Land and Buildings | 883,118 | 370,851 | 702,728 |
| Security | 17,028 | 10,000 | 13,594 |
| Employee Benefits - Salaries | 94,200 | 92,700 | 113,772 |
| | <u>1,115,670</u> | <u>587,050</u> | <u>916,694</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

| | 2017 | 2017 | 2016 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Buildings - School | 10,040 | 9,625 | 10,040 |
| Furniture and Equipment | 29,818 | 31,860 | 33,268 |
| Information and Communication Technology | 79,614 | 81,905 | 73,417 |
| Leased Assets | 593 | 460 | - |
| Library Resources | 3,906 | 4,550 | 4,140 |
| | <u>123,971</u> | <u>128,400</u> | <u>120,865</u> |



Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

8 Cash and Cash Equivalents

| | 2017 | 2017 | 2016 |
|--|----------------|--------------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Cash on Hand | 200 | 200 | 200 |
| Bank Current Account | 2,092 | 38,465 | 35,757 |
| Bank Call Account | - | 11,000 | 10,795 |
| Short-term Bank Deposits | 565,000 | 360,000 | - |
| Net cash and cash equivalents and bank overdraft for Cash Flow Statement | <u>567,292</u> | <u>409,665</u> | <u>46,752</u> |

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

9 Accounts Receivable

| | 2017 | 2017 | 2016 |
|--|----------------|--------------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Receivables | 10,309 | 9,140 | 9,138 |
| Receivables from the Ministry of Education | 60,691 | 45,000 | 45,536 |
| Interest Receivable | 10,255 | 10,000 | 9,554 |
| Bank Staffing Underuse | 9,734 | - | - |
| Teacher Salaries Grant Receivable | 137,461 | 119,800 | 119,838 |
| | <u>228,450</u> | <u>183,940</u> | <u>184,066</u> |
| Receivables from Exchange Transactions | 20,564 | 19,140 | 18,692 |
| Receivables from Non-Exchange Transactions | 207,886 | 164,800 | 165,374 |
| | <u>228,450</u> | <u>183,940</u> | <u>184,066</u> |

10 Inventories

| | 2017 | 2017 | 2016 |
|------------|---------------|--------------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Stationery | 1,086 | 2,500 | 2,432 |
| | <u>1,086</u> | <u>2,500</u> | <u>2,432</u> |

11 Investments

The School's investment activities are classified as follows:

| | 2017 | 2017 | 2016 |
|--------------------------|----------------|--------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | \$ | \$ | \$ |
| Current Asset | | | |
| Short-term Bank Deposits | 890,000 | 890,000 | 1,250,000 |
| | <u>890,000</u> | <u>890,000</u> | <u>1,250,000</u> |

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



Kelvin Road School

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 | 325,888 | - | - | - | (10,040) | 315,848 |
| Furniture and equipment | 122,910 | 52,943 | - | - | (29,818) | 146,035 |
| Information and communication technology | 189,693 | 78,674 | - | - | (79,614) | 188,753 |
| Leased assets | 1,434 | 4,127 | - | - | (593) | 4,968 |
| Library resources | 28,982 | 2,271 | - | - | (3,907) | 27,346 |
| Balance at 31 December 2017 | 668,907 | 138,015 | - | - | (123,972) | 682,950 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|----------------|
| 2017 | \$ | \$ | \$ |
| Buildings | 401,610 | (85,762) | 315,848 |
| Furniture and equipment | 747,584 | (601,549) | 146,035 |
| Information and communication technology | 963,443 | (774,690) | 188,753 |
| Leased assets | 5,561 | (593) | 4,968 |
| Library resources | 77,106 | (49,760) | 27,346 |
| Balance at 31 December 2017 | 2,195,304 | (1,512,354) | 682,950 |

The net carrying value of equipment held under a finance lease is \$4,968 (2016: \$1,434).

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|--------------------------|---------------|----------------|------------|------------------|----------------|
| 2016 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 335,928 | - | - | - | (10,040) | 325,888 |
| Furniture and equipment | 143,222 | 15,556 | (2,600) | - | (33,268) | 122,910 |
| Information and communication technology | 191,854 | 74,164 | (2,908) | - | (73,417) | 189,693 |
| Leased assets | - | 1,434 | - | - | - | 1,434 |
| Library resources | 25,943 | 7,821 | (642) | - | (4,140) | 28,982 |
| Balance at 31 December 2016 | 696,947 | 98,975 | (6,150) | - | (120,865) | 668,907 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|----------------|
| 2016 | \$ | \$ | \$ |
| Buildings | 401,609 | (75,721) | 325,888 |
| Furniture and equipment | 694,641 | (571,731) | 122,910 |
| Information and communication technology | 884,769 | (695,076) | 189,693 |
| Leased assets | 1,434 | - | 1,434 |
| Library resources | 74,835 | (45,853) | 28,982 |
| Balance at 31 December 2016 | 2,057,288 | (1,388,381) | 668,907 |



Kelvin Road School

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 | 11,514 | 9,640 | 9,638 |
| Accruals | 3,365 | 3,300 | 3,286 |
| Employee Entitlements - salaries | 137,461 | 119,800 | 124,471 |
| Employee Entitlements - leave accrual | 10,230 | 18,000 | 17,139 |
| | <u>162,570</u> | <u>150,740</u> | <u>154,534</u> |
| | | | |
| Payables for Exchange Transactions | 162,570 | 150,740 | 154,534 |
| | <u>162,570</u> | <u>150,740</u> | <u>154,534</u> |

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|-------|----------------------|-------------------------------------|----------------------|
| Other | 8,011 | 530 | 529 |
| | <u>8,011</u> | <u>530</u> | <u>529</u> |

15 Provision for Cyclical Maintenance

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 60,055 | 60,055 | 43,555 |
| Increase to the Provision During the Year | 14,421 | 15,000 | 16,500 |
| Use of the Provision During the Year | - | 2,304 | - |
| Provision at the End of the Year | <u>74,476</u> | <u>77,359</u> | <u>60,055</u> |
| | | | |
| Cyclical Maintenance - Current | 5,500 | 6,000 | 5,455 |
| Cyclical Maintenance - Term | 68,976 | 71,359 | 54,600 |
| | <u>74,476</u> | <u>77,359</u> | <u>60,055</u> |

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for Tela laptops.
Minimum lease payments payable (includes interest portion):

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 2,794 | 490 | 493 |
| Later than One Year and no Later than Five Years | 5,042 | 447 | 941 |
| | <u>7,836</u> | <u>937</u> | <u>1,434</u> |



Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

18 Funds Held for Capital Works Projects

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

| | | | | | BOT Contribution/ (Write-off to R&M) | Closing Balances |
|--------------------------------|--------------------|---------------------------|----------------------------|----------------|---|---------------------|
| 2017 | | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | | \$ |
| MOE Plumbing/Roofing | <i>complete</i> | 5,240 | 13,106 | 18,346 | - | - |
| New Kitchen in staffroom | <i>in progress</i> | - | - | 20,246 | 20,246 | - |
| Drainage | <i>in progress</i> | - | - | 22,715 | 22,715 | - |
| MOE LED Sign Project | <i>in progress</i> | - | - | 8,230 | 8,230 | - |
| MOE Rm 1-6 Class refurbishment | <i>in progress</i> | - | 85,500 | 95,000 | 9,500 | - |
| Totals | | 5,240 | 98,606 | 164,537 | 60,691 | - |

Represented by:

Funds Held on Behalf of the Ministry of Education

(60,691)

Funds Due from the Ministry of Education

60,691

-

| | | | | | BOT Contribution/ (Write-off to R&M) | Closing Balances |
|----------------------------|----------------------|---------------------------|----------------------------|----------------|---|---------------------|
| 2016 | | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | \$ | \$ |
| MOE Plumbing/Roofing/Admin | <i>not completed</i> | - | 136,800 | 131,560 | - | 5,240 |
| MOE Drainage | <i>completed</i> | - | - | - | - | - |
| MOE Security Cameras | <i>completed</i> | - | 7,656 | 7,656 | - | - |
| MOE LED Sign Project | <i>completed</i> | - | 13,725 | 13,725 | - | - |
| Totals | | - | 158,181 | 152,941 | - | 5,240 |

19 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.



Kelvin Road School
Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

20 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 | 2016 |
|---|----------------|----------------|
| | Actual | Actual |
| | \$ | \$ |
| <i>Board Members</i> | | |
| Remuneration | 2,665 | 3,445 |
| Full-time equivalent members | - | 0.27 |
| <i>Leadership Team</i> | | |
| Remuneration | 202,085 | 348,339 |
| Full-time equivalent members | 2.00 | 3.00 |
| Total key management personnel remuneration | <u>204,750</u> | <u>351,784</u> |
| Total full-time equivalent personnel | <u>2.00</u> | <u>3.27</u> |

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

Principal

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

| | 2017 | 2016 |
|---|---------------|---------------|
| | Actual | Actual |
| | \$000 | \$000 |
| <i>Salaries and Other Short-term Employee Benefits:</i> | | |
| Salary and Other Payments | 110-120 | 140-150 |
| Benefits and Other Emoluments | 0-5 | 0-16 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration | 2017 | 2016 |
|---------------------|-------------------|-------------------|
| | FTE Number | FTE Number |
| \$000 | | |
| 100-110 | - | 2 |
| | <u>0.00</u> | <u>2.00</u> |

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

21 Compensation and Other Benefits Upon Leaving

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

| | 2017 | 2016 |
|------------------|---------------|---------------|
| | Actual | Actual |
| Total | - | \$5,000 |
| Number of People | - | 1 |

22 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)



Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

23 Commitments

(a) Capital Commitments

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

(Capital commitments as at 31 December 2016: nil)

(b) Operating Commitments

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

- operating lease of a photocopier

| | 2017 Actual \$ | 2016 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | 2,131 | 9,805 |
| Later than One Year and No Later than Five Years | - | 2,132 |
| | <u>2,131</u> | <u>11,937</u> |

24 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.

25 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 | 567,292 | 409,665 | 46,752 |
| Receivables | 228,450 | 183,940 | 184,066 |
| Investments - Term Deposits | 890,000 | 890,000 | 1,250,000 |
| Total Loans and Receivables | <u>1,685,742</u> | <u>1,483,605</u> | <u>1,480,818</u> |
| Financial liabilities measured at amortised cost | | | |
| Payables | 162,570 | 150,740 | 154,534 |
| Finance Leases | 5,122 | 937 | 1,434 |
| Total Financial Liabilities Measured at Amortised Cost | <u>167,692</u> | <u>151,677</u> | <u>155,968</u> |

26 Events After Balance Date

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





INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KELVIN ROAD SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Kelvin Road School (the School). The Auditor-General has appointed me, Melissa Youngson, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

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

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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



Responsibilities of the Board of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Deloitte.

- 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information including List of Trustees, Statement of Responsibility, Analysis of variance report and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Melissa Youngson, Partner
for Deloitte Limited
On behalf of the Auditor-General
Hamilton, New Zealand



| | |
|--|---|
| School Name: | Kelvin Road School |
| School Number: | 1332 |
| Strategic Aims: Analysis report | <ol style="list-style-type: none"> <i>We will provide a culturally responsive curriculum that will engage and motivate learners to attend school regularly.</i> <i>We will develop a strong school culture of effective teaching, our teachers have high expectations and are culturally responsive and inclusive of all.</i> <i>We will ensure that our teachers are well supported to ensure the principles of Te Tiriti o Waitangi are intertwined into daily classroom and school interactions</i> <i>We will strengthen relationships with our whanau and community to ensure students are well-supported along their educational pathway.</i> <i>We will nurture students that are digitally literate, critical thinking and inquisitive, innovative learners.</i> |
| Annual Aims: | <ol style="list-style-type: none"> Design a future-focused curriculum that will motivate and engage learners through inquiry learning. Accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy. Provide authentic integration of Te Reo Maori and me ona Tikanga to ensure our students are confident in their language, identity and culture as citizens of Aotearoa. Enhance student achievement through strengthen relationships with home-school, and transition education. Develop opportunities for students to utilise digital technology safely and responsibly across the curriculum. |
| Targets: | <p>National Standards Reading 68.5% Nga Whakamaaramatanga Panui 61.1%</p> <p>National Standards Writing 57% Nga Whakamaaramatanga Tuhituhi 69.2%</p> <p>National Standards Mathematics 65.3% Nga Whakamaaramatanga Pangarau 77%</p> |
| Baseline Data: | <p>National Standards Reading 51% Nga Whakamaaramatanga Panui 42.3%</p> <p>National Standards Writing 36.3% Nga Whakamaaramatanga Tuhituhi 57%</p> <p>National Standards Mathematics 43.4% Nga Whakamaaramatanga Pangarau 57%</p> |



MINISTRY OF EDUCATION

Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga



| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|---|---|--|--|
| <p>In Term 2 there was a change of Principal this meant there was a change in direction and increase of PD in certain areas of the school. Ministry contract ALL (Accelerated Literacy) and ALiM (Accelerated Mathematics) was introduced in July 2017.</p> <p>We targeted the below and well-below students in our PLC and Writing contract</p> <p>Quick 60 was introduced for 8 targeted reading students.</p> <p>There is a high transition rate of 38% which the school has no influence on.</p> <p>There is a high absenteeism and lateness especially with our junior girls. Attention to the monitoring and identifying trends of absenteeism/lateness started in Term 2.</p> <p>Work on the curriculum development to engage the community came with success with parents and the wider com with making contributions and 40% of parents contributing the graduate profile.</p> | <p>2016 NS Reading 113 (33.5%) students below and 52 (15.4%) well below.</p> <p>2017 NS Reading 92 (25.8%) students below and 57 (16.0%) well below.</p> <p>Therefore an improvement of 21 of students shifting from 'below' to 'at' school wide in reading.</p> <p>2016 NS Writing 145 (43.2%) students below and 69 (20.5%) well below.</p> <p>2017 NS Writing 80 (40.8%) students below and 40 (16.0%) well below.</p> <p>Therefore, an improvement of 65 students shifting from 'below' to 'at' and 29 students improve from 'well below' to 'below' in writing.</p> <p>2016 NS Maths 140 (41.7%) students below and 80 (14.9%) well below.</p> <p>2017 NS Maths 57 (29.2%) students below and 33 (16.9%) well below.</p> <p>Therefore an improvement of 83 students shifting from 'below' to 'at' school wide and 47 from 'well below' to be 'below' achievement.</p> <p>Teachers involved in Accelerated programmes had measurable success with raising achievement shared their</p> | <p>The improvements that were made in reading, writing and maths were all significant for 2017. Indeed, they are the highest achievement for the school in the past four years.</p> <p>The targets established for the 2017 annual targets were too ambitious given the schools record of only 1-3% increases on achievement from 2015-2016 and similar increases from previous years.</p> <p>The 2017 targets were an unrealistic 17-22% increase on 2016.</p> <p>The board and leadership were very happy with the 2017 increases of 7.3% for Reading, 9.3% for Writing and 10.3% increase for Mathematics National Standards.</p> <p>What worked? Change in leadership, effective resourcing, accelerated teaching practices, transparency of data, moderation of writing data, teacher professional development, the teacher aides having specific programmes such as Quick 60 (supported with reading strategies). Teachers had higher expectations of achieving targets as a result of change of leadership.</p> | <p>2018</p> <p>Set realistic annual targets.</p> <p>Continue PLC – writing and extend to other learning areas.</p> <p>Continue and deepen 'Accelerated teaching practices.'</p> <p>Improve teacher through inquiry with identifying target students (their needs) and connections with home.</p> <p>Resource Quick 60 programme Term 1.</p> <p>Build on transparency of data – with teachers, staff, students and parents.</p> <p>Ensure continuation of curriculum development (raise engagement)</p> <p>Improve monitoring of absenteeism/lateness and develop strategies to address.</p> <p>Introduce Early Words programme to lift junior achievement – trial Maori equivalent programme in 2019 or later in 2018 if there is significant success in English Medium.</p> |

| | |
|--|--|
| <p>knowledge. Leadership raising teacher expectation and access to resources and PD has been a game changer.</p> <p>2017 achievement; Reading 58.3% from 51% 2016 Writing 45.6% from 36.3% 2016 Mathematics 53.8% from 43.5% 2016</p> | <p>What didn't work? Teacher aides were put back in class to support target students and teacher direction by the new principal in Term 3. This change had an overall positive effect for all. Rainbow reading was stopped in Term 3, and replaced with the Quick 60 programme in Term 4.</p> |
|--|--|

Planning for next year:

See evaluation above. Annual targets will be set accordingly in 2018. Measures will be taken to continue with the positive achievements in 2017

In 2017:
 21 children improved to be 'at' in reading, and 5 children improved from 'well below' to 'below' achievement.
 65 children improved to be 'at' in writing, and 29 children improved from 'well below' to 'below' achievement.
 83 children improved to be 'at' in maths, and 47 children improved from 'well below' to 'below' achievement.
 These children have made more than a years' progress to be above what they previously attained.

In 2018:

We will have two or three beginning teachers (depending on the Maori Medium appointment) and there will be a shared position in NE. These staff and lack of readily available relieving staff may have a negative impact on the strength of our improvements next year. Staff will use Literacy and Numeracy Progressions to assess data which for some staff will take a while to gain confidence in using.

Building on developments from 2017

- All teachers are now informed of annual targets in Reading, Writing and Mathematics
- Leadership now shares targets and clear expectations for high student achievement
- Data and information is more transparent through Teacher Inquiry documentation
- Teacher appraisals focus on effective teacher practice and alignment of annual targets
- Identification of target students and PLC work throughout the year so that there is an unrelenting focus on target student needs and improved teacher capability
- More targeted work of Teacher Aides (teacher aides are clear about their role in the class and how they contribute to the success of student achievement)



MINISTRY OF EDUCATION

Te Kaitiaki Take Kōwhiri
Māori

Tātaritanga raraunga

- Teacher Aides only work in class with target students
- Improved strategic teamwork of teachers within and across syndicates
- Alignment of teacher practice through class observations, moderation of writing and understanding of literacy and numeracy progressions
- ALL and ALiM (Term 2 onwards) Accelerated Learning in Reading and Mathematics
- Quick 60 (8 weeks of a 20 week junior reading programme- introduced in Nov 2017)
- ILE furniture improves teacher effectiveness (teaching - learning in closer proximity)
- Building on student – teacher – home relationships
- PD in writing, assessment practices extended to reading and mathematics
- Procedures to effectively monitor absenteeism (more to be done to raise student engagement in 2018 through newly designed Kelvin Road Curriculum)
- Improved relationships with home and school, through; student led conferences, invites to school activities (powhiri, cultural festival, disco, Mathex, He Papa Tikanga)
- Development and cleanliness of property both within and outside of classes to make a positive, engaging environment and show pride in Kelvin Road School.

Ngā Whakamāramatanga mō Ngā Taumata Manawa

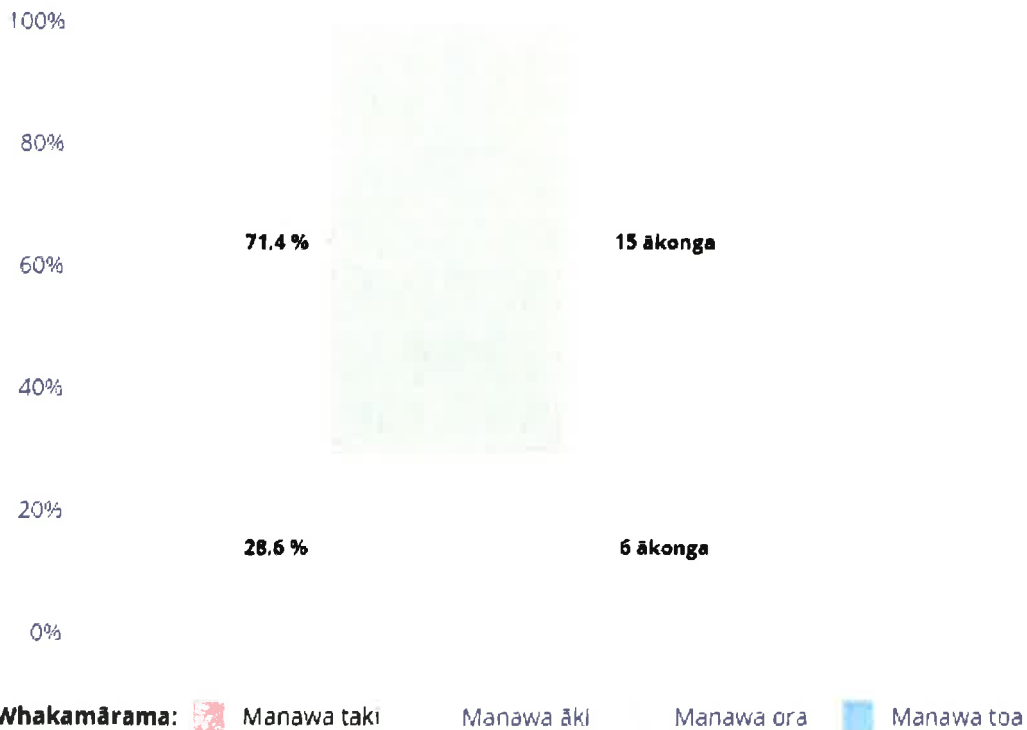
Explanations of achievement statements

| | |
|--------------------|---|
| Manawa Tua | <p>E toa ana te ākonga i roto i āna mahi ako. Ākonga are well accomplished with their learning goals and are exceeding national expectations.</p> |
| Manawa Ora | <p>E ora ana te ākonga i roto i āna mahi ako. Ākonga are achieving well with their learning goals and are achieving at national expectations.</p> |
| Manawa Āki | <p>Kia ākina tonutia te ākonga me te aro hāngai ki tōna whāinga ako. Kaiako need to encourage ākonga with focused learning goals as they work towards achieving national expectations. The extent to which the ākonga is working towards meeting national expectations needs to be monitored more regularly e.g. An OTJ should be made at least once a term for these students based on a rich profile of evidence</p> |
| Manawa Taki | <p>Kia whāia tonutia te taki a te ākonga kia tautoko atu me ētahi whāinga whāiti Kaiako need to get in close beside the learner and synchronize approaches, find 'rhythm' to set specific achievement goals to accelerate learning to achieve national expectations. (Mātaki, arataki, (kai)tātaki,...) The extent to which the ākonga achievement is being accelerated needs to be monitored more regularly e.g. An OTJ should be made at least once a term for these students based on a rich profile of evidence</p> |

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

He tirohanga whanui mo Tuhituhi

Kura: Kelvin Road **Ropu:** Ruma Wha **Taumata Tau:** Nga Tau Katoa
Wahanga: NAG2a (Whiringa-a-rangi- Hakihea) 2017



Progressing to Nga Whanaketanga - Maori National Standards

We have 6 ākonga working towards achieving the national expectations

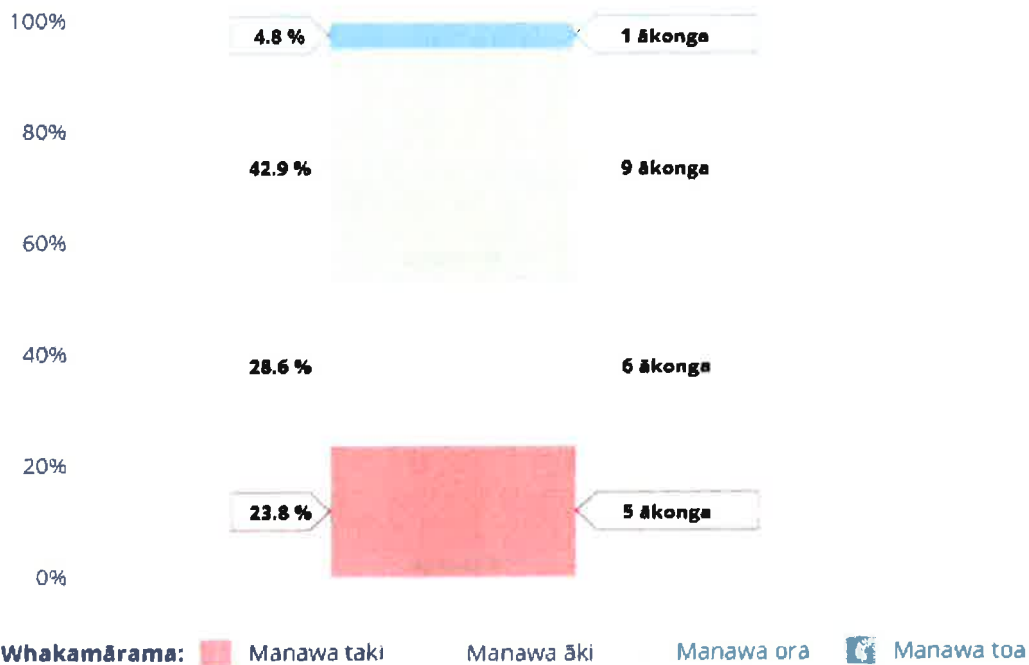
There are some children who are yet to meet the National Standard. They have learning disabilities or significant social and emotional factors affecting learning progress.

Some of the tamariki have transferred from an english medium background and are developing their Te Reo Maori.

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

He tirohanga whanui mo Tuhituhi

Kura: Kelvin Road **Ropu:** Ruma Rima **Taumata Tau:** Nga Tau Katoa
Wahanga: NAG2a (Whiringa-a-rangi- Hakihea) 2017



Progressing to Nga Whanaketanga - Maori National Standards

We have 6 akonga working towards achieving the national expectations

There are some children who are yet to meet the National Standard. They have significant social factors affecting learning progress.

Some of the tamariki have a kindergarten background and are learning Te Reo Maori.

We have 5 akonga who need a specific programme to accelerate learning to achieve national expectations.

There are some children who are yet to meet the National Standard. They have significant social factors affecting learning progress.

Some of the tamariki have a kindergarten background and are learning Te Reo Maori. Some tamariki have transferred from an english medium background.

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

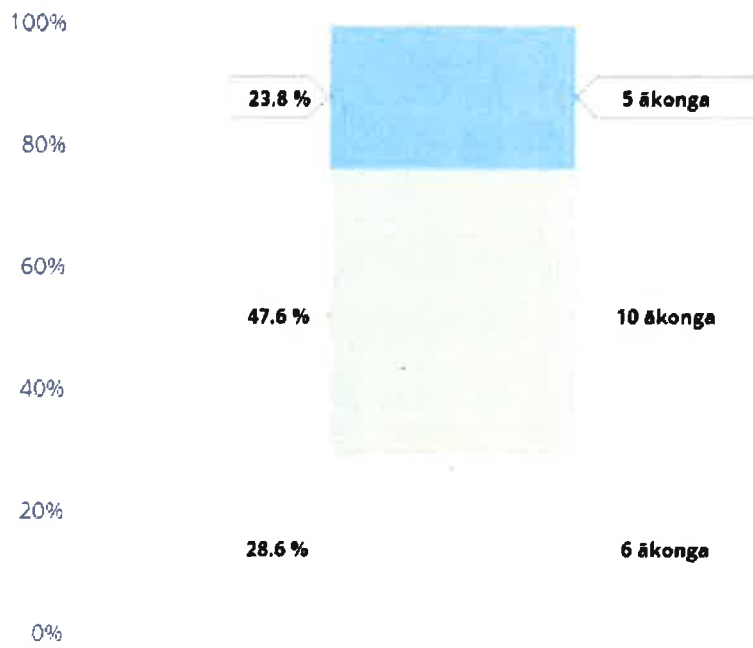
He tirohanga whanui mo Panui

Kura: Kelvin Road

Ropu: Ruma Wha

Taumata Tau: Nga Tau Katoa

Wahanga: NAG2a (Whiringa-a-rangi- Hakihea) 2017



Whakamārama: Manawa taki Manawa āki Manawa ora Manawa toa

Progressing to Nga Whanaketanga - Maori National Standards

We have 6 akonga working towards achieving the national expectations

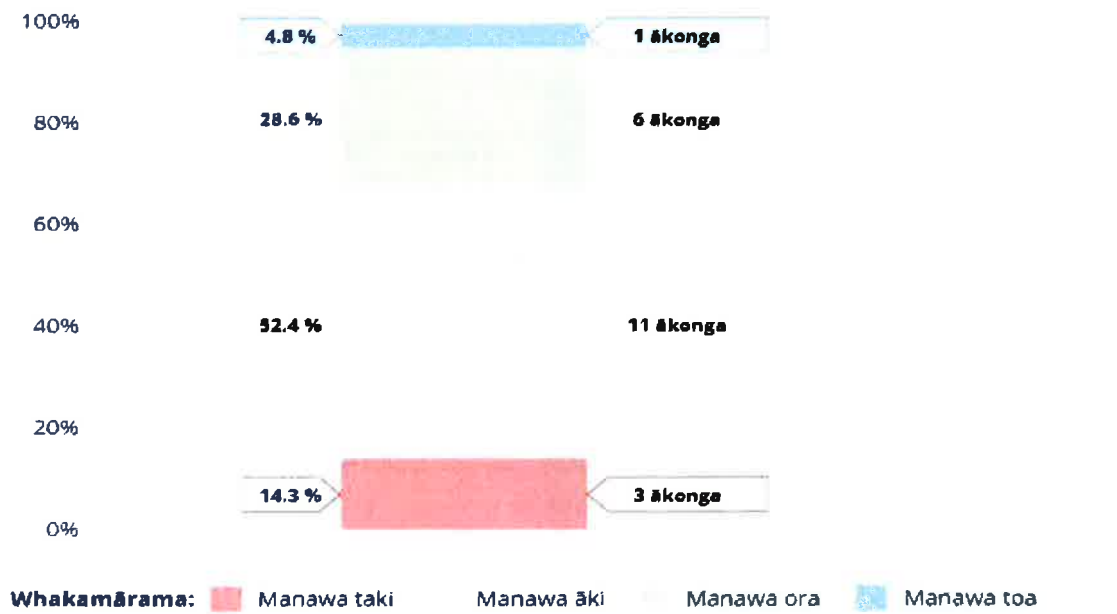
There are some children who are yet to meet the National Standard. They have learning disabilities or significant social and emotional factors affecting learning progress.

Some of the tamariki have transferred from an english medium background and are developing their Te Reo Maori.

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

He tirohanga whanui mo Panui

Kura: Kelvin Road **Ropu:** Ruma Rima **Taumata Tau:** Nga Tau
Katoa Wahanga: NAG2a (Whiringa-a-rangi- Hakihea) 2017



Progressing to Nga Whanaketanga - Maori National Standards

We have 6 akonga working towards achieving the national expectations

There are some children who are yet to meet the National Standard. They have significant social factors affecting learning progress.

Some of the tamariki have a kindergarten background and are learning Te Reo Maori.

We have 5 akonga who need a specific programme to accelerate learning to achieve national expectations.

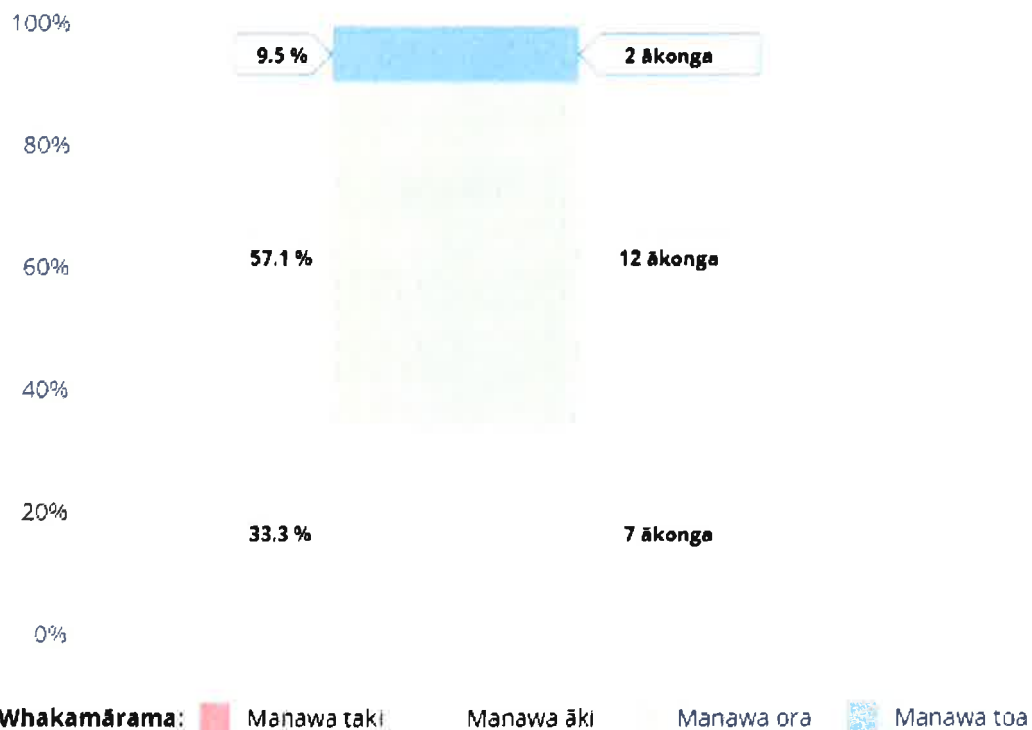
There are some children who are yet to meet the National Standard. They have significant social factors affecting learning progress.

Some of the tamariki have a kindergarten background and are learning Te Reo Maori. Some tamariki have transferred from an english medium background.

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

He tirohanga whanui mo Pangarau

Kura: Kelvin Road **Ropu:** Ruma Wha **Taumata Tau:** Nga Tau Katoa
Wahanga: NAG2a (Whiringa-a-rangi- Hakihea) 2017



Progressing to Nga Whanaketanga - Maori National Standards

We have 7 ākonga working towards achieving the national expectations

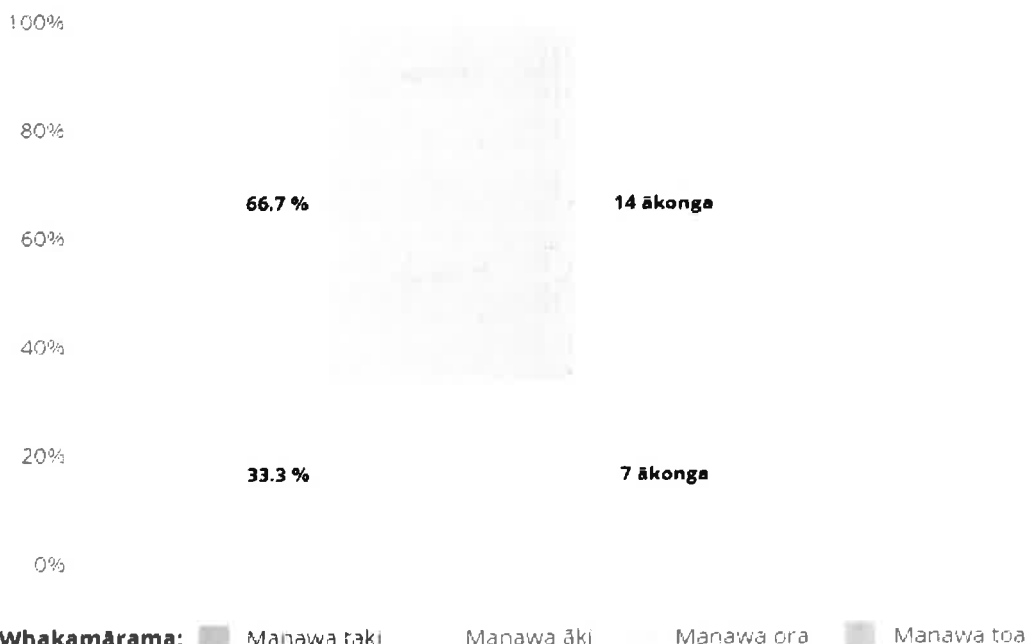
There are some children who are yet to meet the National Standard. They have learning disabilities or significant social and emotional factors affecting learning progress.

Some of the tamariki have transferred from an english medium background and are developing their Te Reo Maori.

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

He tirohanga whanui mo Pangarau

Kura: Kelvin Road **Ropu:** Ruma Rima **Taumata Tau:** Nga Tau
Katoa Wahanga: NAG2a (Whiringa-a-rangi- Hakihea) 2017



Progressing to Nga Whanaketanga - Maori National Standards

We have 6 akonga working towards achieving the national expectations

There are some children who are yet to meet the National Standard. They have significant social factors affecting learning progress.

Some of the tamariki have a kindergarten background and are learning Te Reo Maori.

We have 5 akonga who need a specific programme to accelerate learning to achieve national expectations.

There are some children who are yet to meet the National Standard. They have significant social factors affecting learning progress.

Some of the tamariki have a kindergarten background and are learning Te Reo Maori. Some tamariki have transferred from an english medium background.

Te Whatitoka Rimu o Te Whanau Kahurangi Raraunga 2017

Areas of Strengths:

School Wide Professional Learning Development in Tuhituhi has impacted on the way we plan, the grouping of target children who are working towards achieving national standards and wanting to accelerate their achievement towards working **at** the national standards, with the use of our classroom program implementing the tools of assessment. Moderation for assessment has helped our rumaki kaiako work through the Overall Teacher Judgement process. Kaiako pedagogy content knowledge has improved with evidence of the delivery of a writing lesson including learning goals and success criteria in action while observing videos in relation to feedback and feed-forward with self and peer assessment. Listening to student voice and what they are learning and their next steps to achieving the national standards.

Areas for Improvements:

PANUI - We need to use the impact Tuhituhi has and transfer that process over to Panui. Planning effectively, grouping target children to help raise achievement from working towards achieving national standards, and wanting to accelerate their learning towards working **at** the national standards using tools of assessment. Delivering the different strategies for panui, like retelling, questioning, inferring, visualization and prior knowledge. Using the deliberate acts of teaching like questioning, modelling, prompting, feedback, telling, explaining and directing.

PANGARAU - We need to use the impact Tuhituhi has and transfer that process over to Pangarau. Planning effectively, grouping target children to help raise achievement from working towards achieving national standards, and wanting to accelerate their learning towards working **at** the national standards using GLOSS, IKAN, JAM, He Putake Aromatawai assessment tools.

Kaiako to extend content knowledge in Pangarau, like the kupu hou, the assessments with the equipment and examples.

Lifting Achievements:

Action Plan for each curriculum area Tuhituhi, Panui and Pangarau. For Tuhituhi Professional Learning Development to continue from 2017 - 2018, continuing with the Professional Learning Community within the kura with the focus of Tuhituhi having a GAP Analysis plan for target akonga who are working towards the national expectations. Target all akonga who are working towards the national expectations and track them from Term 1 to Term 4. Rumaki in Papakura have formed a Kahui Nga Tonga Ropu with 3 other rumaki within a English Medium Kura.

Using the same process for Tuhituhi carry over to Panui and Pangarau Revisiting the Ka Hikitia, Tataiako and Mataiako documents to help raise achievements for all students in Tuhituhi, Panui and Pangarau for 2018

Tuhituhi:

Target to be **90%** by the end of 2017

End of year 59% 2017

Panui:

Target to be **65%** by the end of 2017

End of year 52% 2017

Pangarau:

Target to be **80%** by the end of 2017

End of year 66% 2017

Kelvin Road School Annual Report 2017



School Number: 1332

Roll as at 6 December is: 451

The graph shows the roll is stable and growing however there remains a 38% transient rate.



The challenge to monitor attendance and lateness was addressed with the installation of a Vistab in Term 2. Not only did the installation of Vistab free up office staff from recording absenteeism/lateness of students it also kept a reliable record of staff on an hourly rate, staff movement in and out of the school visitor records and met health and safety obligations.

Procedures were devised to

address absenteeism/lateness with; Etap, letters home, phone calls home, phone app, Solomon group, SWIS. The influence of the school on student educational outcomes are part of the challenge of much wider socio-economic inequities.

NAG 1 : Curriculum

Curriculum

Throughout the year, there has been transformational work done on the redesigning of the Kelvin Road School Curriculum. Senior management with Cognition (Educational Consultants) undertook this work. Community consultation of the educational aspirations of our tamariki sought from; local early childhood sectors, Intermediate and High School. Consultation of the educational aspirations for our tamariki from our local social, health groups, and strong contributions by iwi. As a result a draft Curriculum framework was presented to the board for adoption in November 2017 it included four key learner profiles reflecting the feedback from our community consultation; Connected, Culture, Hauora, and Future Focussed curriculum.

The Graduate Profile consultation had almost 40% community response. The Graduate Profile was designed to reflect aspirations of our community of the; Knowledge, Skills and Attitudes that our Year 6 or Year 8 leavers should have by the end of their tenure at Kelvin Road School. Key elements of; literacy, numeracy, cultural identity, effective communication, self-improvement, resilience, social and positive life-long learning skills were identified as a priority by our community.

Charter 2018

Community consultation of 2017 the Kelvin Road School Curriculum and Graduate Profile will inform the strategic direction of the 2018 Charter.

Annual Targets:

The new principal shared Annual Targets with the whole staff from Term 2 onwards.

English Medium – Reading 68.5%, Writing 57% and Mathematics 65.3%

Maori Medium – Panui 61.6%, Tuhituhi 57% and Pangarau 57%

The message from the new principal was clear and transparent that the intent is to lift achievement of all learners with a focus on target students.

English Medium Data (21 classes NE-Year 6 mainstream and Year 7-8 bilingual)

2016 National Standards Data – (At and Above)

Reading 51.0 % improved by 1.7% from 2015

Writing 36.3% improved by 3.1% from 2015

Mathematics 43.5% improved by 0.9% from 2015

2017 National Standards Data – (At and Above)

Reading 58.3% improved by 7.3% from 2016

Writing 46.6% improved by 9.3% from 2016

Mathematics 53.8% improved 10.3% from 2016

Maori Medium Data (two classes – NE-Year 5)

2016 Nga Whanaketanga Actual Data – (At and Above)

Panui 51%

Tuhituhi 65%

Pangarau 65%

Maori Medium Data (two classes – NE-Year 5)

2017 Nga Whanaketanga Actual Data – (At and Above)

Panui 52% increase by 1% from 2016

Tuhituhi 60% decrease by 5% from 2016

Pangarau 67% increase by 2% from 2016

Data indicates that it is our youngest learners in English and Maori medium that have the lowest achievement and lowest attendance. New Entrant teachers are reporting that children have missed out on foundation learning they are finding that social, literacy and numeracy skills are between 1-3 years below expectation. Our data shows that it is not until Year 4 or 5 that our children have developed the necessary skills to fully engage with the curriculum and begin to master literacy and numeracy skills at the expected chronological age.

While the annual targets set in the 2017 Charter were not met, positive gains were achieved even though there was a leadership change in Term 2 and reading and mathematics PD were introduced after Term 2 (ALL, ALiM) and Quick 60 (November).

Writing Programmes:

Writing was a major focus for the board and as a result of working with Team Solutions (Educational Consultants) teacher professional practice was improved with Professional Learning Conversations (PLC), improved writing assessment practices (e-asTTle) and consistency of moderation.

Reading Programmes:

Quick 60 was introduced to replace Rainbow Reading. As a result, two teacher aides were selected to implement reading strategy skills to guide students through a clear reading programme that is taught in class. There was considerable success even though the course had only been running for 8 weeks of a 20 week programme. Of the 8 children that took part in the intervention all had improved reading, some significantly by between 1-5 reading levels in the 8 week programme. See

<https://docs.google.com/document/d/1FaQ6lC4kllCGZM3kCYCZlvoBMAAdB20PZChS2EJ9qdQ/edit?ts=5a271bd8>

ALL – (Accelerated Literacy Learning) Two teachers took part in a Ministry funded programme aimed at accelerating learning. Positive results were gained 8 students of 12 who were below achievement moved to be 'at' achievement by the end of the programme. See full report

https://docs.google.com/document/d/1gF3Qv9XO8cS4vW6449X_XnjCCGDa4l_3lz2BFIY9RM/edit

Mathematics:

ALiM – (Accelerated Learning in Mathematics) Two teachers took part in a Ministry funded programme aimed at accelerating learning. Positive results were achieved. 17 students of 18 who were below achievement moved to be 'at' achievement by the end of the programme. See full report

<https://docs.google.com/document/d/1qTk91ANNrkMqSKth55YBSDUiqGzIMOWiK2QkRTords/edit>

Cultural Responsiveness – Te Tiriti o Waitangi:

The school made many cultural shifts to include Maori tikanga and te reo into English Medium practice through; whole school powhiri (new Principal, new staff and welcoming of two neighbouring schools), strong representation at Rangatahi festival, waiata every assembly and in class karakia, acknowledgement of visitors with whaikorero. Parents, teachers, and teacher aides were also invited to learn through the Waananga o Aotearoa with the He Papa Tikanga Course, we had 23 people enrol for this one year course.

Fun, engaging and safe learning environment:

New leadership saw many changes in creating a much healthier school environment including; higher standards of hygiene with rubbish removal, cleaning of all paths and buildings. Higher expectations of children taking responsibility to keep rubbish out of the playground. Class sets of scooters were purchased and eight unicycles were loaned to build confidence in trying new skills and children being able to test themselves in a safe environment. Fences were painted and touch ups were made to buildings to smarten up the school grounds. Several fruit trees were planted on the field. Trees close to buildings were removed to ensure improve building maintenance was not undermined and improve security of the school.

PB4L (Positive Behaviour be4 Learning):

The review and improvement of the PB4L system in Term 2 saw anecdotally improved whole school behaviour. Resources applied to the initiative meant that children were rewarded in three ways; as an individual, as a class member and as a school member. Positive behaviour cards could be awarded by all members of staff and regular volunteers such as parents from breakfast club. There were incidences that required stand-down to be actioned, however in almost all instances parents were met with and explained the circumstances of the stand down. All parents supported the initiatives by the school and by and large there was not a repeat of the behaviour by the child.

Enriching our wider curriculum

Duffy book presenters, Science in a van, Sir Peter Blake awards, Leadership awards, Sports and EOTC activities. Cultural celebrations such as diwali day, Samoan Language week, Maori language week.

Kiwisport Funding:

Kiwisport funds of \$5870.13 was used to pay for new play equipment such as a variety of small and large balls, Outdoor adventure activities at Sonshine Ranch, Golf and Aquatic activities. Sport and coaching activities meant that children were exposed to a wide range of opportunities. Children were also encouraged to try out new skills such as unicycling for the senior students and scooters were purchased for the junior students.

Kidscan:

This is a brilliant charitable organisation that supplies; food, jackets, shoes, some health supplies such as plasters, tissues, sanitary items and nit products and a nurse. Parents make daily lunches from the bread supplied and our children eat fruit every day. We feed approximately 50 children every lunch time.

Sanitarium and Fonterra:

Supply weetbix and milk for our breakfast club. We have approximately 40 children every morning that we feed.

KiwiCan:

Kiwican has been helpful by delivering a good moral message to our children, however, the programme will not continue next year as it does not fit with the strategic plan of the school i.e. it does not raise student achievement in literacy and numeracy.

Survival for Trees:

Survival for Trees programme will cease at the end of the year as the links to our Charter were not very strong. For example the programme was not strengthening the children's literacy or numeracy skills and the trees once grown were planting in an area (on a private farm) so the children would never see the development of their environmental work. It was difficult to see how growing trees and giving the trees away to private farms was going to benefit the educational outcomes of our children.

NAG 2: Self Review

Several policies and procedures came about through regular self-review cycle while others developed further as a result of change of leadership, such as Board Review Plan, Concerns and Complaints Policy. All digital devices were recorded including the most recent purchases.

NAG 3: Personnel**2017 Kelvin Road School Staff**

| | |
|---|--|
| Principal: | Heather Tanner (<i>started Term 2, 2017</i>) |
| Deputy Principal - Seniors: | Bruce McMillan |
| Deputy Principal – Juniors: | Tania Heke |
| Team Leaders | |
| <i>Te Whatitoka Rimu o Te Whanau Kahurangi.....</i> | Davina Savage |
| New Entrant – Year 2: | Tina Matthews |
| Year 3-4: | Sarah Davis |
| Year 5-8: | Bruce McMillan |
| Room 1 Year 0/1 | Tina Matthews |
| Room 2 Year 0/1 | Shirlyn Kumar (<i>started Term 3, 2017</i>) |
| Room 3 Year 7/8 | Neroli Nissen (Bilingual) |
| Room 4 Year 2-4 | Davina Savage (Maori Immersion) |
| Room 5 Year 0-2 | Miriama Popata-Hori (Maori Immersion) |
| Room 7 Year 3/4 | Sarah Davis |
| Room 8 Year 5/6 | Sophia Panzarella |
| Room 9 Year 1 | Anju Bangia |
| Room 10 Year 1 | Josie Robinson |
| Room 11 Year 1/2 | Carrie Whyte |
| Room 12 Year 5/6 | Ian Marino-Tauhinu |
| Room 13 Year 4 | Linda Hoverd |
| Room 14 Year 3/4 | Shannon Pihama |

| | | |
|---------|-------------|-----------------------------------|
| Room 15 | Year 3 | Laurie Smith |
| Room 16 | New Entrant | Prem Swami (started Term 4, 2017) |
| Room 18 | Year 5/6 | Bridget Poa |
| Room 19 | Year 5/6 | Melanie Harpur |
| Room 21 | Year 2 | Beverley Long |
| Room 22 | Year 2 | Nina Anand |
| Room 23 | Year 4/5 | Kerry East |

| | |
|----------------------------|---|
| <i>Principal's PA:</i> | Ciara Parsons |
| <i>Executive Officer:</i> | Trish Burke |
| <i>School Secretary:</i> | Kathryn Rudman (started Term 3, 2017) |
| <i>Office Assistant:</i> | Heather Hopkins |
| <i>Teacher Aides:</i> | Cathy Lee, Tilomai Todd, Leigh Kurariki-Beazley, Maria Ryland, (started mid-Term 2, 2017) James Hakaraia, Natasha Hauraki |
| <i>Kaiawhina:</i> | Kay-Tiana Harris, Yvonne Harding, Sonja Edwards |
| <i>Library:</i> | Heather Hopkins |
| <i>Classroom Release:</i> | Nalini Charan, Rachel Leader |
| <i>Rainbow Reading:</i> | Natasha Hauraki |
| <i>Caretaker:</i> | Geoff Perkins (started Term 3, 2017) |
| <i>Groundsman:</i> | Selwyn Harris |
| SWIS worker | Starsim Simeki |
| Health nurse | May Kennedy |
| Mana health support worker | Keiti Tahere |
| Nitbusters | Heather Quick (started Term 4, 2017) |

FTTE: 23.86 (November 2017)

NAG 4: Finance and Property

Annual Financial Report : The Annual Financial Report was completed November.
Board budget discussion 5 December
Innovative Learning Environment Assessment Tool completed November.

Sports Uniforms: The school was granted a Trillion Trust award of \$11,000 this money was used to purchase new sports uniforms for all codes in a range of sizes for our children. An article published in the Papakura Courier (November 2017)

Finances were made available for the purchasing of;

Digital Learning:

Kelvin Road School invested over \$60,000 in devices. The investment in devices meant that all of the senior classes with a one-to-one learning experience. Middle and junior classes received more devices to enable e-learning. Nine teachers attending ULearn hosted in Hamilton.

Class Furniture:

ILE furniture was trialled in five classes then extended to 10 at a cost of \$13,000. The Paparua (moon) tables and ottomans means that children are at a closer proximity to learn and as a result are more attentive and less distracted with their learning. The whiteboard surface means improved recording/sharing of ideas and concepts.

Property Development:

From Term 2 of 2017 there has been considerable property development with the upgrading of six classrooms, including painting, autex and wet floor covering. Much had been achieved in a short time with a relatively modest budget of \$15,000 per class from the 5YA budget.

Landscaping:

Raised gardens that remained relatively untouched and unkempt for six months were removed. This gave way for the new development of a play area for the children to include trampolines, walkways and gardens. This development will take place in 2018. Board funds have been set aside to pay for the development of gardens and decking in 2018 to create indoor-outdoor learning areas for classes.

Charitable Funds

Funds were received from Grass Roots Trust \$11,373.04 and Lion Foundation \$20,000.00 for the development of Tiger Turf on the netball courts.

NAG 5: Health and Safety**Automated gates:**

Automated gates at the rear of the school is seen as the only way to monitor and control car park usage. Health and safety of our children has been compromised as a result of parents using the car park. The board has agreed to deal with this matter with urgency. Reserve funds will be used to address this issue in a timely manner.

Vistab: Vistab was introduced in Term 2 meant that visitors to the school were monitored and informed of necessary Health and Safety Information.

Argest: a change in caretaker in Term 4 meant that the school had better and regular compliance of property.

NAG 6: Community**Community Activities:****Term 2**

- Whole school powhiri to welcome new principal.
- Whole school visit to Auckland Observatory
- Student led conferences were held within classes this was a new system to the school which had previously used the hall to meet parents with teachers leading the discussion. Leadership and teachers had worked to develop student agency so that children could talk about their learning and next learning steps. This initiative will be further developed in 2018.
- Community consultation of; homework
- Use of hall by community groups for sports and cultural activities
- Liaise with health nurses, SWIS and Oranga Tamariki, dental nurses, Solomon Group
- SKIDS (After school care)
- Communication through: Facebook, blog, newsletter, school app

Term 3

- Sports activities
- Curriculum Consultation
- Whole school powhiri

- Lunches and breakfast prepared by community members
- Mathex
- Participation in He Papa Tikanga Course
- Careers advice (Year 7-8) from local community members
- Use of hall by community groups for sports and cultural activities
- Parent helpers in class for cultural and literacy activities
- Liaise with health nurses, SWIS and Oranga Tamariki, Solomon Group
- SKIDS (After school care)
- Communication through: Facebook, blog, newsletter, school app

Term 4

- Rangatahi Festival
- Disco
- Graduate Profile Consultation
- EOTC
- Prize giving, Graduation
- Lunches and breakfast prepared by community members
- Participation in He Papa Tikanga Course
- Careers advice (Year 7-8) from local community members
- Use of hall by community groups for sports and cultural activities
- Parent helpers in class for cultural and literacy activities
- Volunteers morning tea
- Liaise with health nurses, SWIS and Oranga Tamariki, dental nurses, Solomon Group
- Communication through: Facebook, blog, newsletter, school app

NAG 7: Legislation

Compliance of legislation has been achieved and enhanced with;
 NZSTA Consultation, NZEI Consultation, Adherence to student and staff welfare
 Argest building – after an initial issue, Term 4 is on track.
 Whole staff: UBRS - Understanding Behaviour Responding Safely 15th December
 Completion of all Property and Financial Reports

Annual Report – Heather Tanner (Principal)

I would like to take the opportunity to express my sincere thanks to the board, staff, children and parents for making me feel so welcome at Kelvin Road School. The whole school powhiri held on the 11 April 2017 was a spectacular success and it enabled our children to express their mana as tangata whenua. This initiated a number of whole school powhiri since Term 2 including welcoming in new staff and neighbouring schools.

Kelvin Road School is currently going through major transformational changes in all areas of the school. I have the moral purpose and philosophical belief that every child here deserves our very best. I have an unrelenting focus to ensure that together we will raise student achievement, create happy memories and build successful learning relationships with our tamariki and their families. To do this we need to build a strong effective and committed team. I would like acknowledge our skilled Deputy Principals (Mr Millan and Miss Heke), hardworking teachers, supportive Board of Trustees, capable administration staff, teacher aids, caretaker groundsman, cleaners and regular volunteers that keep our children healthy and feed with breakfast, lunch, distribution of fruit and our library tidy and organised. My thanks also to the sports, health, social, cultural workers and wider community that all have all had a hand in making Kelvin Road School a safe, healthy, positive and effective learning environment for our tamariki.

We have upgraded six of our classrooms with over \$90,000 worth of improvements with autex wall coverings, painting, up-grade of wiring and wet floors. The school has been water blasted from concrete to walls, gardens tidied, lawns mowed and fences painted. We now get many positive comments from parents and visitors alike of how good Kelvin Road School is looking and that is all credit to our wonderful staff and community members who care and do a fantastic job. It helps that the children are starting to take pride in their environment and keep our school clean. Our Mana Health Nurse noted that children are healthier as a result of higher standards of cleanliness around the school.

The board is upgrading the rear staff car park to be card or code only entry. We are doing this to keep our children safe. This year alone there has been a near tragedy of two children almost been run over by speeding and careless parents using the staff car park instead of parking safely in Maurice Street or in a nearby street and simply walking into the school to collect their children. I ask all parents to take extreme care and respect the safety of all children, in rain, hail or shine. In Term 3 and 4, we asked parents, teachers, students, surrounding preschool education centres, kohanga and the Papakura marae, what they would like us to focus on with teaching and learning and what skills, knowledge and attitudes they would like our graduating students to leave with. The message was clear our community want children; who are able to read, write and do maths well. The community want to see our children try their best and work to improve their skills, who make good social and educational decisions and who have a positive attitude to learning, life and relationships. You told us you want your children to be resilient and capable communicators who value their cultural identity and show respect for themselves and for others. You gave us an almost 40% response (it was brilliant to hear that so many people really care). It is a great mandate for forming a rich, engaging, authentic curriculum packed with the skills, knowledge and attitudes that you asked for.

While we did not reach our ambitious school wide 2017 annual targets in National Standards; Reading, Writing and Mathematics we did far exceed previous years achievements. Previous years had us improving in reading, writing and maths from under 1% to 3%. We turned those achievements on their head this year and improved in reading over 7% to be 58.3%, Writing improved by 9.3% to be almost 46% and Mathematics improved by an incredible 10.3% to be 53.8%. This is a celebration to acknowledge for us all. Well done team! These are indeed statistics to be proud of especially considering 38% of our roll comes and goes within a school year. That is almost 40% of our school roll that transitions in or out of our school in an academic year.

Imagine how much more each child could achieve and how well the school could achieve as a whole if every child had an attendance of 90% or more. Research shows without high and regular attendance being on time the likelihood of children succeeding drops dramatically. Allowing your child to stay at home without a justifiable reason is in the first instance breaking the law and secondly and obviously stopping them from them achieving their best. Help us to help your child be the best they can be, so they can have a bright and productive future. When your child is late or absent they miss critical skills in reading, writing and maths as well as missing having fun with friends and building good relationships with their teachers and they lose confidence in their abilities. We will be monitoring lateness and absenteeism very closely and want your support to improving your children's lives.

'My desire for children is to have self-belief, nimble minds, appreciate their past and look forward to their future with direction and determination.'

In closing, I leave you with this whakatauki

Tama tu tama ora, tama noho tama mate

An active person will remain healthy while a lazy one will become sick

I know from personal experience that children only stay little for such a small window of precious time – I urge you not to squander this special time. Let us all be active and involved in our children's learning and be good role models for our tamariki, Let us all Kia toa, kia manawanui.

Report compiled by Mrs Heather Tanner

December 2017