

Kelvin Road School

Annual Report for the year ended 31 December 2018

Ministry Number:	1332
Principal:	Heather Tanner
School Address:	74 Kelvin Road, Papakura
School Postal Address:	74 Kelvin Road, Papakura
School Phone:	09 298 8417
School Email:	exec@krs.ac.nz
Service Provider:	Edtech Financial Services Ltd

Kelvin Road School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board gained	Occupation	Term expired/expires
Heather Tanner	Principal	by right	Sch Principal	
Marjorie Pickering	Member	elected	Homemaker	February 2018
Roland Olago	Chair	elected	Operations Manager	June 2019
Rangimaria Makara	Member	appointed	Mother	June 2019
Melanie Harpur	Staff Rep	elected	Teacher	June 2019
Joanna Harris	Member	elected	Customer Service Rep	June 2019
Joyce Yuhoi	Member	elected	Accounts Manager	Sept 2018
Jenny Osmond	Member	appointed	Mother	Sept 2018
Julie Hyland	Member	appointed	Social Worker	June 2019

Kelvin Road School

Annual Report

For the year ended 31 December 2018

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Kelvin Road School
Statement of Responsibility
For the year ended 31 December 2018

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

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

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

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

ROLAND OLAGO

Full Name of Board Chairperson

Heather Tanner

Full Name of Principal


Signature of Board Chairperson


Signature of Principal

27/5/2019

Date:

27/5/2019

Date:

Kelvin Road School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,873,098	3,028,435	3,728,944
Locally Raised Funds	3	89,245	74,300	82,639
Interest Earned		53,521	32,000	49,906
Gain on Sale of Property, Plant and Equipment		431	-	-
		<hr/>	<hr/>	<hr/>
		4,016,295	3,134,735	3,861,489
Expenses				
Locally Raised Funds	3	28,194	26,500	32,519
Learning Resources	4	2,411,603	2,185,287	2,212,040
Administration	5	219,950	199,515	184,650
Finance Costs		1,618	-	108
Property	6	1,209,544	792,837	1,115,670
Depreciation	7	121,414	130,000	123,971
		<hr/>	<hr/>	<hr/>
		3,992,323	3,334,139	3,668,958
Net Surplus / (Deficit) for the year		23,972	(199,404)	192,531
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		23,972	(199,404)	192,531

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 2018

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Balance at 1 January	<u>2,139,730</u>	<u>2,139,730</u>	<u>1,938,863</u>
Total comprehensive revenue and expense for the year	23,972	(199,404)	192,531
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	11,120	-	8,336
Equity at 31 December	<u>2,174,822</u>	<u>1,940,326</u>	<u>2,139,730</u>
Retained Earnings	2,174,822	1,940,326	2,139,730
Equity at 31 December	<u>2,174,822</u>	<u>1,940,326</u>	<u>2,139,730</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 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	479,384	416,857	567,292
Accounts Receivable	9	134,884	226,900	228,450
GST Receivable		25,231	19,540	19,546
Prepayments		-	500	585
Inventories	10	685	1,000	1,086
Investments	11	503,700	400,000	890,000
		<u>1,143,884</u>	<u>1,064,797</u>	<u>1,706,959</u>
Current Liabilities				
Accounts Payable	13	233,630	168,000	162,570
Revenue Received in Advance	14	6,232	8,000	8,011
Provision for Cyclical Maintenance	15	7,080	7,080	5,500
Finance Lease Liability - Current Portion	16	3,773	1,490	1,490
		<u>250,715</u>	<u>184,570</u>	<u>177,571</u>
Working Capital Surplus/(Deficit)		893,169	880,227	1,529,388
Non-current Assets				
Investments (more than 12 months)	11	450,000	-	-
Property, Plant and Equipment	12	857,832	1,147,328	682,950
Capital Works in Progress		63,888	-	-
		<u>1,371,720</u>	<u>1,147,328</u>	<u>682,950</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	85,087	85,087	68,976
Finance Lease Liability	16	4,980	2,142	3,632
		<u>90,067</u>	<u>87,229</u>	<u>72,608</u>
Net Assets		<u><u>2,174,822</u></u>	<u><u>1,940,326</u></u>	<u><u>2,139,730</u></u>
Equity		<u><u>2,174,822</u></u>	<u><u>1,940,326</u></u>	<u><u>2,139,730</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 2018

	2018	2018	2017
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,251,458	1,031,835	1,011,602
Locally Raised Funds	97,775	80,610	88,950
Goods and Services Tax (net)	(5,685)	(11,640)	(11,633)
Payments to Employees	(643,024)	(576,200)	(474,068)
Payments to Suppliers	(436,495)	(639,471)	(372,178)
Interest Paid	(1,618)	-	(108)
Interest Received	54,637	32,000	49,205
Net cash from / (to) the Operating Activities	317,048	(82,866)	291,770
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	431	-	-
Purchase of PPE (and Intangibles)	(354,159)	(597,255)	(133,887)
Purchase of Investments	(63,700)	-	360,000
Proceeds from Sale of Investments	-	490,000	-
Net cash from / (to) the Investing Activities	(417,428)	(107,255)	226,113
Cash flows from Financing Activities			
Furniture and Equipment Grant	11,120	-	8,336
Finance Lease Payments	1,352	4,129	(439)
Funds Held for Capital Works Projects	-	-	(5,240)
Net cash from / (to) Financing Activities	12,472	4,129	2,657
Net increase/(decrease) in cash and cash equivalents	(87,908)	(185,992)	520,540
Cash and cash equivalents at the beginning of the year	8 567,292	602,849	46,752
Cash and cash equivalents at the end of the year	8 479,384	416,857	567,292

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

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

Notes to the Financial Statements

For the year ended 31 December 2018

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 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying 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".

The School has early adopted PBE IFRS 9 Financial Instruments from the year ended 31 December 2018 (although not mandatory until periods beginning on or after 1 January 2022). This accounting standard introduces new requirements for the classification and measurement of financial assets and financial liabilities, impairment of assets, and rules for hedge accounting. The Board of Trustees is of the view that there is no material impact to the recognition or measurement of financial instruments and disclosure of the school's financial assets and liabilities for the current period and each prior period presented.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

Use of Land and Buildings Expense

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

Operating Lease Payments

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

Finance Lease Payments

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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 2018

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 - Crown	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

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 are 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 2018

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 2019 student funds where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to this revenue received in advance, 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 2018

2 Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,062,658	979,435	965,107
Teachers' salaries grants	1,864,666	1,600,000	1,809,335
Use of Land and Buildings grants	823,653	372,000	883,118
Other MoE Grants	122,121	72,000	62,892
Other government grants	-	5,000	8,492
	<u>3,873,098</u>	<u>3,028,435</u>	<u>3,728,944</u>

3 Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	48,967	42,000	49,493
Fundraising	1,398	3,500	1,387
Trading	13,171	10,050	9,606
Activities	25,709	18,750	22,153
	<u>89,245</u>	<u>74,300</u>	<u>82,639</u>
Expenses			
Activities	16,363	12,500	4,386
Trading	11,348	12,000	27,470
Fundraising costs	483	2,000	663
	<u>28,194</u>	<u>26,500</u>	<u>32,519</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>61,051</u>	<u>47,800</u>	<u>50,120</u>

4 Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	102,114	160,200	80,942
Equipment repairs	667	2,000	1,228
Information and communication technology	35,168	34,500	36,843
Extra-curricular activities	3,035	9,487	6,070
Library resources	1,326	6,000	3,258
Employee benefits - salaries	2,245,713	1,927,000	2,048,036
Staff development	23,580	46,100	35,663
	<u>2,411,603</u>	<u>2,185,287</u>	<u>2,212,040</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,250	5,365	5,365
Board of Trustees Fees	3,115	4,500	2,665
Board of Trustees Expenses	15,434	23,300	12,676
Communication	4,951	6,000	4,825
Consumables	6,583	8,200	7,032
Other	11,398	14,550	11,537
Employee Benefits - Salaries	162,856	126,700	129,625
Insurance	4,447	5,000	4,045
Service Providers, Contractors and Consultancy	5,916	5,900	6,880
	<u>219,950</u>	<u>199,515</u>	<u>184,650</u>

6 Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	22,733	21,700	19,725
Cyclical Maintenance Expense	17,691	18,000	14,421
Grounds	6,526	168,200	13,092
Heat, Light and Water	32,828	39,500	35,383
Rates	-	500	-
Repairs and Maintenance	166,158	38,437	38,703
Use of Land and Buildings	823,653	372,000	883,118
Security	15,841	15,000	17,028
Employee Benefits - Salaries	124,114	119,500	94,200
	<u>1,209,544</u>	<u>792,837</u>	<u>1,115,670</u>

The use of land and buildings figure represents 8% of the school's total property value. 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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	10,827	10,000	10,040
Furniture and Equipment	33,443	30,000	29,818
Information and Communication Technology	74,286	80,000	79,614
Leased Assets	2,858	5,000	593
Library Resources	-	5,000	3,906
	<u>121,414</u>	<u>130,000</u>	<u>123,971</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

8 Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	200	200
Bank Current Account	319,184	16,657	2,092
Short-term Bank Deposits	160,000	400,000	565,000
Cash and cash equivalents for Cash Flow Statement	<u>479,384</u>	<u>416,857</u>	<u>567,292</u>

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

9 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	-	10,300	10,309
Receivables from the Ministry of Education	-	60,600	60,691
Interest Receivable	9,139	10,000	10,255
Bank Staffing Underuse	-	9,000	9,734
Teacher Salaries Grant Receivable	125,745	137,000	137,461
	<u>134,884</u>	<u>226,900</u>	<u>228,450</u>
Receivables from Exchange Transactions	9,139	20,300	20,564
Receivables from Non-Exchange Transactions	125,745	206,600	207,886
	<u>134,884</u>	<u>226,900</u>	<u>228,450</u>

10 Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	685	1,000	1,086
	<u>685</u>	<u>1,000</u>	<u>1,086</u>

11 Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	503,700	400,000	890,000
Non-current Asset			
Long-term Bank Deposits	450,000	-	-
	<u>953,700</u>	<u>400,000</u>	<u>890,000</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	315,848	188,780	-	-	(10,827)	493,801
Furniture and equipment	146,035	55,114	(3,549)	-	(33,443)	164,157
Information and communication technology	188,753	47,844	-	-	(74,286)	162,311
Leased assets	4,968	6,025	-	-	(2,858)	8,135
Library resources	27,346	2,082	-	-	-	29,428
Balance at 31 December 2018	682,950	299,845	(3,549)	-	(121,414)	857,832

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	590,389	(96,588)	493,801
Furniture and equipment	798,718	(634,561)	164,157
Information and communication technology	1,011,287	(848,976)	162,311
Leased assets	11,586	(3,451)	8,135
Library resources	79,188	(49,760)	29,428
Balance at 31 December 2018	2,491,168	(1,633,336)	857,832

The net carrying value of equipment held under a finance lease is \$8,135 (2017: \$4,968).

	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

Kelvin Road School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	67,136	11,000	11,514
Accruals	5,526	5,000	3,365
Employee Entitlements - salaries	143,824	137,000	137,461
Employee Entitlements - leave accrual	17,144	15,000	10,230
	<u>233,630</u>	<u>168,000</u>	<u>162,570</u>
Payables for Exchange Transactions	233,630	168,000	162,570
	<u>233,630</u>	<u>168,000</u>	<u>162,570</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	6,232	8,000	8,011
	<u>6,232</u>	<u>8,000</u>	<u>8,011</u>

15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	74,476	74,476	60,055
Increase to the Provision During the Year	17,691	18,000	14,421
Use of the Provision During the Year	-	(309)	-
Provision at the End of the Year	<u>92,167</u>	<u>92,167</u>	<u>74,476</u>
Cyclical Maintenance - Current	7,080	7,080	5,500
Cyclical Maintenance - Term	85,087	85,087	68,976
	<u>92,167</u>	<u>92,167</u>	<u>74,476</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):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	5,132	1,490	2,794
Later than One Year and no Later than Five Years	5,621	2,142	5,042
	<u>10,753</u>	<u>3,632</u>	<u>7,836</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

17 Funds Held for Capital Works Projects

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

		BOT				
		Opening	Receipts	Payments	Contribution/ (Write-off to R&M)	Closing
2018		Balances	from MoE			Balances
		\$	\$	\$		\$
New Kitchen in staffroom	<i>Completed</i>	(20,246)	-	1,295	(21,541)	-
Drainage	<i>Completed</i>	(22,715)	-	-	(22,715)	-
MOE LED Sign Project	<i>Completed</i>	(8,230)	-	-	(8,230)	-
MOE Rm 1-6 Class reburishment	<i>Completed</i>	(9,500)	-	-	(9,500)	-
Carving Project	<i>in progress</i>	-	-	3,102	(3,102)	-
Shade Project	<i>in progress</i>	-	-	52,194	(52,194)	-
Totals		(60,691)	-	56,591	(117,282)	-

		BOT				
		Opening	Receipts	Payments	Contribution/ (Write-off to R&M)	Closing
2017		Balances	from MoE			Balances
		\$	\$	\$	\$	\$
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 reburishment	<i>in progress</i>	-	85,500	95,000	9,500	-
Totals		5,240	98,606	164,537	60,691	-

18 Related Party Transactions

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

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

19 Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
Board Members		
Remuneration	3,115	2,665
Full-time equivalent members	-	-
Leadership Team		
Remuneration	336,514	202,085
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	339,629	204,750
Total full-time equivalent personnel	3.00	2.00

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	110-120
Benefits and Other Emoluments	1-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	1	-
	1	-

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

20 Compensation and Other Benefits Upon Leaving

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

21 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018.

(Contingent liabilities and assets as at 31 December 2017: nil)

Holidays Act Compliance – schools payroll

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

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

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

22 Commitments

(a) Capital Commitments

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

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

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

- operating lease of a photocopier

No later than One Year

2018 Actual \$	2017 Actual \$
-	2,131
-	2,131

23 Managing Capital

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

24 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	479,384	416,857	567,292
Receivables	134,884	226,900	228,450
Investments - Term Deposits	953,700	400,000	890,000
Total Loans and Receivables	1,567,968	1,043,757	1,685,742
Financial liabilities measured at amortised cost			
Payables	233,630	168,000	162,570
Finance Leases	8,753	3,632	5,122
Total Financial Liabilities Measured at Amortised Cost	242,383	171,632	167,692

25 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 2018

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 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; 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 27 May 2019. This is the date at which our opinion is expressed.

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

Basis 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.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.



Other information

The Board of Trustees is responsible for the other information. The other information comprises the information including List of Trustees, Statement of Responsibility, Analysis of Variance Report and Principal's Annual Report (inclusive of the 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.

A handwritten signature in black ink, appearing to read "M. Youngson".

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

Enriching our wider curriculum

Duffy book presenters, Sir Peter Blake awards, Leadership awards, Sports and EOTC activities. Cultural celebrations such as diwali day, Samoan Language week , Maori language week were undertaken. We had the What Now TV show and My Kid could Draw That - TV3 Seven Days

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.

Kiwisport Funding:

Kiwisport funds of \$5704.78 was used to pay for new play equipment such as a variety of small and large balls, outdoor adventure activities at Sonshine Ranch, sport and coaching activities were funded. For the first time in many years the school used some of the Kiwisport funding to help netball teams. These netball teams meant that children were exposed to opportunities during the weekend and that community support was encouraged.

NAG 2: Self Review

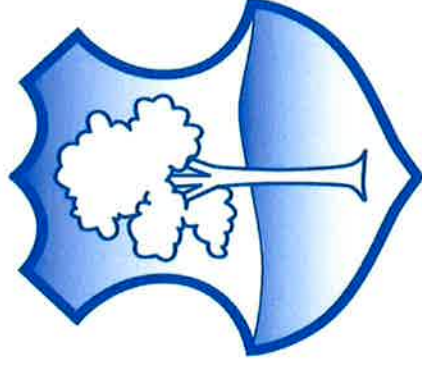
We now have a School docs that keeps all policies up to date, allow access for staff and community and provides the board with a review schedule to ensure that policies are current and meaningful.

NAG 3: Personnel

2018 Kelvin Road School Staff

Principal:		Heather Tanner
Deputy Principal - Seniors:		Bruce McMillan
Deputy Principal – Juniors:		Sarah Davis
Team Leaders		
Te Whatitoka Rimu o Te Whanau Kahurangi.....		Davina Savage
New Entrant – Year 2:		Carrie Whyte
Year 3-4:.....		Linda Hoverd
Year 5-6:.....		Tina Matthews
Room 1	Year 0/1	Natasha Burke
Room 2	Year 0/1	Fiona Bax
Room 3	Year 7/8	Neroli Nissen (Bilingual)
Room 4	Year 2-4	Davina Savage (Maori Immersion)
Room 5	Year 0-2	Miriama Hori-Popata / Makere Tihore (MI)
Room 6	Year 1-2	Josie Robinson
Room 7	Year 3/4	Linda Hoverd
Room 8	Year 5/6	Tina Matthews
Room 9	Year 1	Anju Bangia
Room 10	Year 1	Amanda Patterson
Room 11	Year 1/2	Carrie Whyte
Room 12	Year 5/6	Amanda/Derek Oakey / Nalini Charan
Room 13	Year 4	Rebecca Thornber / Chantell Coetzer
Room 14	Year 3/4	Shannon Pihama / Sabrina Wattie
Room 15	Year 3	Laurie Smith
Room 16	Year 3/4	Kaveeta Shiriwastow

Kelvin Road School



2018 Charter and Analysis of Variance

Section 1: School Description

Section 2: 2018 -2021 Strategic

Section 3: 2018 Annual Plan and Targets

SECTION 1: KELVIN ROAD SCHOOL DESCRIPTION

Kelvin Road School Pepeha

*Ko Pukekiwiriki te maunga
Ko Pahurehure te ara wai
Ko Manukanuka o Hoturoa te Moana
Ko Hoturoa te tangata
Ko Tainui te waka
Ko Tainui te iwi
Ko Ngati Tamaoho te hapu
Ko Te Ngira te Marae*

Kelvin Road School is a Decile 1 School nestled in Papakura, Auckland. Our community is generally stable, with second and third generation students attending the school.

The ethnic diversity of the school is as follows; 65% Maori, Samoan 12%, Tongan 9%, Cook Islands 6%, Asian 3.5%, European 3%, all other groups 1.5%.

In 1994, in collaboration with Kiwitoa Kohanga Reo; Kelvin Road School opened Te Whatitoka Rimu o te Whanau Kahurangi- our Maori medium classrooms. The English translation of the name means 'Entering the educational pathway journey with our whanau supporting our tamariki.' Our Year 0 to 6 classes are Level 1 Maori Immersion and our Year 7 and 8 class is Level 2 Maori Immersion, Te Whatitoka Policy was revised in 2016.

The school is working towards developing the capabilities of teachers to develop culturally responsive practices. We are strengthening our ability to seamlessly integrate Te Reo Maori me ona tikanga within English medium classrooms.

Kelvin Road School's logo features a rimu tree that is located on our school grounds, it is dated at over 100 years old. Reference to this rimu tree is also included in Te Whatitoka Rimu o te Whanau Kahurangi to represent the relationship between the English and Maori medium tamariki and local iwi.

In 2014 Kelvin Road became a PB4L School. Following community consultation we introduced our three values "Be Kind, Be Responsible, Be Safe. These underpin our school wide behaviour expectations, which are promoted, taught and celebrated regularly.

The school is well supported by a range of external agencies including a Social Worker in School, Mana Nurse, Kids Can program, Fruit in school, Rosehill School's outreach program, RTLB's and other specialist support services. Kelvin Road School share our grounds with the Papakura Family Service Centre. They provide pastoral care and community support for many of our whanau and operate an Early Childhood Centre.

Maori Community Consultation of Curriculum development and Graduate Profile was very engaged (2017, 2018). Community Health Consultation for Puberty Change, 2018).



OUR VISION

Kia Toa Kia Manawanui-

Be the best you can be



OUR VALUES

Kind, Responsible, Safe



**The KRS Way
Positive Behaviour
for Learning (PB4L)**

SECTION 2: STRATEGIC PLANNING 2018-2020

STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS	2020 ACTIONS
<p>1. Curriculum Goal We will design and implement a curriculum that will meet our Curriculum Framework; Hauora Culture Connectedness Future Focussed</p>	<p>1.18 Consult to inform Ideal Teacher Profile and Implement key documents of redesigned KRS curriculum</p> <p>1.28 Review and refine PB4L tier 1, commence tier 2</p> <p>1.38 Extend (ALiM, ALL, Quick 60) Introduce Early Words to raise student achievement.</p> <p>1.48 Consult to inform possible rebranding of KRS Curriculum.</p>	<p>1.19 Use Graduate and Teacher Profile to inform and implement KRS Curriculum</p> <p>1.29 Embed PB4L and explore a KRS learning model</p> <p>1.39 Embed ALiM, ALL, Quick 60 Early Words.</p> <p>1.49 Create images and tools that align to KRS curriculum</p>	<p>1.12 Review of KRS Curriculum Graduate and Teacher profile</p> <p>1.22 Review PB4L and design a KRS learning model</p> <p>1.32 Review Accelerated Learning Programmes ALiM, ALL, Quick 60 and Early Words.</p> <p>1.42 Implement images and tools of KRS curriculum</p>
<p>2. Pedagogical Goal We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</p>	<p>2.18 Build teacher practices of accelerated teaching ALiM /ALL (Stage 1-2)</p> <p>2.28 Embed PLG practices through Teaching as Inquiry for Target Learners</p> <p>2.38 Review and become familiar with Curriculum Levels. Ensure robust assessment practice across the school</p> <p>2.48 Continue teacher PD in literacy and numeracy.</p>	<p>2.19 Implement accelerated teaching and learning ALiM /ALL (Stage 1-3)</p> <p>2.29 Build and share successful teaching practice of Target Learners</p> <p>2.39 Review PACT assessment tools aligned to Curriculum levels</p> <p>2.49 Writing practices will be sustained with ongoing monitoring</p>	<p>2.12 Apply accelerated teacher practice across the whole school</p> <p>2.22 Build collaborative practices of Target Learners within and across PLGs and Teaching Teams</p> <p>2.32 Refine the use of PACT tools for assessment and reporting</p> <p>2.42 Writing practices will be embedded across the school</p>

SECTION 2: STRATEGIC PLANNING

STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS	2020 ACTIONS
<p>3. Culturally Responsive Goal We will support teachers and learners with the integration of Te Reo Maori and me ona tikanga across the school to ensure our students are confident in their language, identity and culture as citizens of Aotearoa.</p>	<p>3.18 Strategically staff to support kaupapa across the English and Maori medium classes 3.28 Establish and agree upon culturally responsive practice e.g. meeting, assembly, powhiri and kapahaka 3.38 Establish and strengthen relationship with iwi and local marae 3.48 Ensure Maori culture and reo is featured prominently through school signage, SYA property upgrade.</p>	<p>3.19 Strategic staffing to support kaupapa across the English medium classes 3.29 Maintain and review culturally responsive norms among staff e.g. meeting and assembly protocols, powhiri and kapahaka 3.39 Maintain relationship with mana whenua 3.49 Ensure Maori culture and reo is featured prominently throughout our school in curriculum documentation Continue with upgrade of classes –Crescent block.</p>	<p>3.12 Explore possible leadership roles to support both teachers and learners with Tikanga and Reo 3.22 Embed Culturally responsive mind set and practices by all staff (whole school powhiri led by staff) 3.32 Reciprocated and active participation with/by local marae 3.42 Ensure Maori culture and reo is featured prominently throughout our school orally inside/outside the class Continue with upgrade of classes Room 16-19.</p>
<p>4. Educational Pathway Goal We will develop effective relationships with our whanau and community to support students along their educational pathway.</p>	<p>4.18 Explore interaction with whanau formally and informally and record the evidence of the impact 4.28 Support teachers, learners and parents to engage student led conferences 4.38 Analyse (trends and patterns) and review absenteeism and lateness data and procedures 4.48 Review relationships and procedures that impact on critical transitions (ECE, Kohanga, new students, Intermediate, High School) 4.58 Review Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment</p>	<p>4.19 Review interaction with whanau formally and informally and record the evidence of the impact 4.29 Review of students led conferences with teachers, learners and parents 4.39 Establish and start to implement a plan of strategies to address absenteeism and lateness 4.49 Establish new and strengthen existing relationships and procedures that impact on critical transitions 4.59 Review and maintain Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment</p>	<p>4.12 Establish new and strengthen existing formats on how best to engage whanau 4.22 Refine practices for successfully led student conferences 4.32 Embed successful strategies to address absenteeism and lateness 4.42 Embed and maintain relationships and procedures that impact on critical transitions 4.52 Embed practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment</p>

SECTION 2: STRATEGIC PLANNING 2018-2020

STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS	2020 ACTIONS
<p>5. Digital Learning Goal</p> <p>We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</p>	<p>5.18 Develop policy, procedures and supporting documents stating KRS Digital Citizenship expectations for teachers and learners</p> <p>5.28 Explore and trial new digital technologies content within the New Zealand Curriculum and through PLD</p> <p>5.38 Review and strategically resource digital devices across the school including class audio systems</p>	<p>5.19 Support all staff to implement new Digital Citizenship policy, procedures and supporting documents across the school</p> <p>5.29 Plan how digital technologies content will be integrated into our school curriculum</p> <p>5.39 Review and strategically resource digital devices across the school</p>	<p>5.12 Provide support to embed Digital Citizenship policy, procedures and supporting documents across the school</p> <p>5.22 Implement into our school curriculum, as per Ministry expectation the Digital Technologies content</p> <p>5.32 Review and strategically resource digital devices across the school</p>

SECTION 3: ANNUAL PLAN 2018

GOALS	WHAT AND WHY	HOW, WHO Leads WHEN and COST	Met Not Met	AoV-OUTCOMES
NAG 1 Curriculum	<p>1.18 Consult to inform Ideal Teacher Profile. Implement key documents of redesigned KRS curriculum</p> <p>1.28 Review and refine PB4L Tier 1 and begin Tier 2 training</p> <p>1.38 Extend (ALiM, ALL, Quick 60) Introduce Early Words to raise student achievement</p> <p>1.48 Consult to inform possible rebranding of KRS Curriculum</p> <p>4.28 Support teachers, learners and parents to engage student led conferences</p>	<p>1.18 Consult to determine priorities of teacher, Skills, Knowledge and Attitudes. Implement KRS curriculum –SLT (T 1)</p> <p>1.28 Review current practices and make improvements – PB4L Team (T 1)</p> <p>1.38 Extend Accelerated Programmes with Ministry provided mentors, Quick 60 and Early Words – SLT Junior / Middle Team Leaders (T 1) \$1700 and teacher release</p> <p>1.48 Select and consult community of rebranding to align with our engaging and authentic curriculum –SLT (T 2)</p> <p>4.28 Model and share best practice in teaching teams – SLT and Team Leaders</p>	Met	<p>1.18 Consultation was strong and Extensive and from this we gathered a clear mandate for the development of the KRS curriculum and Student Graduate Profile. 1.28 Successful and will continue. 1.38 Successful given results will extend to DMIC 1.48 Will postpone to 2019 4.28 a script was designed to support the learners and parents.</p>
NAG 2 Self-Review	<p>4.38 Analyse (trends and patterns) and review absenteeism and lateness data and procedures</p>	<p>4.38 Collect data, analyse trends/patterns trial implementations, monitor and review practice SLT (T 1)</p>	Met	<p>4.38 More work to do. Work with SWIS and Solomon Group. Procedures established</p>
NAG 2A Reporting	<p>2.18 Build teacher practices of accelerated teaching ALiM /ALL (Stage 1-2)</p> <p>2.28 Embed PLG practices through Teaching as Inquiry for Target Learners</p> <p>2.38 Review and become familiar with Curriculum Levels. Ensure robust assessment practice across the school</p> <p>2.48 Continue teacher PD with focus on greatest curriculum need (Writing)</p>	<p>ALiM and ALL Tutors organised to lead PD for Stage 1. Continue Stage 2 trained teachers. Involve more teachers in SIT team SLT, Team Leaders, SIT (T 1)</p> <p>2.28 Select of target students according to selection criteria, share and refine PLG practice to raise student achievement Whole school (T 1)</p> <p>2.38 Explore Curriculum levels and target student criteria(T 1)</p> <p>2.48 Sally Muir to facilitate/mentor teachers throughout year Principal (T 1) \$7000 and teacher release</p>	Met	<p>All reports completed and shared. Student outcomes improved. Community engagement and knowledge improving of student learning.</p>

SECTION 3: ANNUAL PLAN 2018

GOAL	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 3 Personnel	<p>3.18 Strategically staff to support kaupapa across the English and Maori medium classes</p> <p>3.28 Establish and agree upon culturally responsive practice e.g. meeting, assembly, powhiri and kapahaka</p>	<p>3.18 With management/staff strategically staff to support kaupapa across the English and Maori medium classes SLT (T 1)</p> <p>3.28 With staff establish and agree upon culturally responsive practice e.g. meeting, assembly, powhiri. Kapahaka SLT (T 1)</p>	On going	<p>3.18 This is largely out of our hands but where possible and practicable we have recruited where candidates has shown a strong interest to learn tikanga Maori.</p> <p>3.28 this is underway and always changing with staff changes. To be continued for sustainability.</p>
NAG 4 Property	<p>3.48 Ensure Maori culture and reo is featured prominently through school signage and wharehau R3</p> <p>3.48 5YA Property Upgrade</p> <p>5.28 Explore and trial new digital technologies content within the New Zealand Curriculum and through PLD. Upgrade sound system in rooms</p>	<p>3.48 Use community words from Graduate Profile and Curriculum in wordle signage, arrange bilingual signage, wharehau Room 3 Principal (T 1) \$40,000</p> <p>3.48 Design and build shared learning spaces Principal (T 2-3) \$60,000</p> <p>3.48 Upgrade Classes 7-10 Principal (T 1) Classes \$60,000 Wharehau \$40,000</p> <p>5.28 Upgrade sound system. Use OMG Technologies to showcase a range of technologies for learners Principal (T 2) \$5,000</p>	<p>Met</p> <p>Met</p> <p>Not met yet</p>	<p>Graduate Profile established next we will design to illustrate with pictorial images in 2019 to promote These learning tools. Signage is a strong message about community aspirational values. \$23,000, above budget of \$10,00.</p> <p>Whakairo is still to be erected and have a deck. Will be unveiled 2019. Rooms 7-10 on 5YPP from 2019.</p>
NAG 4 Finance	<p>5.38 Review and strategically resource digital devices across the school including class audio through 3.48 Bilingual signage</p>	<p>5.38 Establish what devices are best implemented to raise student achievement. SLT (T 2) \$30,000</p> <p>3.48 Budget for costs associated with signage Principal (T 1) \$10,000 Reception upgrade.</p>	Met	<p>Technologies updated to \$30,00 for Chrome books including outdoor sound system funded by grant \$7000 and Indoor sound System \$3580.</p> <p>Reception area upgrade – quoted \$70,00 completed for \$25,000 from Board surplus funds.</p>

SECTION 3: ANNUAL PLAN 2018

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 5 Health and Safety	5.18 Develop policy, procedures and supporting documents stating KRS Digital Citizenship expectations for teachers and learners	5.18 Training will be provided to ensure teacher understanding and consistent use of Hapara to monitor student use through highlights All teachers (T 1) 5.18 Develop policy reflecting on Digital Learning Curriculum SLT(T 1)	Met	These have been completed with supporting PB4L matrix. Hapara installed in all classes.
NAG 6 Community	3.38 Establish and strengthen relationship with iwi and local marae 4.48 Review relationships and procedures that impact on critical transitions (ECE, Kohanga, Intermediate, High School) 4.18 Explore interactions with whanau formally and informally and record the evidence of the impact	3.38 Establish and strengthen relationship with iwi and local marae Principal and SLT (On-going) 4.48 Build relationships with personnel at transition points for school as described. Review procedures of transitions at NE and Y6 and Y8. Review procedures best place new enrolments SLT, DPs and PA (On-going) 4.18 Build relationships with those agencies that deal with whanau, and informally meet with parents and discuss student learning Principal and SLT (On-going)	On-going Met and On-going On going	Term 1 visit to Marae established connections, discussions about iwi input to Kelvin Road School Curriculum delved deeper into the relationship. Support from Iwi CEO for 50 th Jubilee was appreciated and meant there is now open dialogue. 4.48 Improvement with ECE (more transition visits as a result) better placement of students. 4.18 informally there was strong support during the 50 th Jubilee, and the What Now Show. Formally data will be collected at Student Conference.
NAG 7 Legislation	4.58 Personnel Audit (NZSTA) Teacher Performance/Appraisal/Teacher Registration/Employment	Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment SLT (T1)	On going	Continue to work on improving documentation that is robust, sustainable and reflects the direction of the school.

SECTION 3: READING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Reading /Panui Target

Targets: 5-10 x 17 = 95 -190 of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%

Baseline data: see attached Reading Data 2017 (p12)

Accelerate progress of (EM) students and (MM) to be 'at' Reading Progressions/ *Panui*
 To target 5-10 students per class from 'below' to be 'at' expected Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the *Nga Whanaketanga* (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.

EM - In 2017 92 or 25.8% were 'below' and 57 or 16.0% well below a total of 42% below NS Reading
 MM - In 2017 21 or 50% akonga achieved 'below' expectation against *Nga Whanaketanga*

Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1-5	<ul style="list-style-type: none"> Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 1-5	<ul style="list-style-type: none"> Robust analysis of data to provide next learning steps for akonga Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Consistent, reflective and effective teacher practice through PLG Build teacher understanding of Reading Progressions/ <i>Panui</i> 	Nil	On going
Targeted professional development for teachers to use acceleration strategies. SG 2	<ul style="list-style-type: none"> Implement acceleration teaching skills as in ALiM and ALL Select teachers to participate in ALL – Reading Acceleration Programme Incorporate culturally responsive teaching approaches within revised curriculum. Improved teaching pedagogy 	Relieving Teachers	On going
Ensure KRS selection process for target students. Build home/school engagement. 4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning Develop student agency 	Nil	Term 1
Increase TA capacity. SG 1	<ul style="list-style-type: none"> Quick 60. ALL, Early Words / <i>Maori programme will need to be tailored</i> 	\$1700	Term 1

2017 Baseline Reading and Panui Data

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	57	15.7%	97	26.6%	153	42.0%	57	15.7%	364
Maori	37	15.1%	64	26.1%	108	44.1%	36	14.7%	245
Pasifika	16	16.2%	30	30.3%	39	39.4%	14	14.1%	99
Male	39	19.6%	56	28.1%	75	37.7%	29	14.6%	199
Female	18	10.9%	41	24.8%	78	47.3%	28	17.0%	165

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	6	9.1%	34	51.5%	25	37.9%	1	1.5%	66
After 2 years at school	12	21.1%	13	22.8%	23	40.4%	9	15.8%	57
After 3 years at school	16	34.0%	14	29.8%	12	25.5%	5	10.6%	47
End of Year 4	12	18.5%	16	24.6%	22	33.8%	15	23.1%	65
End of Year 5	9	15.0%	6	10.0%	37	61.7%	8	13.3%	60
End of Year 6	2	3.6%	12	21.4%	24	42.9%	18	32.1%	56
End of Year 7					3	75.0%	1	25.0%	4
End of Year 8			2	22.2%	7	77.8%			9
Totals	57		97		153		57		364

Panui	Manawa taki		Manawa aki		Manawa ora		Manawa toa	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Ruma Rima Year 0-2 akonga	3	14.3%	11	52.4%	6	28.6%	1	4.8%
Ruma Wha Year 3-5 akonga	0	0	6	28.6%	10	47.6%	5	23.8%

SECTION 3: WRITING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Writing/ Tuhituhi Target Accelerate progress of (EM) students and (MM) to be 'at' Writing Progressions/ Tuhituhi

<p>Targets: 5-10 x 17 = 95 -190 of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%</p>	<p>To target 5-10 students per class from 'below' to 'at' expectation of Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.</p>		
<p>Baseline data: see attached Reading Data 2017 (p12)</p>	<p>In 2017 144 or 40.3% were 'below' and 50 or 14% were well-below expectation in NS Writing In 2017 21 or 50% of MM students achieved 'below' expectation against Nga Whanaketanga</p>		
<p>Action</p>	<p>Expected Outcome</p>	<p>Budget</p>	<p>Timeframe</p>
<p>Engage learners through inquiry learning. SG 1 and 3</p>	<ul style="list-style-type: none"> • Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment • School wide support of PB4L creating positive learning environment 	<p>Nil</p>	<p>Term 1</p>
<p>Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2</p>	<ul style="list-style-type: none"> • Robust analysis of data to provide next learning steps for akonga • Teachers have high expectations and develop risk-taking for all learners • Build a culture of professional collaborative teaching relationships • Consistent, reflective and effective teacher practice through PLG • Build teacher understanding of Writing Progressions/ Tuhituhi 	<p>Nil</p>	<p>On going</p>
<p>Targeted professional development for teachers to use acceleration strategies in writing. SG 2</p>	<ul style="list-style-type: none"> • Implement professional Writing practice with Writing facilitator – Sally Muir. Improved teaching pedagogy, mentoring, ALL and PLC. • Incorporate culturally responsive teaching approaches within revised curriculum 	<p>\$8000 and relieving costs</p>	<p>On going</p>
<p>Ensure KRS selection process for target students. Build home/school engagement. SG 4</p>	<ul style="list-style-type: none"> • Teachers will adhere to criteria for selecting target students based on robust data • Teachers will establish strong home school partnerships with whanau (to support acceleration) 	<p>Nil</p>	<p>On going</p>
<p>Increase access to digital technology and skills. SG 5 Learner agency. SG 1</p>	<ul style="list-style-type: none"> • Increased student engagement and improved teacher capability of leading effective digital learning. • Student agency through e-astle and Literacy Writing/ Tuhituhi 	<p>Nil</p>	<p>Term 1</p>

2017 Baseline Writing and Tuhituhi Data

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	51	14.0%	147	40.3%	158	43.3%	9	2.5%	365
Maori	30	12.2%	106	43.1%	104	42.3%	6	2.4%	246
Pasifika	17	17.2%	37	37.4%	44	44.4%	1	1.0%	99
Male	40	20.1%	80	40.2%	73	36.7%	6	3.0%	199
Female	11	6.6%	67	40.4%	85	51.2%	3	1.8%	166

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	9	13.6%	29	43.9%	28	42.4%			66
After 2 years at school	8	13.6%	28	47.5%	21	35.6%	2	3.4%	59
After 3 years at school	10	21.7%	21	45.7%	14	30.4%	1	2.2%	46
End of Year 4	4	6.2%	30	46.2%	27	41.5%	4	6.2%	65
End of Year 5	13	21.7%	16	26.7%	30	50.0%	1	1.7%	60
End of Year 6	7	12.5%	15	26.8%	33	58.9%	1	1.8%	56
End of Year 7			2	50.0%	2	50.0%			4
End of Year 8			6	66.7%	3	33.3%			9
Totals	51		147		158		9		365

Tuhituhi	Manawa taki		Manawa aki		Manawa ora		Manawa toa	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Ruma Rima Year 0-2 akonga	5	23.8%	6	28.6%	9	42.9%	1	4.8%
Ruma Wha Year 3-5 akonga	0	0	6	28.6%	15	71.4%	0	0

SECTION 3: MATHEMATICS DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL

Maths / Pangarau target		Accelerate progress of (EM) students and (MM) to be 'at' Maths Progressions/ Pangarau	
<p>Targets: 5-10 x 17 = 95 -190 of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%</p>		<p>To target 5-10 students per class from 'below' to 'at' Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.</p>	
<p>Baseline data:</p>		<p>In 2017 115 or 36.3% of EM students were 'below' expectation when measured against NS Reading In 2017 26 or 62% of Maori medium students achieved 'below' expectation against Nga Whanaketanga</p>	
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 , 3	<ul style="list-style-type: none"> • Reflect the interest and aspirations of akonga in Maths/ Pangarau and the wider curriculum in an effective culturally responsive environment • School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> • Robust analysis of data to provide next learning steps for akonga • Teachers have high expectations and develop risk-taking for all learners • Build a culture of professional collaborative teaching relationships • Consistent, reflective and effective teacher practice through PLG • Build teacher understanding of Mathematics / Pangarau Progressions 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing. SG 2	<ul style="list-style-type: none"> • Implement acceleration teaching skills as in ALiM and ALL • Select teachers to participate in ALiM Acceleration Maths Programme • Incorporate culturally responsive teaching approaches within revised curriculum 	Relieving teachers	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> • Teachers will adhere to criteria for selecting target students based on robust data • Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> • Increased student engagement and improved teacher capability of leading effective digital learning. • Mathematics digital learning programmes • Student agency through Mathematics/ Pangarau Progressions 	Nil	Term 1

2017 Baseline Mathematics and Pangarau Data

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	50	13.8%	118	32.5%	165	45.5%	30	8.3%	363
Maori	29	11.8%	82	33.5%	116	47.3%	18	7.3%	245
Pasifika	18	18.4%	31	31.6%	40	40.8%	9	9.2%	98
Male	32	16.2%	59	29.8%	86	43.4%	21	10.6%	198
Female	18	10.9%	59	35.8%	79	47.9%	9	5.5%	165

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	6	9.2%	25	38.5%	32	49.2%	2	3.1%	65
After 2 years at school	7	11.7%	22	36.7%	25	41.7%	6	10.0%	60
After 3 years at school	12	27.3%	18	40.9%	13	29.5%	1	2.3%	44
End of Year 4	12	18.5%	23	35.4%	28	43.1%	2	3.1%	65
End of Year 5	9	15.0%	8	13.3%	35	58.3%	8	13.3%	60
End of Year 6	4	7.1%	12	21.4%	29	51.8%	11	19.6%	56
End of Year 7			2	50.0%	2	50.0%			4
End of Year 8			8	88.9%	1	11.1%			9
Totals	50		118		165		30		363

Pangarau	Manawa taki		Manawa aki		Manawa ora		Manawa toa	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Ruma Rima Year 0-2 akonga	0	0	7	33.3%	14	66.7%	0	0
Ruma Wha Year 3-5 akonga	0	0	7	33.3%	12	57.1%	2	9.5%