

Jean Batten School

Annual Report for the year ended 31 December 2018

Ministry Number:	1322
Principal:	Ramari Leonard
School Address:	6 Imrie Avenue, Auckland
School Postal Address:	6 Imrie Avenue, Manukau 2022
School Phone:	09 275 5733
School Email:	jbs@jeanbatten.school.nz
Service Provider:	Edtech Financial Services Ltd

JEAN BATTEN SCHOOL BOARD OF TRUSTEE MEMBERS 2018

SURNAME	FIRST NAME	POSITION	How position gained	Occupation / Employer	Term expiry	
LEONARD	Nardi	Principal		Principal		
DIAZ	Sheree	Staff Rep	Elected June 2016	Teacher	2018	Resigned Dec 2018
DONNELLY	Robert (Bob)	Member	Elected June 2016	Retired	2019	
FELETI	Judith	Member [E]	Co-opted Feb 2017	Accountant	2019	
PEPE-JOHN	David	Member [E]	Elected June 2016	Student	2019	
FONOHEMA	Tupou	Member [E] Chairperson	Elected June 2016 Elected as Chairperson Feb 2018	Student	2019	
PAPALI'I	Siu	Member [E] Chairperson 2019	Elected June 2016	Student	2019	In June 2019 until election
FAUMUINA	Vaela'a	Member [E]	Elected June 2016	Home Husband	2019	
KUMAR	ROBERT	Member	Co-opted Feb 2017	Technician	2019	

Jean Batten School

Annual Report

For the year ended 31 December 2018

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Jean Batten 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.

Fagásiusia Papali'i
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

Date:

30/5/19

Ramari Leonard
Full Name of Principal

[Signature]
Signature of Principal

Date:

29/5/19

Jean Batten School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	3,754,176	3,885,376	3,708,858
Locally Raised Funds	3	91,620	108,150	124,132
Interest Earned		30,537	9,000	20,434
		<hr/>	<hr/>	<hr/>
		3,876,333	4,002,526	3,853,424
Expenses				
Locally Raised Funds	3	61,283	85,437	96,317
Learning Resources	4	2,413,979	2,778,856	2,384,958
Administration	5	160,341	155,446	154,696
Finance Costs		7,578	4,560	6,103
Property	6	1,066,124	852,025	1,003,809
Depreciation	7	108,742	123,280	96,868
Loss on Disposal of Property, Plant and Equipment		2,393	-	5,154
		<hr/>	<hr/>	<hr/>
		3,820,440	3,999,604	3,747,905
Net Surplus / (Deficit) for the year		55,893	2,922	105,519
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		55,893	2,922	105,519

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

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	1,316,155	1,316,155	1,199,459
Total comprehensive revenue and expense for the year	55,893	2,922	105,519
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	11,177
Equity at 31 December	1,372,048	1,319,077	1,316,155
Retained Earnings	1,372,048	1,319,077	1,316,155
Equity at 31 December	1,372,048	1,319,077	1,316,155

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

Jean Batten School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	177,699	532,147	504,782
Accounts Receivable	9	142,782	166,550	175,076
GST Receivable		8,458	8,250	7,804
Prepayments		5,315	10,550	10,962
Inventories	10	240	632	632
Investments	11	976,190	470,000	459,213
		<u>1,310,684</u>	<u>1,188,129</u>	<u>1,158,469</u>
Current Liabilities				
Accounts Payable	13	173,603	160,200	167,010
Provision for Cyclical Maintenance	14	67,000	67,000	63,112
Painting Contract Liability - Current Portion	15	23,409	22,468	22,468
Finance Lease Liability - Current Portion	16	63,712	23,839	32,941
Funds Held for Capital Works Projects	18	49,562	-	-
		<u>377,286</u>	<u>273,507</u>	<u>285,531</u>
Working Capital Surplus/(Deficit)		933,398	914,622	872,938
Non-current Assets				
Property, Plant and Equipment	12	608,891	496,676	539,956
		<u>608,891</u>	<u>496,676</u>	<u>539,956</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	64,678	63,508	44,186
Painting Contract Liability	15	22,996	22,843	22,843
Finance Lease Liability	16	82,567	5,870	29,710
		<u>170,241</u>	<u>92,221</u>	<u>96,739</u>
Net Assets		<u>1,372,048</u>	<u>1,319,077</u>	<u>1,316,155</u>
Equity		<u>1,372,048</u>	<u>1,319,077</u>	<u>1,316,155</u>

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

Jean Batten School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		1,056,969	1,121,508	1,120,835
Locally Raised Funds		145,213	77,150	81,761
Goods and Services Tax (net)		(654)	1,750	1,731
Payments to Employees		(499,180)	(604,900)	(592,742)
Payments to Suppliers		(481,711)	(491,980)	(465,384)
Interest Paid		(7,578)	(4,560)	(6,103)
Interest Received		22,621	9,450	23,032
Net cash from / (to) the Operating Activities		235,680	108,418	163,130
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	4,959
Purchase of PPE (and Intangibles)		(52,913)	(48,161)	(33,937)
Purchase of Investments		(516,977)	(265,000)	(18,166)
Net cash from / (to) the Investing Activities		(569,890)	(313,161)	(47,144)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,177
Finance Lease Payments		(43,529)	(4,691)	(25,433)
Painting Contract Payments		1,094	(14,746)	(30,556)
Funds Held for Capital Works Projects		49,562	-	-
Net cash from / (to) Financing Activities		7,127	(19,437)	(44,812)
Net increase/(decrease) in cash and cash equivalents		(327,083)	(224,180)	71,174
Cash and cash equivalents at the beginning of the year	8	504,782	756,327	433,608
Cash and cash equivalents at the end of the year	8	177,699	532,147	504,782

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.

Jean Batten School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

Reporting Entity

Jean Batten 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".

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.

Jean Batten School

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 \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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



Notes to the Financial Statements (cont.)

For the year ended 31 December 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:

Buildings - School	50 years
Furniture and equipment	2-10 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.

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.

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, finance lease liability and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

Services received in-kind

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	916,400	956,508	943,414
Teachers' salaries grants	1,926,642	2,153,868	1,782,628
Use of Land and Buildings grants	770,565	610,000	793,623
Resource teachers learning and behaviour grants	1,012	-	5,013
Other MoE Grants	139,557	165,000	184,180
	<u>3,754,176</u>	<u>3,885,376</u>	<u>3,708,858</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	2,108	600	4,533
Fundraising	4,639	3,000	2,909
Trading	40,545	66,000	75,318
Activities	44,328	38,550	41,372
	<u>91,620</u>	<u>108,150</u>	<u>124,132</u>
Expenses			
Activities	17,176	16,300	14,394
Trading	39,974	67,637	80,653
Fundraising costs	4,133	1,500	1,270
	<u>61,283</u>	<u>85,437</u>	<u>96,317</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>30,337</u>	<u>22,713</u>	<u>27,815</u>

4 Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	38,944	53,888	44,282
Equipment repairs	-	-	802
Information and communication technology	45,816	73,600	66,394
Library resources	2,556	2,500	2,323
Employee benefits - salaries	2,306,069	2,627,368	2,255,501
Staff development	20,594	21,500	15,656
	<u>2,413,979</u>	<u>2,778,856</u>	<u>2,384,958</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,972	5,000	5,807
Board of Trustees Fees	5,618	7,100	5,659
Board of Trustees Expenses	11,655	12,000	13,982
Communication	1,681	3,200	2,911
Consumables	16,841	14,000	15,869
Operating Lease	4,780	3,540	3,540
Other	16,788	10,400	12,250
Employee Benefits - Salaries	80,713	84,400	80,854
Insurance	7,438	7,000	6,996
Service Providers, Contractors and Consultancy	8,855	8,806	6,828
	<u>160,341</u>	<u>155,446</u>	<u>154,696</u>

6 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,998	14,500	18,184
Consultancy and Contract Services	82,108	65,000	71,374
Cyclical Maintenance Expense	24,380	23,210	(4,539)
Grounds	13,058	8,200	8,205
Heat, Light and Water	42,545	31,000	30,648
Repairs and Maintenance	58,662	36,115	23,585
Use of Land and Buildings	770,565	610,000	793,623
Security	19,698	20,000	20,552
Employee Benefits - Salaries	40,110	44,000	42,177
	<u>1,066,124</u>	<u>852,025</u>	<u>1,003,809</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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	5,413	5,395	5,393
Furniture and Equipment	37,302	63,485	35,923
Information and Communication Technology	20,329	17,485	25,234
Leased Assets	40,837	32,415	25,371
Library Resources	4,861	4,500	4,947
	<u>108,742</u>	<u>123,280</u>	<u>96,868</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

8 Cash and Cash Equivalents

	2018 \$	2018 \$	2017 \$
Cash on Hand	300	300	300
Bank Current Account	174,770	76,847	51,858
Bank Call Account	2,629	5,000	2,624
Short-term Bank Deposits	-	450,000	450,000
Cash and cash equivalents for Cash Flow Statement	<u>177,699</u>	<u>532,147</u>	<u>504,782</u>

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

Of the \$177,699 Cash and Cash Equivalents, \$49,562 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	-	43,000	53,593
Interest Receivable	10,816	3,550	2,900
Teacher Salaries Grant Receivable	<u>131,966</u>	<u>120,000</u>	<u>118,583</u>
	<u>142,782</u>	<u>166,550</u>	<u>175,076</u>
Receivables from Exchange Transactions	10,816	46,550	56,493
Receivables from Non-Exchange Transactions	<u>131,966</u>	<u>120,000</u>	<u>118,583</u>
	<u>142,782</u>	<u>166,550</u>	<u>175,076</u>

10 Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	240	632	632
	<u>240</u>	<u>632</u>	<u>632</u>

11 Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset	976,190	470,000	459,213
Short-term Bank Deposits	<u>976,190</u>	<u>470,000</u>	<u>459,213</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	202,101	1,731	-	-	(5,413)	198,419
Furniture and equipment	196,618	25,418	(171)	-	(37,302)	184,563
Information and communication technology	46,935	19,525	(246)	-	(20,329)	45,885
Leased assets	59,676	127,157	-	-	(40,837)	145,996
Library resources	34,626	6,238	(1,975)	-	(4,861)	34,028
Balance at 31 December 2018	539,956	180,069	(2,392)	-	(108,742)	608,891

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	271,373	(72,954)	198,419
Furniture and equipment	510,208	(325,645)	184,563
Information and communication technology	222,611	(176,726)	45,885
Leased assets	224,413	(78,417)	145,996
Library resources	67,936	(33,908)	34,028
Balance at 31 December 2018	1,296,541	(687,650)	608,891

The net carrying value of equipment held under a finance lease is \$145,996 (2017: \$59,676).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	207,494	-	-	-	(5,393)	202,101
Furniture and equipment	223,276	10,082	-	-	(36,740)	196,618
Information and communication technology	61,143	15,083	(4,876)	-	(24,415)	46,935
Leased assets	48,842	36,205	-	-	(25,371)	59,676
Library resources	36,040	8,770	(5,237)	-	(4,947)	34,626
Balance at 31 December 2017	576,795	70,140	(10,113)	-	(96,866)	539,956

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	269,642	(67,541)	202,101
Furniture and equipment	494,399	(297,781)	196,618
Information and communication technology	212,827	(165,892)	46,935
Leased assets	97,256	(37,580)	59,676
Library resources	65,431	(30,805)	34,626
Balance at 31 December 2017	1,139,555	(599,599)	539,956

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	19,230	27,450	27,255
Accruals	5,972	5,750	5,807
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	133,564	120,000	120,627
Employee Entitlements - leave accrual	14,837	7,000	13,321
	<u>173,603</u>	<u>160,200</u>	<u>167,010</u>
Payables for Exchange Transactions	173,603	160,200	167,010
	<u>173,603</u>	<u>160,200</u>	<u>167,010</u>

The carrying value of payables approximates their fair value.

14 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	107,298	107,298	103,748
Increase to the Provision During the Year	24,380	23,210	(4,539)
Use of the Provision During the Year	-	-	8,089
Provision at the End of the Year	<u>131,678</u>	<u>130,508</u>	<u>107,298</u>
Cyclical Maintenance - Current	67,000	67,000	63,112
Cyclical Maintenance - Term	64,678	63,508	44,186
	<u>131,678</u>	<u>130,508</u>	<u>107,298</u>

15 Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	23,409	22,468	22,468
Non Current Liability	22,996	22,843	22,843
	<u>46,405</u>	<u>45,311</u>	<u>45,311</u>

In 2014 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2015, with regular maintenance in subsequent years. The agreement has an annual commitment of \$23,409. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16 Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	73,542	23,839	37,591
Later than One Year and no Later than Five Years	88,716	5,870	31,506
	<u>162,258</u>	<u>29,709</u>	<u>69,097</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Rationalisation	<i>In progress</i>	-	56,812	7,250	-	49,562
Totals		-	56,812	7,250	-	49,562

Represented by:

Funds Held on Behalf of the Ministry of Education

49,562

49,562

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Totals	Nil Projects	-	-	-	-	-

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,618	5,659
Full-time equivalent members	0.08	0.11
<i>Leadership Team</i>		
Remuneration	301,372	334,961
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	306,990	340,620
Total full-time equivalent personnel	3.08	3.11

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	0-5	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.

21 Compensation and Other Benefits Upon Leaving

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

22 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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

23 Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) A contract for work on the 10 year property plan which will be fully funded by the Ministry of Education. \$56,812 has been received of which \$15,650 has been spent on the project to date.

(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
- operating lease of computer equipment

No later than One Year

Later than One Year and No Later than Five Years

2018 Actual \$	2017 Actual \$
4,032	58,093
590	4,622
<u>4,622</u>	<u>62,715</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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	177,699	532,147	504,782
Receivables	142,782	166,550	175,076
Investments - Term Deposits	976,190	470,000	459,213
Total Loans and Receivables	<u>1,296,671</u>	<u>1,168,697</u>	<u>1,139,071</u>
Financial liabilities measured at amortised cost			
Payables	173,603	160,200	167,010
Finance Leases	146,279	29,709	62,651
Painting Contract Liability	46,405	45,311	45,311
Total Financial Liabilities Measured at Amortised Cost	<u>366,287</u>	<u>235,220</u>	<u>274,972</u>

26 Events After Balance Date

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

27 Breach of Legislation - Borrowing

The Board of Trustees is allowed to borrow funds to the extent that their repayments in any financial year do not exceed 10% of the school's operations grant. The reclassification of Teachers-Laptop leases as finance leases and the resulting liability has resulted in the school having borrowings above this limit, which is a breach of Regulation 12 of the Crown Entities (Financial Powers) Regulations 2005.

28 Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

JOLLY DUNCAN & WELLS
CHARTERED ACCOUNTANTS | BUSINESS ADVISORS
INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF JEAN BATTEN SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Jean Batten School (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 31 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.

Partners

Brian Sheridan
Murray Wells

B.Com CA
B.Com CA CMA

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 Statement of Responsibility, the Analysis of Variance, and the Kiwi Sport Statement which form part of the Annual 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.



Brian Sheridan
JOLLY DUNCAN & WELLS
On behalf of the Auditor-General
Auckland, New Zealand

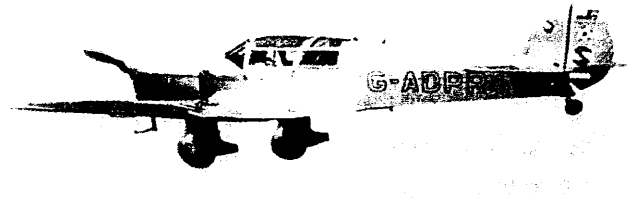
ANALYSIS OF VARIANCE 2018

CURRICULUM TARGET OUTCOMES: ANALYSIS OF VARIANCE 2018

CURRICULUM TARGET: LITERACY (READING)		
Strategic Aims		
<ul style="list-style-type: none"> To increase the number of students achieving the expected levels of the New Zealand Curriculum in reading To increase the number of Maori achieving the expected levels of the New Zealand Curriculum in reading 		
2018 TARGETS (based on 2017 end of year data)		
<ul style="list-style-type: none"> Shift 75% of all identified maori students currently <u>not</u> meeting the expected NZ Curriculum Level across the school to the expected NZC level 		
DATA		
End of Year 2017 data - students below expected NZC level		
45% (30 maori students) are currently below the expected NZC level. (shift 22 students)		
ACTIONS (What did we do?)	Outcomes (What happened?)	Reason for variance (Why?)
<ul style="list-style-type: none"> Develop leadership skills of Literacy Form JBS Literacy inquiry team to guide school Include Literacy team in PLD with 'The Change Team' led by SAF/Principal Appoint two in-school COL Leaders PD: Unpack Literacy Learning Progressions PD: Unpack Assessment for Learning internal/external facilitation of professional development specifically to meet the needs of cohort groups Use 'Effective School Evaluation Cycle' for prioritising learning/teaching focus Student agency – self-directed learning pathways explore and implement more culturally-responsive approaches teacher aides allocated to support classroom specific programmes Upskill teachers in their understanding and use of assessments tools eg Running Records, 6 year nets Provide in-school support to support learning in the classroom deliberate acts of teaching to address learning needs monitor closely the progress of maori students to inform next steps of intervention encourage Home-School partnership (eg Reading Together) through the use of cultural speaking staff and cultural practices 	<p>11% (7 maori students) are below the expected NZC levels</p> <p>DECREASING those students working below by 75% has been achieved</p>	<p>Using the 'Effective School Evaluation Cycle' the literacy leadership team conducted an internal evaluation of classroom <u>literacy programmes</u>. This proved the basis and a 'key factor' for teachers making changes in their teaching practice and target students receiving deliberate acts of teaching to address learning needs.</p> <p>This leadership team was known as the 'Change Team'. It was made up of a SAFF, C. MaGuinness, the principal, deputy principal, two team leaders and two classroom teachers.</p> <p>Teacher knowledge of the NZC levels assisted in the leveling student achievement.</p> <p>Teacher aid support programmes specifically timetabled to work with target students</p> <p>Pasifika Early Years Literacy Project – Team Tawera. Strategies focused on frontloading new learners.</p> <p>Awhi Programme continues to link the whanau of new learners (new entrants) with the school. Sharing of alphabet and early words encourages home support. No Reading Home-School partnership programmes were delivered for seniors.</p> <p>Purchased resources more suitable for middle to older age groups</p>
Recommendations for 2019 (Where to next?)		
<ul style="list-style-type: none"> Continue to use the 'Effective School Evaluation Cycle' to support 'change' Use Jill Eggleton resources to support reading programme Introduce 'Growth Mindset' to teachers and students Concentrate on building 'first words of reading' in 0-40 weeks Promote student agency by monitoring own reading progress Evaluate the impact on academic achievement for students participating in support programmes Improve data collection to support student achievement, analysis purposes (eg cohort data) 		

CURRICULUM TARGET: LITERACY (WRITING)		
STRATEGIC AIMS		
<ul style="list-style-type: none"> To increase the number of students achieving expected levels of the New Zealand Curriculum in writing To increase the number of Maori achieving the expected levels of the New Zealand Curriculum in writing 		
2018 TARGETS (based on 2017 end of year data)		
<ul style="list-style-type: none"> Increase students working at the expected NZC writing achievement level by 50% Shift 50% of all identified maori students currently not meeting the expected NZ Curriculum Level at Y3, Y4 and Y5 to the expected NZC Level 		
DATA		
<p>End of Year 2017 data – students schoolwide below expected NZC Level</p> <ul style="list-style-type: none"> 48% of students are achieving at or above the expected NZC Level. Need to move 22% to achieve target of 70% <p>End of Year 2017 data - Maori students below expected NZC level</p> <ul style="list-style-type: none"> Y3 – 64% (9 students) shift 4 to NZC Level E2 Y4 – 86% (6 students) shift 3 to NZC Level 2 Y5 – 63% (12 students) shift 6 to NZC Level E3 		
ACTIONS	Outcomes	Reason for variance
<ul style="list-style-type: none"> Develop leadership skills of Literacy Form JBS Literacy inquiry team to guide school Include Literacy team in PLD with 'The Change Team' led by SAF/Principal Appoint two in-school COL Leaders PD: Unpack Literacy Learning Progressions PD: Unpack Assessment for Learning internal/external facilitation of professional development specifically to meet the needs of cohort groups Use 'Effective School Evaluation Cycle' for prioritising learning/teaching focus Student agency – self-directed learning pathways explore and implement more culturally-responsive approaches for maori explore assessment tools to use by JBS teacher aides allocated to support classroom specific programmes Develop JBS annotated exemplars for Year 1-6 	<p>71% of students are working at the expected NZC writing achievement level achieved</p> <p>Year 3 - 87.5% (7/8 maori) are working at the expected NZC writing achievement level achieved</p> <p>Year 4 – 40% (4/10 maori) are working at the expected NZC writing achievement level not achieved</p> <p>Year 5 – 75% (6/8 maori) are working at the expected NZC writing achievement level achieved</p>	<p>Using the 'Effective School Evaluation Cycle' the literacy leadership team conducted an internal evaluation of classroom <u>literacy programmes</u>. This proved the basis and a 'key factor' for teachers making changes in their teaching practice and target students receiving deliberate acts of teaching to address learning needs.</p> <p>This leadership team was known as the 'Change Team'. It was made up of a SAF, C. MaGuinness, the principal, deputy principal, two team leaders and two classroom teachers.</p> <p>Utilised the expertise of the Mangere Kahui Ako Across School Leaders and two in-school leaders</p> <p>Teacher knowledge of the Writing Progressions ensured programmes and next steps were more specific to student needs</p> <p>Collaborative team planning and moderating ensured there was consistency across the school</p> <p>Teacher aides specifically timetabled to work with target students</p>
Recommendations for 2019 (Where to next?)		
<ul style="list-style-type: none"> Continue to use the 'Effective School Evaluation Cycle' to support 'change' Introduce 'Growth Mindset' to teachers and students Team Whetu Koko and Team Folau participate in The 'Knowledge Rich' Project Team Folau form a JBS newspaper group, inquiry blogging group for authentic learning Develop the purpose of Blogging group – nationally, internationally Improve data collection to support student achievement, analysis purposes (eg cohort data) Year 1-6 JBS writing samples 		

CURRICULUM TARGET: MATHEMATICS		
STRATEGIC AIMS		
<ul style="list-style-type: none"> To increase the number of students achieving the expected levels of the New Zealand Curriculum in math To increase the number of Maori achieving the expected levels of the New Zealand Curriculum in math 		
TARGET SET – based on 2017		
<ul style="list-style-type: none"> 75% of students at 40 weeks will be achieving Stage 3 of the numeracy strategy 		
DATA		
based on 2017 data, 0-40 weeks: 49% students (25/64) are on track to meet NZC expected level. (shift 23 students to meet target)		
ACTIONS	Outcomes	Reason for variance
<ul style="list-style-type: none"> provide leadership development for math leaders Math leader to be included in 'The Change Team' 'The Change Team' led by SAEP/Principal Use 'Effective School Evaluation Cycle' for prioritising learning/teaching focus Math leader to take part in ALIM as part of professional development Focus on providing authentic learning experiences to develop oral language for transition use to maths Explore math assessment tools to use in JBS internal/external facilitation of professional development specifically to meet the needs of cohort groups deliberately introduce kupu maori into learning sessions use assessment data to identify student learning needs monitor progress of target groups regularly to inform next steps of intervention internal/external facilitation of professional development specifically to meet the needs of cohort groups 	<p>0-40 weeks: 87% students (51/59) are at the expected NZC level. achieved</p>	<p>A concentrated effort on students at entry level involved in play base learning activities</p> <p>Utilised the 'expertise' within the school and also an across school leader for Mangere Kahui Ako (COL)</p> <p>Numeracy Leader: participated in the ALIM professional development workshops provided by MOE participated in 'Change Team' process</p> <p>PCT1 staff (4) attended three PD Mathematic Workshops</p> <p>GLOSS used to inform next steps in the teaching of number</p> <p>No data collected or monitored on strand knowledge</p>
Recommendations for 2019		
<ul style="list-style-type: none"> Use the 'Effective School Evaluation Cycle' to support 'change' in numeracy across the school Introduce basic facts tracking in Team Tawera (Y0-2) Team Folau (Year 4-6) to concentrate on problem solving rich tasks Explore methods of assessing and reporting strand knowledge Provide more authentic learning experiences for students Professional Development for staff on NZC Levels Improve data collection to support student achievement, analysis purposes (eg cohort data) 		



KIWISPORT FUNDING 2018

Kiwisport Funding provides opportunities for Jean Batten School students to participate in sport and recreation programmes.

Funding is used to:

- **employ staff to provide:**
 - organized sports games during break periods - key focus: getting students moving
 - facilitate specialized sports programme - key focus developing individual skills
 - supervision support at sporting events
- **provide transportation**
- **Fees** – subsidize entry fees to competitions and tournaments
- **Sports Equipment** – suitable equipment is purchased for all age levels

Nardi Leonard
Principal