

# **Bayview School**

## **Annual Report for the year ended 31 December 2018**

<b>Ministry Number:</b>	1222
<b>Principal:</b>	Diane Raynes
<b>School Address:</b>	60 Bayview Road, Glenfield, Auckland
<b>School Postal Address:</b>	60 Bayview Road, Glenfield, Auckland 0629
<b>School Phone:</b>	09 444 2222
<b>School Email:</b>	bursar@bayview.school.nz
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Bayview 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
Dan Hikuroa	Chairperson	Re-elected June 2016	Research Director	May 2019
James Cosslett	Parent Rep.	Co-opted June 2016	Project Manager	May 2019
Danielle Grant	Parent Rep.	Re-elected June 2016	Community Board Rep	May 2019
Michelle Webb-Atkinson	Parent Rep.	Re-elected June 2016	Administrator	May 2019
Victoria Anderson	Parent Rep.	Elected June 2016	Mother	May 2019
Darren Stott	Parent Rep.	Elected June 2016	Company Director	May 2019
Brad Norman	Parent Rep.	Elected June 2016	Director	May 2019
Taryn Hoffmann	Staff Rep.	Re-elected June 2016	Teacher	May 2019
Diane Raynes	Principal	Appointed Mar/2007	Principal	

# **Bayview School**

## **Annual Report**

For the year ended 31 December 2018

### **Index**

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 18	Notes to the Financial Statements
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport

**Bayview 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.

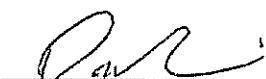
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

DANIEL HIKUROA

Full Name of Board Chairperson



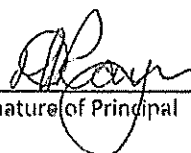
Signature of Board Chairperson

22 MAY 2019

Date:

DIANE RAYNES

Full Name of Principal



Signature of Principal

22.5.2019.

Date:

**Bayview School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,232,812	2,967,667	3,029,549
Locally Raised Funds	3	118,794	85,500	191,623
Interest Earned		19,626	10,000	13,016
		<u>3,371,232</u>	<u>3,063,167</u>	<u>3,234,188</u>
<b>Expenses</b>				
Locally Raised Funds	3	71,833	15,700	102,909
Learning Resources	4	1,719,444	1,735,145	1,649,374
Administration	5	134,874	145,198	128,704
Finance Costs		12,755	11,452	13,218
Property	6	1,216,578	1,097,012	1,114,215
Depreciation	7	100,712	80,671	95,584
Loss on Disposal of Property, Plant and Equipment		42	-	401
		<u>3,256,238</u>	<u>3,085,178</u>	<u>3,104,405</u>
<b>Net Surplus/(Deficit) for the year</b>		114,994	(22,011)	129,783
<b>Other Comprehensive Revenue and Expenses</b>		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>114,994</u>	<u>(22,011)</u>	<u>129,783</u>

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

**Bayview School****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	753,280	753,280	623,497
Total comprehensive revenue and expense for the year	114,994	(22,011)	129,783
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	38,906	-	-
Equity at 31 December	907,180	731,269	753,280
Retained Earnings	907,180	731,269	753,280
Equity at 31 December	907,180	731,269	753,280

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

# Bayview School

## Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	9,742	41,513	31,774
Accounts Receivable	9	174,704	97,000	127,346
GST Receivable		13,187	10,000	24,496
Prepayments		9,669	12,400	20,065
Inventories	10	4,436	3,900	5,905
Investments	11	616,213	400,000	457,488
		<b>827,951</b>	<b>564,813</b>	<b>667,074</b>
<b>Current Liabilities</b>				
Accounts Payable	13	120,680	113,700	118,379
Revenue Received in Advance	14	30,147	2,100	3,676
Painting Contract Liability - Current Portion	16	-	-	22,644
Finance Lease Liability - Current Portion	17	40,419	26,388	37,017
Funds Held for Capital Works Projects	18	779	-	61,514
		<b>192,025</b>	<b>142,188</b>	<b>243,230</b>
<b>Working Capital Surplus</b>		<b>635,926</b>	<b>422,625</b>	<b>423,844</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	493,710	506,445	526,616
		<b>493,710</b>	<b>506,445</b>	<b>526,616</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	189,484	186,791	149,433
Finance Lease Liability	17	32,972	11,010	47,747
		<b>222,456</b>	<b>197,801</b>	<b>197,180</b>
<b>Net Assets</b>		<b>907,180</b>	<b>731,269</b>	<b>753,280</b>
<b>Equity</b>		<b>907,180</b>	<b>731,269</b>	<b>753,280</b>

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

# Bayview School

## Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		590,662	552,110	479,041
Locally Raised Funds		135,434	77,600	187,430
Goods and Services Tax (net)		11,309	-	6,283
Payments to Employees		(115,573)	(186,426)	(97,233)
Payments to Suppliers		(366,134)	(341,782)	(394,474)
Interest Paid		(12,755)	(11,452)	(13,218)
Interest Received		16,244	10,000	10,398
Net cash from / (to) the Operating Activities		259,187	100,050	178,227
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(42)	-	(401)
Purchase of PPE (and Intangibles)		(34,680)	(65,990)	(26,461)
Purchase of Investments		(158,725)	(150,000)	(202,378)
Net cash from / (to) the Investing Activities		(193,447)	(215,990)	(229,240)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		38,906	-	-
Finance Lease Payments		(43,299)	(49,411)	(77,649)
Painting Contract Payments		(22,644)	(22,553)	(22,497)
Funds Held for Capital Works Projects		(60,735)	-	(80,318)
Net cash from / (to) Financing Activities		(87,772)	(71,964)	(130,464)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(22,032)</b>	<b>(187,904)</b>	<b>(181,477)</b>
Cash and cash equivalents at the beginning of the year	8	31,774	229,417	213,251
Cash and cash equivalents at the end of the year	8	9,742	41,513	31,774

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.



## Bayview School

# Notes to the Financial Statements

For the year ended 31 December 2018

### 1. Statement of Accounting Policies

#### **Reporting Entity**

Bayview 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.

## Bayview 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 17.

#### *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.

## Bayview School

# 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.

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.

## Bayview 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:

Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	4 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.

## Bayview 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 new playground, walking school bus, and camp 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.

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.



BDO AUCKLAND

## Bayview School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 2 Government Grants

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Operational grants	544,038	524,700	515,702
Teachers' salaries grants	1,622,398	1,500,000	1,547,155
Use of Land and Buildings grants	988,233	915,557	915,557
Resource teachers learning and behaviour grants	423	500	3,950
Other MoE Grants	69,122	26,910	47,185
Other government grants	8,598	-	-
	<u>3,232,812</u>	<u>2,967,667</u>	<u>3,029,549</u>

### 3 Locally Raised Funds

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

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
<b>Revenue</b>			
Donations	30,533	31,000	36,296
Fundraising	1,913	1,200	1,304
Trading	19,372	13,500	16,348
Activities	66,976	39,800	137,675
	<u>118,794</u>	<u>85,500</u>	<u>191,623</u>
<b>Expenses</b>			
Activities	53,717	5,200	82,770
Trading	18,116	10,600	20,130
	<u>71,833</u>	<u>15,700</u>	<u>102,909</u>
	<u>46,961</u>	<u>69,800</u>	<u>88,714</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

### 4 Learning Resources

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Curricular	48,600	59,110	49,096
Information and communication technology	888	5,189	8,767
Library resources	1,168	1,100	655
Employee benefits - salaries	1,633,631	1,596,746	1,555,003
Staff development	35,157	73,000	35,853
	<u>1,719,444</u>	<u>1,735,145</u>	<u>1,649,374</u>

### 5 Administration

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Audit Fee	6,472	5,633	5,633
Board of Trustees Fees	4,100	5,340	4,230
Board of Trustees Expenses	3,828	5,209	3,462
Communication	4,405	6,160	4,048
Consumables	37,414	34,390	33,875
Operating Lease	953	960	1,666
Other	11,170	16,906	13,081
Employee Benefits - Salaries	53,389	49,440	51,793
Insurance	7,983	16,000	5,898
Service Providers, Contractors and Consultancy	5,160	5,160	5,018
	<u>134,874</u>	<u>145,198</u>	<u>128,704</u>

## Bayview School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 6 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,512	8,968	7,824
Consultancy and Contract Services	38,082	40,272	36,944
Cyclical Maintenance Expense	51,178	16,000	50,576
Grounds	26,906	15,450	15,701
Heat, Light and Water	21,218	25,900	21,361
Rates	88	100	84
Repairs and Maintenance	24,736	20,850	24,259
Use of Land and Buildings	988,233	915,557	915,557
Security	7,692	10,675	2,809
Employee Benefits - Salaries	50,933	43,240	39,100
	<u>1,216,578</u>	<u>1,097,012</u>	<u>1,114,215</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	8,152	6,746	8,110
Furniture and Equipment	42,475	35,903	46,660
Information and Communication Technology	7,019	6,471	9,036
Leased Assets	39,884	29,042	28,684
Library Resources	3,182	2,509	3,094
	<u>100,712</u>	<u>80,671</u>	<u>95,584</u>

## 8 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	9,087	11,313	31,230
Bank Call Account	455	30,000	344
Cash and cash equivalents for Cash Flow Statement	<u>9,742</u>	<u>41,513</u>	<u>31,774</u>

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

Of the \$9,742 Cash and Cash Equivalents, \$779 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.

## Bayview School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 9 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	10,088	1,500	1,457
Receivables from the Ministry of Education	23,516	-	24,852
Interest Receivable	7,497	1,500	4,115
Bank Staffing Underuse	35,475	-	2,620
Teacher Salaries Grant Receivable	98,128	94,000	94,302
	<u>174,704</u>	<u>97,000</u>	<u>127,346</u>
Receivables from Exchange Transactions	17,585	3,000	5,572
Receivables from Non-Exchange Transactions	<u>157,119</u>	<u>94,000</u>	<u>121,774</u>
	<u>174,704</u>	<u>97,000</u>	<u>127,346</u>

### 10 Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	2,453	2,000	3,691
School Uniforms	1,983	1,900	2,214
	<u>4,436</u>	<u>3,900</u>	<u>5,905</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	616,213	400,000	457,488
	<u>616,213</u>	<u>400,000</u>	<u>457,488</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	252,720	-	-	-	(8,152)	244,568
Furniture and equipment	168,452	29,579	-	-	(42,475)	155,556
Information and communication technology	11,551	1,560	-	-	(7,019)	6,092
Leased assets	72,236	32,867	-	-	(39,884)	65,219
Library resources	21,657	3,842	(42)	-	(3,182)	22,275
Balance at 31 December 2018	526,616	67,848	(42)	-	(100,712)	493,710

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	326,092	(81,524)	244,568
Furniture and equipment	381,968	(226,412)	155,556
Information and communication technology	32,084	(25,992)	6,092
Leased assets	139,884	(74,665)	65,219
Library resources	75,877	(53,602)	22,275
Balance at 31 December 2018	955,905	(462,195)	493,710

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$139,884 (2017: \$107,958).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	257,410	3,420	-	-	(8,110)	252,720
Furniture and equipment	200,072	15,280	(242)	-	(46,660)	168,450
Information and communication technology	17,235	3,353	-	-	(9,036)	11,552
Leased assets	45,280	55,642	-	-	(28,684)	72,238
Library resources	20,101	4,808	(159)	-	(3,094)	21,656
Balance at 31 December 2017	540,098	82,503	(401)	-	(95,584)	526,616

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	326,092	(73,372)	252,720
Furniture and equipment	434,607	(266,155)	168,452
Information and communication technology	76,000	(64,449)	11,551
Leased assets	107,958	(35,722)	72,236
Library resources	72,174	(50,517)	21,657
Balance at 31 December 2017	1,016,831	(490,215)	526,616

## 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	7,942	6,500	10,096
Accruals	4,872	4,200	4,225
Employee Entitlements - salaries	98,623	94,000	94,730
Employee Entitlements - leave accrual	9,243	9,000	9,328
	<u>120,680</u>	<u>113,700</u>	<u>118,379</u>
Payables for Exchange Transactions	120,680	113,700	118,379
	<u>120,680</u>	<u>113,700</u>	<u>118,379</u>

The carrying value of payables approximates their fair value.

### 14 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	30,147	2,100	3,676
	<u>30,147</u>	<u>2,100</u>	<u>3,676</u>

### 15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	149,433	149,433	109,651
Increase to the Provision During the Year	51,178	16,000	50,576
Use of the Provision During the Year	(11,127)	21,358	(10,794)
Provision at the End of the Year	<u>189,484</u>	<u>186,791</u>	<u>149,433</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	<u>189,484</u>	<u>186,791</u>	<u>149,433</u>
	<u>189,484</u>	<u>186,791</u>	<u>149,433</u>

### 16 Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	-	-	22,644
	<u>-</u>	<u>-</u>	<u>22,644</u>

In 2007 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an twelve year period. The programme provides for two exterior repaints of the Ministry owned buildings in 2007 and 2013, with regular maintenance in subsequent years. The agreement has an annual commitment of \$25,252. 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.

## Bayview School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 17 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	48,687	26,388	38,659
Later than One Year and no Later than Five Years	36,197	11,010	35,309
	<u>84,884</u>	<u>37,398</u>	<u>73,968</u>

### 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 \$
Roofing Upgrade	<i>Completed</i>	30,111	-	30,111	-	-
Drainage Project	<i>Completed</i>	-	1,756	1,756	-	-
Toilet Upgrade	<i>Completed</i>	31,403	-	31,403	-	-
H14 Toilet Upgrade	<i>Completed</i>	-	20,449	20,449	-	-
Bell System	<i>Completed</i>	-	5,007	5,007	-	-
Carpet Replacement	<i>Completed</i>	-	48,483	47,704	-	779
Heat Pump Replacement	<i>Completed</i>	-	33,377	33,377	-	-
Totals		<u>61,514</u>	<u>109,072</u>	<u>169,807</u>	<u>-</u>	<u>779</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

(22,737)

779

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roofing Upgrade	<i>in progress</i>	141,832	319,328	431,049	-	30,111
Drainage Project	<i>in progress</i>	-	39,245	39,245	-	-
Toilet Upgrade	<i>in progress</i>	-	105,820	74,417	-	31,403
Electrical Upgrade	<i>in progress</i>	-	22,530	22,530	-	-
Totals		<u>141,832</u>	<u>486,923</u>	<u>567,241</u>	<u>-</u>	<u>61,514</u>

### 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	4,100	4,230
Full-time equivalent members	0.13	0.16
<i>Leadership Team</i>		
Remuneration	243,622	236,345
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	247,722	240,575
Total full-time equivalent personnel	2.13	2.16

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	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 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 of '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 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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 23 Commitments

#### (a) Capital Commitments

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

(Capital commitments as at 31 December 2017: nil)

#### (b) Operating Commitments

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

- operating lease of a photocopier

	2018 Actual \$	2017 Actual \$
No later than One Year	-	23,671
	-	23,671

### 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 \$
<b>Loans and Receivables</b>			
Cash and Cash Equivalents	9,742	41,513	31,774
Receivables	174,704	97,000	127,346
Investments - Term Deposits	616,213	400,000	457,488
<b>Total Loans and Receivables</b>	<b>800,659</b>	<b>538,513</b>	<b>616,608</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	120,680	113,700	118,379
Finance Leases	73,391	37,398	84,764
Painting Contract Liability	-	-	22,644
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>194,071</b>	<b>151,098</b>	<b>225,787</b>

### 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. This year the school entered into a new lease over and above the TELA leases that were converted into finance leases. The increase in cost combined with the Programmed Maintenance contract meant the Board has exceeded the borrowing limit of 10% of the school's operating grant, breaching Section 67 of the Education Act 1989 and clause 12 of the Crown Entities Regulation 2005.

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF BAYVIEW PRIMARY SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Bayview Primary School (the School). The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 22 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 Board of Trustees listing, Kiwisport Report and Analysis of Variance, 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.



Blair Stanley  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand



# Analysis of Variance Reporting

## Mathematics

School Name:	Bayview School	School Number:	1222
--------------	----------------	----------------	------

Strategic Aim:	<ul style="list-style-type: none"> <li>Improve outcomes for all students, particularly Māori and Pasifika, and students with special needs</li> <li>Accelerate progress of students performing below expectations.</li> </ul>
Annual Aim:	Accelerate progress of all students in reading and writing through raising engagement and motivation of all students.
Target:	Students who are below the expected level in mathematics will be targeted by class teachers and will have an action plan put in place to accelerate progress to work towards achieving the expected level by the end of the year. Māori students will be priority learners when determining target groups.

Baseline data		Well Below			Below			At			Above			Total
Mathematics All students Years 1 - 8		No		%	No		%	No		%	No		%	No
All students	Male	3		1.8%	23		13.8%	87		52.1%	54		32.3%	167
	Female	1		0.6%	29		16.7%	121		69.5%	23		13.2%	174
	Total	4		1.2%	52		15.2%	208		61.0%	77		22.6%	341

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
This year books were purchased to support teachers use of 'open ended maths questions' to promote collaboration and justification of maths strategies to solve problems. Resources have been purchased for the year 1/new entrant classes to encourage and support exploration and play based learning also to fill resources for the new class that opened this year. Other 'necessity' resources have	Data was collected for 350 students across Y1-Y6. Over all 76.6% of students were mathematically at or above their expected level. 78.3% of girls were reading at or above and 75% of boys. Across year levels the percentages reading at or above their expected level were:	<b>Year 1</b> 4% of children in year 1 achieved accelerated progress in mathematics in term 2. 17% of children in year 1 achieved accelerated progress in mathematics in term 4. What strategies were effective? <ul style="list-style-type: none"> <li>sunshine online maths</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>focus on strand maths</li> <li>incorporate play based learning to develop the math concept and language</li> <li>Calendar maths</li> <li>maths songs</li> <li>sunshine online maths</li> <li>needs based teaching</li> <li>visual and hands on</li> </ul>



<p>been purchased to restock classroom trollies. A range of new maths games were purchased such as mabble, tangrams, and other hands on equipment/games for student to explore mathematical concepts.</p> <p>Following on from last year more 'exploration' boxes have been purchased to encourage the teaching of the math 'strand' concepts. They are to be used by classes and shared around the school. We have had the opportunity to trial A number of online maths programmes as we decided not to purchase the license for all of the students as this is a large cost to the school. The trials were offered to all classes. Many of the senior classes joined in. In year 4 the students were more engaged and keen to use the programme Matific. They liked it because it had more of a 'game like' feel to it. From a teaching and learning perspective Maths Buddy offers more to support students learning. There is good diagnostic tools and the students has independently identify their gaps/next steps from a report provided that also guides them to the appropriate tutorials and questions to learn those skills. Habitat 6 has utilised Maths Buddy and set up learning for their students to use independently. They also use the free Khan academy website. Assessments were completed as per the assessment schedule.</p> <p>Continued support for target students through Numicon programme with teacher aide.</p> <p>Professional development around assessments - as the need arises.</p>	<p><b>Year 1:</b> Boys: 71% Girls: 87.5% Total: 77.4%</p> <p><b>Year 2:</b> Boys: 60.6% Girls: 64.6% Total: 62.6%</p> <p><b>Year 3:</b> Boys: 80% Girls: 86.1% Total: 83.1%</p> <p><b>Year 4:</b> Boys: 84.4% Girls: 76.2% Total: 81.2%</p> <p><b>Year 5:</b> Boys: 86.9% Girls: 87.1% Total: 87%</p> <p><b>Year 6:</b> Boys: 78.2% Girls: 78.3% Total: 78.3%</p> <p>We also measured those students who had made accelerated progress during the year.</p> <p>In the first semester 70 students made accelerated progress. In the second semester 89 students made accelerated progress.</p>	<ul style="list-style-type: none"> <li>• maths play based learning - using the mathematical language during play activities</li> <li>• teaching and modelling how to use maths resources</li> <li>• focus on strand maths which linked to number knowledge</li> <li>• maths songs</li> <li>• calendar maths</li> <li>• visual resources</li> <li>• hands on exploration</li> </ul> <p><b>Year 2:</b> What strategies were effective?</p> <ul style="list-style-type: none"> <li>• Maths through games, art and fitness.</li> <li>• Hands on maths through real life (strand).</li> <li>• Exploring materials.</li> <li>• Teacher and child led workshops.</li> <li>• Devices/apps</li> <li>• Assessment folders.</li> <li>• Basic fact Thursdays.</li> <li>• Principal times table test.</li> <li>• Mathletics.</li> <li>• Calendar maths to begin maths lessons.</li> <li>• Whole class maths challenges.</li> <li>• teaching and modelling how to use maths resources</li> </ul> <p><b>Year 3:</b> Strategies that worked:</p> <ul style="list-style-type: none"> <li>• Hands -on, materials first</li> <li>• Maintenance and games</li> <li>• Basic facts games</li> <li>• Teaching strand - real life</li> <li>• Student and Teacher workshops.</li> <li>• Competition was motivating</li> <li>• Google slides with individual personalised goals and practise activities (needs based)</li> <li>• The new maths resources</li> <li>• Math vocabulary and math problems.</li> <li>• Focused knowledge teaching.</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Large variety of teaching and learning strategies help to engage students in their learning</li> <li>• Maths kits</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of JAM assessment to pick out where the gaps are</li> <li>• teacher to keep developing skills to enhance play in mathematics concepts</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Continue using real life experiences and teaching through strand.</li> <li>• Continue with calendar maths.</li> <li>• Continue to use games and materials to encourage engagement.</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Continue with hands-on activities.</li> <li>• Continue with focus on Basic facts and number knowledge at the start of the year. Then strategy focus.</li> <li>• Do more strand/real life maths</li> <li>• More student and teacher workshops</li> <li>• Mathletics - incorporating movement and maths.</li> <li>• Online maths practise such as maths salamander, ABCya, Study ladder, maths buddy.</li> <li>• More problem solving maths.</li> </ul> <p><b>Year 4:</b> Ensure a broad coverage of strategies, problem solving, strands of maths.</p> <p><b>Year 5 and 6:</b></p> <ul style="list-style-type: none"> <li>• Look at continuing to utilise online resources that are shown to have an impact on student progress and achievement e.g. Maths Buddy</li> <li>• Focus on problems solving maths and bringing in real life contexts so students can see the value in mathematics. This includes teaching number knowledge and strategies through strand.</li> <li>• Continue to encourage collaboration between students when solving maths problems as this enables them to learn from each other.</li> <li>• Using new school resource kits for measurement, volume and capacity, and time.</li> <li>• Using their maths assessment to identify their goals and next steps. Understanding how to</li> </ul>
--	---	--	---



	<ul style="list-style-type: none"> <li>Online programmes - maths buddy, matific, mangahigh</li> <li>Whole class teaching of skills then offering choice of how to practise the skills/activities independently or with a buddy/group.</li> <li>Needs based workshops</li> <li>Hands on exploration</li> <li>problem solving and collaboration.</li> <li>Maths progressions - students became assessment capable and worked on their own gaps.</li> <li>Wall displays - students levels.</li> <li>Using Numicon resources in class with targeted students.</li> </ul> <p><b>Year 5 and Year 6:</b>  87% at or above - Y5  78.3% at or above - Y6  13% below Y5  21.7% below (y6)</p> <ul style="list-style-type: none"> <li>Open ended maths questions to encourage problem solving using a range of different number knowledge and strategies. Also encourages mixed ability problem solving.</li> <li>Maths was real life/authentic/chn had choice/knew what their next steps were and had ownership.</li> <li>Workshops run by students</li> <li>choice - student agency</li> <li>collaboration/helping each other</li> <li>shift in mindset, they help each other - empathy</li> <li>Working on their needs. Problem solving to work on perseverance and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>make progress on their goals and what tools will help them to achieve them.</li> <li>Giving open ended questions and the children could challenge themselves to use their strategies and then it's relevant to their level of learning. It encourages children to problem solve together even if they are at different stages.</li> </ul>
<b>Planning for next year:</b>		
<ul style="list-style-type: none"> <li>Accelerate progress of students performing below expectations.</li> <li>Encourage exploring number through strand.</li> <li>Re-visit the curriculum to look at the coverage at each year level. (it was questioned, when/if algorithms are to be taught:?)</li> <li>Look to assess across all strands in the senior school (could be included in the asttle as a pre/post assessment)</li> <li>Use OTJ in junior school/play based learning stories to capture progress</li> <li>Decide what online tools are available and how to get around the issue with charging parents.</li> <li>Mangahigh - Contact Jake Main - Jake Main &lt;<a href="mailto:jake.main@mangahigh.com">jake.main@mangahigh.com</a>&gt; year 4 used this and the students were very engaged. It has a mixture of 'game element - but not avatars etc)' and tutorial/questions for students to complete appropriate to level. Through conversation with Jake price was cheaper than Maths Buddy.</li> <li>Maths Buddy - Very good teaching/learning tool. Can use diagnostic tests to find next steps and students can find appropriate learning tutorials to meet those needs. Quite costly per student.</li> <li>Utilise PD from Marie Hirst.</li> </ul>		

Determine if subscriptions are an option. Check out Bek Galloways -lubs as they are a one off payment and the whole school can have access to them.  
Reading & Writing: <https://sites.google.com/a/bekgalloway.co.nz/bex-literacy-hub---sample-only/>  
Maths: <https://sites.google.com/a/bekgalloway.co.nz/bex-ptpl-maths-hub---sample/>

## Writing

<b>School Name:</b>	Bayview School	<b>School Number:</b>	1222
<b>Strategic Aim:</b>	<ul style="list-style-type: none"><li>Improve outcomes for all students, particularly Māori and Pasifika, and students with special needs</li><li>Accelerate progress of students performing below expectations.</li></ul>		
<b>Annual Aim:</b>	Accelerate progress of all students in reading and writing through raising engagement and motivation of all students.		
<b>Target:</b>	Students who are below their chronological level in writing will be targeted by class teachers and will have an action plan put in place to accelerate progress towards achieving the expected level by the end of the year. Māori students will be priority learners when determining target groups.		
<b>Baseline Data:</b>			

Writing All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All students	Male	7	4.2%	39	23.4%	87	52.1%	34	20.4%	167
	Female	2	1.1%	20	11.5%	106	60.9%	46	26.4%	174
	Total	9	2.6%	59	17.3%	193	56.6%	80	23.5%	341
Māori	Male	1	3.2%	10	32.3%	16	51.6%	4	12.9%	31
	Female	3	0%	4	14.3%	15	53.6%	9	32.1%	28
	Total	4	1.7%	14	23.7%	31	52.5%	13	22.0%	59
Pasifika	Male	1	7.7%	4	30.8%	7	53.8%	1	7.7%	13
	Female	1	4.8%	3	14.3%	16	76.2%	1	4.8%	21
	Total	2	5.9%	7	20.6%	23	67.6%	2	5.9%	34



Asian	Male	2	5.4%	8	21.6%	18	48.6%	9	24.3%	37
	Female	0	0%	1	4.0%	18	72.0%	6	24.0%	25
	Total	2	3.2%	9	14.5%	36	58.1%	15	24.2%	62
MELAA	Male	2	16.7%	3	25.0%	6	50.0%	1	8.3%	12
	Female	0	0%	1	8.3%	8	66.7%	3	25.0%	12
	Total	2	8.3%	4	16.7%	14	58.3%	4	16.7%	24
NZ/European	Male	1	1.4%	14	18.9%	40	54.1%	19	25.7%	74
	Female	1	1.1%	11	12.5%	49	55.7%	27	30.7%	88
	Total	2	1.2%	25	15.4%	89	54.9%	46	28.4%	162

Actions <i>What did we do?</i>		Outcomes <i>What happened?</i>		Reasons for the variance <i>Why did it happen?</i>		Evaluation <i>Where to next?</i>	
<p>Identified high risk target groups of students for extra assistance. Action plans developed for each student.</p> <p>Target groups reviewed regularly</p> <p>Regular testing for all students as per assessment schedule and extra testing for target children.</p> <p>Entrant assessment and 6 year nets completed regularly and at risk students identified. Regular meetings at Year 1 level held to discuss the trends from these results.</p> <p>Parents and grandparents regularly in the school to react with a range of students.</p> <p>Staff meeting held by Resource Teacher of Literacy around literacy trends identified from testing.</p> <p>Professional development around how to test and teach phonological awareness.</p> <p>Staff upskilled in play based learning through attending professional development, own research and visiting other schools. All year one teachers implemented aspects into their classroom programme with a focus on oral language and how to extend this in the classes.</p> <p>Perceptual Motor programme implemented at Year</p>		<p>Data was collected for 351 students a cross Y1-Y6.</p> <p>Over all 65.5% of students were writing at or above their expected level. 77.7% of girls were writing at or above and 54.6% of boys.</p> <p>Across year levels the percentages writing at or above their expected level were:</p> <p><b>Year 1:</b> Boys: 63.1% Girls: 79.1% Total: 69.3%</p> <p><b>Year 2:</b> Boys: 36.4% Girls: 64.5% Total: 50%</p> <p><b>Year 3:</b> Boys: 55.6% Girls: 80.6% Total: 68.1%</p> <p><b>Year 4:</b> Boys: 68.7% Girls: 90.5% Total: 77.4%</p>		<p><b>Year 1:</b> 34% of children achieved accelerated progress in writing in 2018 at the end of term 2.</p> <p>5% of children achieved accelerated progress in writing in 2018 at the end of term 4.</p> <p>What strategies were effective?</p> <ul style="list-style-type: none"> <li>focused on reading and oral language</li> <li>play based learning - writing about interests/things they made</li> <li>shared writing</li> <li>linked shared reading to writing</li> <li>fine motor skills</li> <li>guided writing groups - needs based</li> <li>different forms of writing</li> <li>handwriting books</li> <li>workshops</li> <li>choice about their own writing</li> <li>writing for different purposes</li> <li>experiences to write about</li> </ul>		<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>focus on fine motor skills</li> <li>shared writing to promote a love of writing</li> <li>build confidence to be able to write</li> <li>knowing when children are ready to assess/write having writing resources available for them to assess</li> <li>giving experiences for children to write about</li> <li>encouraging children to write at home for homelink</li> <li>use children's writing examples on the wall to promote to the whole class and make everyone feel valued</li> <li>teacher writes for the child - models story writing</li> <li>cut up sentences for children to replicate</li> <li>sentence starters for children to copy to help develop confidence</li> <li>phonics programme to promote sound knowledge understanding the needs of your students</li> <li>teachers finding out the strengths</li> <li>knowing ways to motivate reluctant writers</li> <li>Professional development for writing (Murray Gadd)</li> </ul>	



<p>1 level with support from Teacher aide. An understanding of the importance and benefits of the programme explained to the teachers. All year 1 classes participated in PMP 3 days a week.</p> <p>Handwriting - Fine motor skills. Reinforcement of fine motor skills and the importance this plays in relation to handwriting. Resources accessed from SENCo and implemented in a range of classrooms.</p> <p>Year 1 classes created fine motor skills handbook to help develop these.</p> <p>Purchased explore based learning resources aimed at developing oral language at the year 1 level.</p> <p>Purchased resources to replace reading recovery books to ensure they are gender and ethnicity inclusive.</p> <p>Purchased Sheena Cameron writing books for each teacher to help assist the teacher with writing.</p> <p>Novel sets purchased aimed at older children - book clubs created in some classes.</p> <p>Purchased Publishing and Display handbook for learning groups to share to help children to create Team teaching - teach to a range of needs, combination of mixed ability and leveled groups. We used the eastle writing rubric to break down the writing skills and used this to explicitly teach each skill. At the end of each week we used a combination of student and teacher feedback to assess their understanding and their next steps to see if we needed to continue teaching that skill. For instance - making a plan for writing, having an idea etc. We used a range of resources including google doc microphone dictation, cut up sentences, pictures/visual aids. We spent a lot of time learning important words. Target children had personalised goals such as finger spaces, learning important words, sequencing ideas etc. We did 10 minute tales (free writing) each day. We used a range of prompts such as pobble365 and once upon a time.</p>	<p><b>Year 5:</b> Boys: 82.6% Girls: 87.1% Total: 85.2%</p> <p><b>Year 6:</b> Boys: 52.1% Girls: 78.2% Total: 65.2%</p> <p>We also measured those students who had made accelerated progress during the year. In the first semester 105 students made accelerated progress. In the second semester 105 students made accelerated progress.</p>	<p><b>Year 2:</b> 50% total were at or above, we found the boys were not as motivated to write and needed hands on opportunities/tasks to explore before wanting to write.</p> <p><b>What strategies were effective:</b></p> <ul style="list-style-type: none"> <li>Hooking students in with their interests.</li> <li>Students having choice about what to write about and then teaching to skills.</li> <li>Writing places other than books - charts, posters, windows, chalk, device etc.</li> <li>Using other students strengths to help guide other students.</li> <li>Teacher and child led workshops.</li> </ul> <p><b>Year 3:</b> 58.1% total were at or above, we found the boys were not as motivated to write and needed support with learning their important words, handwriting, and using hands on opportunities/tasks/activities to explore before wanting to write.</p> <ul style="list-style-type: none"> <li>What strategies worked:</li> <li>Building their confidence.</li> <li>Science/hands on/social activities/experiences got the children motivated.</li> <li>Lots of repetitive learning of important words.</li> <li>A range of genre.</li> <li>10 minute tales</li> <li>Draw then write</li> <li>Breaking down what writing is (using e-astle writing rubric and explicitly teaching each skill)</li> <li>Teaching what a sentence is.</li> <li>Guided writing (writing with a teacher.)</li> <li>Buddy writing.</li> <li>Using a range of mixed ability and leveled between the two classes - students also can choose WHERE they write as well as what.</li> <li>Using apps such as google talk to aid the writing/recording process.</li> <li>Artifacts/experiences to write about.</li> </ul> <p><b>Year 4:</b></p>	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Develop fine motor skills.</li> <li>Develop a love of literacy, change the mindset of those students who think they can't write.</li> <li>Link writing closely with inquiry/hands on learning to make sure it is meaningful for students.</li> <li>coming up with more hands on/exciting ways to spark students to begin writing tasks.</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Working on the mechanics of writing - spelling, letter formation, fine motor skills, handwriting etc.</li> <li>Develop a range of activities/writing prompts to engage/motivate</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>Using a range of prompts, experiences, artifacts to generate ideas.</li> <li>Weaving reading and inquiry into writing.</li> <li>Purposeful.</li> </ul> <p><b>Year 5 and 6:</b></p> <ul style="list-style-type: none"> <li>Te Whare Rama programme for teachers.</li> <li>Allow for collaboration - allow students to use exemplars and then take workshops for each other/support with teacher.</li> <li>To engage and motivate our writers to WANT to write because they can see the benefits of learning these skills to support their own writing (use authentic contexts)</li> <li>Whole school (teachers, students and parents) understanding of assessment and rubrics.</li> </ul> <p>Teacher/student needs:</p> <ul style="list-style-type: none"> <li>motivate, understanding the needs of our students and finding out the prior knowledge of our students.</li> </ul>
--	--	--	--

		<ul style="list-style-type: none"> <li>• Te whare rama</li> <li>• Writing process Draw, Engage, write, share.</li> <li>• Specifically teaching skills from eAsTTle ideas, structure etc.</li> <li>• Making time to share their writing</li> <li>• Collaborative writing</li> <li>• Daily writing - 10 minute tales</li> <li>• Teaching specific language skills and features through shared reading.</li> <li>• Literacy Shed - prompts to generate ideas.</li> </ul> <p>Year 5 and 6 Year 5 2018 - 85.2% AT OR ABOVE Year 6 2018 -</p>	<ul style="list-style-type: none"> <li>• For us as teachers to find our own strengths and think outside the box as to ways that we can engage ALL learners.</li> </ul>
		<p>Why did you get (or not get) the outcomes you thought you would?</p> <ul style="list-style-type: none"> <li>• There were negative mindsets around writing and in particular boys as they accounted to 47% of below students.</li> <li>• Changing the mindset of parents around what writing looks like and the different parts of writing.</li> <li>• Ensuring the children recognise that they 'write' in so many different ways and times during the day.</li> <li>• The children need to focus on their needs and that way they can look at the 7 parts of writing (eAsTTle)</li> </ul> <p>Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</p> <ul style="list-style-type: none"> <li>• Allowing freedom of choice around what to write about.</li> <li>• Having a purpose for writing and taking away the barriers that often hinder writing e.g. handwriting, spelling, ideas</li> <li>• Share writing and make it authentic - using artefacts which can be objects, pictures and photos.</li> <li>• How can we better engage Children in the process of writing?</li> </ul>	



		<ul style="list-style-type: none"> <li>Planning/drawing their writing before is important. Having the opportunity to share with a buddy.</li> </ul>
<b>Planning for next year:</b> <ul style="list-style-type: none"> <li>Improve outcomes for all students, particularly Māori and Pasifika, and students with special needs</li> <li>Accelerate progress of students performing below expectations.</li> <li>Trends, patterns and gaps identified throughout whole school to inform teaching gaps.</li> <li>Oral language will be a major focus at Year 1 to build strong oral language skills.               <ul style="list-style-type: none"> <li>Students who are below their chronological level in writing will be targeted by class teachers and will have an action plan put in place to accelerate progress towards achieving the expected level by the end of the year.</li> </ul> </li> </ul> <p>Target for 2019 in Oral Language to address the gap in oral literacy at this level to support ongoing learning in literacy in later years.</p> <p>Access Te Whare Rama professional development for Y3 and Y4.</p> <p>Target students in Y3 and Y4.</p> <p>Develop foundation skills to take away the barriers to writing.</p> <p>Investigate ways to engage boys in writing.</p> <p>Modelling examples of good writing and linking with reading.</p> <p>Refer Charter</p>		

## Reading

School Name:	Bayview School	School Number:	1222																																																			
Strategic Aim:	Reading: At Bayview School we aim to: Improve outcomes for all students, prioritising Māori and Pasifika. Accelerate progress of students performing below expectations.																																																					
Annual Aim:	Accelerate progress of all students in reading and writing through raising engagement and motivation of all students.																																																					
Target:	Students who are below their chronological level in reading will be targeted by class teachers and will have an action plan put in place to accelerate progress towards achieving the expected level by the end of the year. Māori students will be priority learners when determining target groups.																																																					
Baseline Data:	<table><tr><th colspan="2" rowspan="2">Reading All students Years 1 – 8 2017</th><th colspan="2">Well Below</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th>Total</th></tr><tr><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th></tr><tr><td rowspan="3">All students</td><td>Male</td><td>5</td><td>3.6%</td><td>33</td><td>19.8%</td><td>58</td><td>34.7%</td><td>70</td><td>41.9%</td><td>167</td></tr><tr><td>Female</td><td>4</td><td>2.3%</td><td>29</td><td>16.6%</td><td>70</td><td>40.0%</td><td>72</td><td>41.1%</td><td>175</td></tr><tr><td>Total</td><td>10</td><td>2.9%</td><td>62</td><td>18.1%</td><td>128</td><td>37.4%</td><td>142</td><td>41.5%</td><td>342</td></tr></table>			Reading All students Years 1 – 8 2017		Well Below		Below		At		Above		Total	No	%	No	%	No	%	No	%	No	All students	Male	5	3.6%	33	19.8%	58	34.7%	70	41.9%	167	Female	4	2.3%	29	16.6%	70	40.0%	72	41.1%	175	Total	10	2.9%	62	18.1%	128	37.4%	142	41.5%	342
Reading All students Years 1 – 8 2017		Well Below				Below		At		Above		Total																																										
		No	%	No	%	No	%	No	%	No																																												
All students	Male	5	3.6%	33	19.8%	58	34.7%	70	41.9%	167																																												
	Female	4	2.3%	29	16.6%	70	40.0%	72	41.1%	175																																												
	Total	10	2.9%	62	18.1%	128	37.4%	142	41.5%	342																																												



	Māori	Male	1	3.2%	9	29.0%	10	32.3%	11	35.5%	31
		Female	1	3.6%	4	14.3%	11	39.3%	12	42.9%	28
		Total	2	3.4%	13	22.0%	21	35.6%	23	39.0%	59
	Pasifika	Male	1	7.7%	3	23.1%	6	46.2%	3	23.1%	13
		Female	1	4.8%	7	33.3%	8	38.1%	5	23.8%	21
		Total	2	5.9%	10	29.4%	14	41.2%	8	23.5%	34
	Asian	Male	2	5.4%	6	16.2%	13	35.1%	16	43.2%	37
		Female	0	0%	2	8.0%	14	56.0%	9	36.0%	25
		Total	2	3.2%	8	12.9%	27	43.5%	25	40.3%	62
	MELAA	Male	1	8.3%	4	33.3%	1	8.3%	6	50.0%	12
		Female	2	16.7%	0	0%	3	25.0%	7	58.3%	12
		Total	3	12.5%	4	16.7%	4	16.7%	13	54.2%	24
	NZ/ European	Male	1	1.4%	11	14.9%	28	37.8%	34	45.9%	74
		Female	0	0%	16	18.0%	34	38.2%	39	43.8%	89
		Total	1	0.6%	27	16.6%	62	38.0%	73	44.8%	163

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Identified high risk target groups of students for extra assistance. Action plans developed for each student.  Target groups reviewed regularly Regular testing for all students as per assessment schedule and extra testing for target childrnr. Entrant assessment and 6 year nets completed regularly and at risk students identified. Regular meetings at Year 1 level held to discuss the trends from these results.	Data was collected for 351 students a cross Y1-Y6. Over all 74% of students were reading at or above their expected level. 84.3% of girls were reading at or above and 64.9% of boys. Across year levels the percentages reading at or above their expected level were: <b>Year 1:</b> Boys: 58.3%	<b>Year 1</b> 28.1% of children in year 1 made accelerated progress in their reading in 2018. (end of term 2)  22% of children in year 1 made accelerated progress in their reading in 2018. (end of term 4)  What strategies were effective? <ul style="list-style-type: none"><li>play based learning - hooking into their interests</li><li>extending oral language through play</li><li>shared reading</li></ul>	<b>Year 1:</b> <ul style="list-style-type: none"><li>Target oral language early - School entry children are being assessed and year 1 teachers to keep this on going</li><li>Shared reading, guided reading to individual needs</li><li>teachers upskilling in oral language to provide effective programme</li><li>teacher modelling</li><li>extending oral language through authentic play based learning</li></ul>



<p>Parents and grandparents regularly in the school to read with a range of students.</p> <p>Staff meeting held by Resource Teacher of Literacy around literacy trends identified from testing.</p> <p>Professional development around how to test and teach phonological awareness.</p> <p>Staff upskilled in play based learning through attending professional development, own research and visiting other schools. All year one teachers implemented aspects into their classroom programme with a focus on oral language and how to extend this in the classes.</p> <p>Perceptual Motor programme implemented at Year 1 level with support from Teacher aide. An understanding of the importance and benefits of the programme explained to the teachers. All year 1 classes participated in PMP 3 days a week.</p> <p>Handwriting - Fine motor skills. Reinroduction of fine motor skills and the importance this plays in relation to handwriting. Resources accessed from SENCo and implemented in a range of classrooms.</p> <p>Year 1 classes created fine motor skills handbook to help develop these.</p> <p>Purchased explore based learning resources aimed at developing oral language at the year 1 level.</p> <p>Purchased resources to replace reading recovery books to ensure they are gender and ethnicity inclusive.</p> <p>Purchased Sheena Cameron writing books for each teacher to help assist the teacher with writing.</p> <p>Novel sets purchased aimed at older children - book clubs created in some classes.</p> <p>Purchased Publishing and Display handbook for learning groups to share to help children to create</p>	<p>Girls: 66.7% Total: 64.4%</p> <p><b>Year 2:</b></p> <p>Boys: 48.5% Girls: 71% Total: 59.4%</p> <p><b>Year 3:</b></p> <p>Boys: 75% Girls: 88.8% Total: 82%</p> <p><b>Year 4:</b></p> <p>Boys: 78.1% Girls: 95.2% Total: 84.9%</p> <p><b>Year 5:</b></p> <p>Boys: 78.3% Girls: 96.8% Total: 88.9%</p> <p><b>Year 6:</b></p> <p>Boys: 87% Girls: 86.9% Total: 86.9%</p> <p>We also measured those students who had made accelerated progress during the year.</p> <p>In the first semester 183 students made accelerated progress.</p> <p>In the second semester 125 students made accelerated progress.</p>	<ul style="list-style-type: none"> <li>guided reading</li> <li>grandparents reading with</li> <li>interest based reading rather than ability groups</li> <li>celebration assembly</li> <li>visible learning characteristics</li> <li>stars and stairs to set goals</li> <li>buddy reading</li> <li>phonics</li> <li>sunshine online</li> <li>sunshine classics</li> <li>Reading to, with and by</li> <li>Poetry</li> </ul> <p><b>Year 2:</b></p> <p>What strategies were effective:</p> <ul style="list-style-type: none"> <li>Interest based shared/guided lessons.</li> <li>Sunshine resources - consistent use at school and home.</li> <li>Buddy reading.</li> <li>Linking literacy to inquiry/science.</li> <li>Grandparents and parents reading one on one with students.</li> <li>Precision teaching for identifying alphabet/words.</li> <li>Reading to (chapter books)</li> </ul> <p>What strategies were not effective and why:</p> <ul style="list-style-type: none"> <li>Buddy reading is only beneficial if it is set up correctly and children understand the importance of reading to and listening to their peers.</li> </ul> <p><b>Year 3:</b></p> <p>59 of our target children were at or above, 13 below the expected level.</p> <p>What strategies worked:</p> <ul style="list-style-type: none"> <li>Explicitly teaching each of the skills and strategies</li> <li>Comprehension - teaching explicitly such as asking questions.</li> <li>Buddy Reading</li> <li>Sunshine online and sunshine classics</li> <li>Focus on vocabulary, word work, decoding, reading to punctuation.</li> <li>Analysed the data and taught to gaps.</li> <li>Stars and stairs from their testing so that they knew exactly what their next steps were.</li> <li>Specific reading boxes - students choose their own books out of the resource room.</li> <li>Celebrated progress.</li> <li>Whole class reading - modelling.</li> <li>Grandma reading</li> </ul>	<ul style="list-style-type: none"> <li>knowing target children early (Term 1)</li> <li>sunshine online/classics</li> <li>set up ILE for year 1</li> <li>Jo Williams - set up ILE and oral language ideas</li> <li>Kahui Ako - big focus on oral language, set up assessment for COL</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Interest based shared and guided reading.</li> <li>Linking reading to inquiry/science etc.</li> <li>Sunshine resources.</li> <li>Authentic/real life</li> <li>Use Seesaw to keep parents up to date with assessments and what they can do to help at home.</li> <li>Literacy evening to motivate and promote literacy.</li> <li>More testing kits.</li> <li>Explicitly teach the skills and strategies of buddy reading to our students.</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Guided reading groups targeting specific skills/strategies and using both fiction and non-fiction.</li> <li>SRA comprehension</li> <li>phonics to help decoding</li> <li>Having deep discussions about the text</li> <li>Continue "Granny reading"/buddy reading with another class.</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>Teaching reading skills and strategies through a variety of genre e.g. poems, shared reading, guided reading, integrated with inquiry, reading to...</li> </ul> <p><b>Year 5 and 6</b></p> <ul style="list-style-type: none"> <li>Encourage more frequent use of Sunshine Classics and Sunshine Books.</li> <li>Continue to utilise journals for learning of inquiry.</li> <li>Continue to teach the skills of reading in context so students can identify their usefulness.</li> <li>Use the library more effectively.</li> </ul>
--	--	---	--

		<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Buddy reading encouraged reading fluency and comprehension.</li> <li>• Guided reading based on personal interests for reading engagement.</li> <li>• Focussing on language features, reading skills and strategies during guided/shared reading.</li> <li>• Skills taught were based on needs identified through assessments.</li> <li>• Reading expectation for homelink.</li> <li>• Target group worked alongside teacher aide-focus on comp strategies and skills.</li> </ul> <p><b>Year 5</b> 2017 - 79.7% AT OR ABOVE 2018 - 88.9% AT OR ABOVE</p> <p><b>Year 6</b> 2018 - 87% AT OR ABOVE - Why did you get (or not get) the outcomes you thought you would?</p> <ul style="list-style-type: none"> <li>• Given the opportunity to practice their goals individually.</li> <li>• Increasing their love and enjoyment of reading and becoming motivated to read.</li> <li>• Through sharing their assessment and goals with parents, parents gained a greater understanding of how to help their children and have learning conversations at home.</li> <li>• Purposeful reading based around students inquiries.</li> <li>• Learning the skills that were required in order to understand.</li> <li>• Comprehension and questioning.</li> <li>• Reading throughout a range of learning - poetry, shared reading, guided reading and independent reading.</li> <li>• Modelling the love of reading and reading to the students every day.</li> <li>• Children attending lessons on STEPS in groups. These children were identified at the beginning of the year based on their reading levels and needs.</li> </ul> <p>- Which strategies worked well and had a significant impact on your progress in achieving</p>
--	--	--

		<p>your target? Why do you think this was the case?</p> <ul style="list-style-type: none"> <li>• Students have ownership of what they were reading.</li> <li>• Children understood the process of the reading assessment and how it focuses on the different areas of reading.</li> <li>• Creating an environment where reading is celebrated. Novel sets were purchased based on interests and a Book Club was set up to read these books.</li> <li>• See reading as a skill needed for learning. Using docs, websites, as well as books.</li> <li>• Understanding of PROBE assessment. <ul style="list-style-type: none"> <li>- Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case?</li> </ul> </li> <li>• Reading groups.</li> <li>• Having mixed ability/interest groups so the children can support each other.</li> </ul>
--	--	---

Planning for next year:

- *Improve outcomes for all students, particularly Māori and Pasifika, and students with special needs*
- *Accelerate progress of students performing below expectations.*
- Trends, patterns and gaps identified throughout whole school to inform teaching gaps.

- Students who are below their chronological level in reading will be targeted by class teachers and will have an action plan put in place to accelerate progress towards achieving the expected level by the end of the year.
- Māori students will be priority learners when determining target groups.

Target for 2019 in Oral Language to address the gap in oral literacy at this level to support ongoing learning in literacy in later years.

See Charter



# KiwiSport

## Summary Report for Bayview Primary School 2018

Date	Sport	Time/ hours	No. of Students	Description	Opportunity taken up by
Term 1	Ice Skating	3 days	Whole school	Ice Skating session to teach the basics of ice skating, balance and to introduce this sport	Years 1-6 students and the community
Term 2	Rippa Rugby	1 day	81 students	Buses to and from Kaipatiki Reserve for all three days	Years 3, 4, 5 and 6 students
Term 3	Rippa Rugby	2 days			
	Cross Country	1	36 students	Bus to and from Kaipatiki Reserve for the day	Years 4, 5 and 6 students
Term 4	Karate	3 days	Whole school (spread across the 3 days)	Taught the basics of self-defense and Karate for beginners	Year 1-6
	Gymnastics	2 days	1 team	Practise (equipment/routines) and transport	Year 2 and 3 students
	Athletics	1 day	60 students	Buses to and from Takapuna Athletics Club and venue hire	Years 4, 5, and 6 students
Term 1 (2019)	Camp	3 days	102	Subsidized students to participate in camp who otherwise who have not been able to due to financial barriers	Year 5 and 6 students

## Budget Tracking for Kiwisport 2018

Budget (ex GST): \$5,600.00

### Expenditure:

Date	Expenditure	Amount
13.9.18	Buses to Rippa Rugby August	556.52
18.10.18	Bus to Rippa Rugby Sept	278.26
18.10.18	Bus to Cross Country Sept	139.13
31.12.18	Transfer camp expenses	4626.09
TOTAL EXPENDITURE:		\$5600.00