

ARIA SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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ARIA SCHOOL

Financial Statements - For the year ended 31 December 2017

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Aria School

Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Catherine Louise Terry

Full Name of Board Chairperson



Signature of Board Chairperson

11-5-18

Date:

Pamela Jean Voyce

Full Name of Principal



Signature of Principal

10-05-2018

Date:

Aria School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	508,710	481,081	459,502
Locally Raised Funds	3	53,831	42,200	51,810
Interest Earned		793	-	987
		<hr/>	<hr/>	<hr/>
		563,334	523,281	512,299
Expenses				
Locally Raised Funds	3	22,692	9,500	30,419
Learning Resources	4	337,261	311,426	295,742
Administration	5	55,828	51,300	49,046
Finance Costs		405	-	216
Property	6	126,027	136,505	123,544
Depreciation	7	25,832	8,000	11,444
Transport		9,114	12,000	3,357
		<hr/>	<hr/>	<hr/>
		577,159	528,731	513,768
Net Surplus / (Deficit)				
		(13,825)	(5,450)	(1,469)
Other Comprehensive Revenue and Expenses		187	-	(34)
Total Comprehensive Revenue and Expense for the Year				
		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(13,638)	(5,450)	(1,503)

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



Aria School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>193,104</u>	<u>193,104</u>	<u>193,603</u>
Total comprehensive revenue and expense for the year	(13,638)	(5,450)	(1,503)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	1,273	-	-
WESCT Capital Distribution	-	-	1,004
Equity at 31 December	<u>180,739</u>	<u>187,654</u>	<u>193,104</u>
Retained Earnings	180,739	187,654	193,104
Equity at 31 December	<u>180,739</u>	<u>187,654</u>	<u>193,104</u>

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



Aria School
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	21,736	21,146	30,984
Accounts Receivable	9	19,099	25,832	13,798
GST Receivable		2,794	548	3,342
Prepayments		523	-	-
Inventories	10	1,288	1,775	1,992
Investments	11	23,708	20,799	21,471
		<u>69,148</u>	<u>70,100</u>	<u>71,587</u>
Current Liabilities				
Accounts Payable	13	36,231	38,185	35,413
Revenue Received in Advance	14	758	-	1,985
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability - Current Portion	16	1,953	-	1,778
		<u>38,942</u>	<u>38,185</u>	<u>39,176</u>
Working Capital Surplus/(Deficit)		30,206	31,915	32,411
Non-current Assets				
Investments (more than 12 months)	11	1,683	1,530	1,496
Property, Plant and Equipment	12	161,931	166,100	181,045
		<u>163,614</u>	<u>167,630</u>	<u>182,541</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	11,891	11,891	18,705
Finance Lease Liability	16	1,190	-	3,143
		<u>13,081</u>	<u>11,891</u>	<u>21,848</u>
Net Assets		<u><u>180,739</u></u>	<u><u>187,654</u></u>	<u><u>193,104</u></u>
Equity		<u><u>180,739</u></u>	<u><u>187,654</u></u>	<u><u>193,104</u></u>

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



Aria School
Statement of Cash Flows
For the year ended 31 December 2017

	2017	2017 Budget	2016
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	126,352	120,000	130,183
Locally Raised Funds	54,922	35,700	53,442
Goods and Services Tax (net)	548	-	(2,913)
Payments to Employees	(75,840)	(63,000)	(67,261)
Payments to Suppliers	(106,792)	(93,438)	(95,943)
Interest Paid	(405)	-	-
Interest Received	971	-	985
Net cash from / (to) the Operating Activities	<u>(244)</u>	<u>(738)</u>	<u>18,493</u>
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(9,608)	(9,100)	(21,981)
Purchase of Investments	-	-	(672)
Net cash from / (to) the Investing Activities	<u>(9,608)</u>	<u>(9,100)</u>	<u>(22,653)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	1,273	-	-
Finance Lease Payments	(669)	-	-
Funds Administered on Behalf of Third Parties	-	-	(12,276)
Net cash from Financing Activities	<u>604</u>	<u>-</u>	<u>(12,276)</u>
Net increase/(decrease) in cash and cash equivalents	<u>(9,248)</u>	<u>(9,838)</u>	<u>(16,436)</u>
Cash and cash equivalents at the beginning of the year	8 30,984	30,984	47,420
Cash and cash equivalents at the end of the year	8 <u>21,736</u>	<u>21,146</u>	<u>30,984</u>

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

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



Aria School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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.

c) Revenue Recognition

Government Grants

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

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

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

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.

d) Use of Land and Buildings Expense

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



e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) 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.

j) 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.

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 section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.



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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Buildings	20 years
Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication	4-5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.



n) 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.

o) 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.

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

p) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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).

t) 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, borrowings, 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.

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	120,413	120,000	122,869
Teachers' salaries grants	284,223	264,926	247,240
Use of Land and Buildings grants	96,155	96,155	81,460
Other MoE Grants	7,919	-	7,933
	<u>508,710</u>	<u>481,081</u>	<u>459,502</u>

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	32,919	32,000	33,942
Trading	3,726	4,000	14,501
Activities	11,986	-	3,367
School House	5,200	6,200	-
	<u>53,831</u>	<u>42,200</u>	<u>51,810</u>
Expenses			
Activities	14,792	6,500	11,814
Trading	4,569	3,000	18,335
Fundraising (costs of raising funds)	57	-	270
School House	3,274	-	-
	<u>22,692</u>	<u>9,500</u>	<u>30,419</u>
<i>Surplus for the year Locally raised funds</i>	<u>31,139</u>	<u>32,700</u>	<u>21,391</u>

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	10,421	12,700	9,809
Extra-curricular activities	-	-	2,129
Library resources	249	-	124
Employee benefits - salaries	321,239	291,926	278,325
Staff development	3,729	4,800	2,964
Ict	1,623	2,000	2,391
	<u>337,261</u>	<u>311,426</u>	<u>295,742</u>



5. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	3,480	3,500	3,428
Board of Trustees Fees	3,790	5,000	3,660
Board of Trustees Expenses	537	300	1,680
Communication	2,676	3,000	1,815
Consumables	5,372	4,300	6,091
Operating Lease	2,552	2,900	2,848
Other	3,886	4,900	-
Employee Benefits - Salaries	27,934	23,000	27,381
Insurance	466	650	493
Service Providers, Contractors and Consultancy	5,135	3,750	1,650
	<u>55,828</u>	<u>51,300</u>	<u>49,046</u>

6. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	3,168	3,700	6,005
Cyclical Maintenance Expense	(6,814)	1,500	4,530
Grounds	7,350	4,950	6,507
Heat, Light and Water	8,140	8,500	8,986
Rates	204	200	-
Repairs and Maintenance	5,542	8,500	2,486
Use of Land and Buildings	96,155	96,155	81,460
Employee Benefits - Salaries	12,282	13,000	13,570
	<u>126,027</u>	<u>136,505</u>	<u>123,544</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation of Property, Plant and Equipment

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Buildings	4,353	-	-
Building Improvements	5,583	425	608
Furniture and Equipment	4,902	3,006	4,300
Information and Communication Technology	4,704	2,928	4,189
Leased Assets	1,879	647	925
Library Resources	4,411	994	1,422
	<u>25,832</u>	<u>8,000</u>	<u>11,444</u>



8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Westpac Main Account	13,693	21,146	20,966
Westpac Savings	8,043	-	10,018
Cash equivalents and bank overdraft for Cash Flow Statement	<u>21,736</u>	<u>21,146</u>	<u>30,984</u>

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

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	353
Interest Receivable	112	101	103
Teacher Salaries Grant Receivable	18,987	25,731	13,342
	<u>19,099</u>	<u>25,832</u>	<u>13,798</u>
Receivables from Exchange Transactions	112	101	456
Receivables from Non-Exchange Transactions	18,987	25,731	13,342
	<u>19,099</u>	<u>25,832</u>	<u>13,798</u>

10. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	598	967	1,225
Uniforms	438	647	507
Canteen	252	161	260
	<u>1,288</u>	<u>1,775</u>	<u>1,992</u>

11. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	23,708	20,799	21,471
Non-current Asset			
King Country Energy Shares	1,683	1,530	1,496



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	69,150	-	-	-	(4,353)	64,797
Building Improvements	58,019	2,673	-	-	(5,583)	55,110
Furniture and Equipment	24,924	3,117	-	-	(4,902)	23,138
Information and Communication Tech	13,103	-	-	-	(4,704)	8,399
Leased Assets	4,718	-	-	-	(1,879)	2,839
Library Resources	11,131	928	-	-	(4,411)	7,648
Balance at 31 December 2017	181,045	6,718	-	-	(25,832)	161,931

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	87,058	(22,261)	64,797
Building Improvements	112,929	(57,819)	55,110
Furniture and Equipment	135,497	(112,359)	23,138
Information and Communication	32,572	(24,173)	8,399
Leased Assets	5,643	(2,804)	2,839
Library Resources	35,305	(27,657)	7,648
Balance at 31 December 2017	409,004	(247,073)	161,931

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	69,150	-	-	-	-	69,150
Building Improvements	58,627	-	-	-	(608)	58,019
Furniture and Equipment	16,423	12,801	-	-	(4,300)	24,924
Information and Communication Tech	10,454	6,839	-	-	(4,189)	13,103
Leased Assets	-	5,643	-	-	(925)	4,718
Library Resources	10,210	2,344	-	-	(1,422)	11,131
Balance at 31 December 2016	164,864	27,627	-	-	(11,444)	181,045

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	87,058	(17,908)	69,150
Building Improvements	110,256	(52,237)	58,019
Furniture and Equipment	133,748	(108,824)	24,924
Information and Communication	32,572	(19,469)	13,103
Leased Assets	5,643	(925)	4,718
Library Resources	34,377	(23,246)	11,131
Balance at 31 December 2016	403,654	(222,609)	181,045



13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	6,733	10,422	22,071
Accruals	3,480	-	-
Capital accruals for PPE items	2,454	-	-
Employee Entitlements - salaries	18,987	27,763	13,342
Employee Entitlements - leave accrual	4,577	-	-
	<u>36,231</u>	<u>38,185</u>	<u>35,413</u>
Payables for Exchange Transactions	36,231	38,185	35,413
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>36,231</u>	<u>38,185</u>	<u>35,413</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income in Advance	50	-	1,985
Other	708	-	-
	<u>758</u>	<u>-</u>	<u>1,985</u>

15. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	18,705	10,391	18,705
Increase/(decrease) to the Provision During the Year	(6,814)	1,500	-
Provision at the End of the Year	<u>11,891</u>	<u>11,891</u>	<u>18,705</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	11,891	11,891	18,705
	<u>11,891</u>	<u>11,891</u>	<u>18,705</u>

16. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	1,953	-	1,778
Later than One Year and no Later than Five Years	1,190	-	3,143
	<u>3,143</u>	<u>-</u>	<u>4,921</u>



17. 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.

Marie Te Huia-Warren, a staff member of the Board of Trustees, rented the school house during 2017 for \$100 per week.

18. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,790	3,660
Full-time equivalent members	0.29	0.01
<i>Leadership Team</i>		
Remuneration	110,047	105,695
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	113,837	109,355
Total full-time equivalent personnel	1.29	1.01

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100-110
Benefits and Other Emoluments	2 - 3	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	-	-
	0.00	0.00

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



19. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	2,935	2,935
Later than One Year and No Later than Five Years	1,467	4,402
Later than Five Years	-	-
	<u>4,402</u>	<u>7,337</u>

22. 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.



23. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	21,736	21,146	30,984
Receivables	19,099	25,832	13,798
Investments - Term Deposits and Shares	25,391	22,329	22,967
Total Loans and Receivables	<u>66,226</u>	<u>69,307</u>	<u>67,749</u>

Financial liabilities measured at amortised cost

Payables	36,231	38,185	35,413
Borrowings - Loans	-	-	-
Finance Leases	3,143	-	4,921
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>39,374</u>	<u>38,185</u>	<u>40,334</u>

24. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Aria School (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz Limited, to carry out the audit of the financial statements of the School on his behalf.

We have audited the financial statements of the School on pages 2 to 19 that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue & expense, statement of changes in net assets/equity, and statement of cashflows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; and
 - financial performance and cashflows 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 12th May 2018. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees 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 Analysis of Variance Report, Kiwisport Note, and Trustee list, but does not include the financial statements, and our auditor's report thereon.

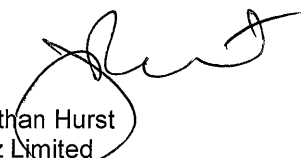
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Jonathan Hurst
Finnz Limited
On behalf of the Auditor-General
Te Awamutu, New Zealand

For the year 1 January to 31 December 2017

School Name: Aria Primary School

BOT MEMBERS:

NAME	POSITION HELD	HOW POSITION ON THE BOARD WAS GAINED Elected/Co-opted	TERM EXPIRES
Catherine Terry	Chairperson	Elected	May 2019
Keri Alcock	Parent Rep	Elected	May 2019
Bevan Brown	Parent Rep	Elected	May 2019
Mandi Butler	Parent Rep	Elected	May 2019
Dani Darke	Parent Rep	Co-opted	May 2020
Natasha Richardson-Douch	Parent Rep	Co-opted	May 2020
Gerald Wiseman	Parent Rep	Elected	May 2019
Marie Te Huia-Warren	Staff Rep	Elected	May 2019
Pam Voyce	Principal		
Nicola Alcock	Minute Secretary		

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$672.76 (excluding GST). The funding was on winter sports coaching sessions and equipment (netball, football, hockey, All 100% of the Aria School students participated in sports coaching. Around 80% of students completed in at least one winter sporting competition.



MINISTRY OF EDUCATION

Analysis of variance reporting



School name: Aria Primary	School number: 1687
Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.	
Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of The National Standard for Reading . To increase the number of students achieving at or above the National Standard for Reading to 85% across the school.	
Achievement Target 2: - All 8 students who were below the standard at the end of 2016 will make more than one year's progress in relation to the Reading standard by the end of 2017. - To improve oral language across the school. - To improve the understanding and use of vocabulary across the school. - To increase the teachers' knowledge and skills for teaching Reading.	
Baseline Data: - Analysis of school wide reading data in November confirmed a growing concern at the decreasing vocabulary knowledge across the school. The weakness is linked to the declining levels of good oral language across the school. - No particular year group stood out as a target group. A group of 8 students across all year groups has been selected as our target group. Composition 2 Maori, 3 NZ European, 3 Sri Lankan / 3 male, 5 female / 1 x year 2, 2 x year 3, 2 x year 4, 1 x year 5 and 2 x year 6.	
Analysis of the data indicates: <ul style="list-style-type: none"> • Overall achievement levels dropped from 87.5% (41) at or above in 2016 to 77.3% (34) at or above in 2017. • Boys' achievement levels dropped from 85.2% (23) at or above in 2016 to 71.4% (15) in 2017. • Girls' achievement levels improved from 72% (18) at or above in 2016 to 82.6% (19) in 2017. • Priority students are not making the accelerated progress that they need to. Success of Intervention Programmes need to be monitored more closely. • Our students are not reading at home. More fluency practice at school is required and home support must be encouraged more strongly. • Our Buddy Reading Programmes need to continue in 2018. 	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reviewed all existing documentation.</p> <p>Assessed regularly during year using Running Records, STAR, AsTTle / Exemplars, OTJs etc.</p> <p>Set and regularly monitored goals for all students, especially Priority Students.</p> <p>On-going Professional Development for all staff as available. All attended various dyslexia based sessions with Learning Matters Te Awamutu.</p> <p>Focused staff meeting sessions – 2 / term.</p> <p>Teacher Aide driven Buddy Reading programme developed.</p> <p>Parent Education to encourage regular reading at home involving one-to-one contact with parents of priority students.</p> <p>Collated data and decided on 2018 development.</p>	<p>Used "Oral Language Book" as a teaching reference.</p> <p>Shared and evaluated reading successes regularly during staff meetings.</p> <p>Teachers' knowledge and skills for teaching reading improved.</p> <p>Teacher Aide driven Buddy Reading programme successful. Many students including all priority students read at least 2 x day with a senior student.</p> <p>2 out of the 8 target students reached the National Standard by the end of 2017. 3 remained just below and 3 ESOL students left the school.</p> <p>Across the school achievement dropped from 87.5% (41) at or above standard to 77.3% (34) at end of 2017.</p>	<p>2 home schooled students enrolled mid-year, both 3 years behind the appropriate level.</p> <p>2 ex-kura students enrolled mid-year. Both had been in total Te Reo immersion classes.</p> <p>2 New Entrants enrolled in term 2 with significant language deficits.</p> <p>All teachers embraced the reading focus and worked hard to improve their skills in teaching reading.</p> <p>Reading was more of a focus than in past years.</p> <p>More regular discussion / reflection / teacher inquiry at staff meetings proved beneficial.</p>	<p>Student goals need to be more specific and clearly understood. Priority students' progress needs to be measured at least each term to ensure that programmes are successful and progress is being accelerated at appropriate rate to meet EOY goals.</p> <p>Discuss Priority Students' progress at each staff meeting.</p> <p>Continue with regular PD at staff meetings developing self-reflection.</p> <p>Continue Buddy Reading daily.</p> <p>Introduce Decodable Readers as prescribed by Learning Matters.</p> <p>Continue Learning Matters PD and extend understanding of needs of dyslexic learners.</p> <p>Targeted reading groups with Teacher Aide – refer Intervention programmes 2018.</p> <p>Develop use of <i>The Oral Language Book</i> as reference (Sheena Cameron/Louise Dempsey).</p> <p>Introduce PaCT Writing Framework to assist with moderation.</p>
<p>Planning for 2018:</p> <p>Timetabling Intervention groups at 2018 planning day. Use added Teacher Aide hours effectively (see T/Aide Intervention Programme)</p> <p>Review the Literacy Programme (Reading) – what does reading look like at our school?</p> <p>Set goals for learning (next steps) for Priority students not achieving at standard (EOY 2017 data). Goal review dates set at least once/term.</p> <p>Continue to explore ways of developing vocabulary (Learning Matters PD).</p>			

Analysis of variance reporting



<p>School name: Aria Primary</p>	<p>School number: 1687</p>
<p>Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.</p>	
<p>Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of The National Standard for Writing. To increase the number of students achieving at or above the National Standard for Writing to 85% across the school.</p>	
<p>Achievement Target 1:</p> <ul style="list-style-type: none"> - All 9 students who were below the standard at the end of 2016 will make more than one year's progress in relation to the Writing standard by the end of 2017. - To improve the standards (content) of Writing (including the surface features of spelling and punctuation) and proofreading. - To focus on improving spelling and building usable vocabulary. - To increase the teachers' knowledge and skills for teaching Writing. 	
<p>Baseline Data:</p> <ul style="list-style-type: none"> - Analysis of school wide writing data in November identified ongoing concerns in spelling, and vocabulary development. - No particular year group stood out as a target group. A group of 9 students across all year groups has been selected as our target group. Composition 5 Maori, 1 NZ European, 3 Sri Lankan / 5 male, 4 female / 4 x year 2, 2 x year 3, and 3 x year 6. 	
<p>Analysis of the data indicates:</p> <ul style="list-style-type: none"> • Overall achievement levels dropped from 75% ((39) at or above in 2016 to 70.5% (31) at or above in 2017. • Boys' achievement levels dropped from 74% (20) at or above in 2016 to 57.1% (12) in 2017. • Girls' achievement levels improved from 76% (19) at or above in 2016 to 82.6% (19) in 2017. • Writing intervention programmes are not targeting the specific needs of our low achieving students. • Our students are not reluctant writers they lack the skills required to be good writers, specifically vocab, spelling, proofreading, and editing. • Our Spelling Programme continues to be focused on 2018. 	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reviewed all existing documentation.</p> <p>Assessed whole school twice during year using AsTTle / Exemplar, OTJs.</p> <p>Set and monitored target group regularly.</p> <p>On-going Professional Development for all staff.</p> <p>Focused staff meeting sessions – 2 / term.</p> <p>Writing groups (ability and specific needs based) continued in class..</p> <p>Students were more involved in their own goal setting using the “Child speak Writing Progressions”.</p> <p>Teacher Aide driven weekly spelling programme developed.</p> <p>Collated data and decided on 2018 development.</p>	<p>Used “The Writing Book” and “Oral Language Book “as our teaching references.</p> <p>Shared and evaluated writing successes regularly during staff meetings e.g. lesson plans – why did they work?</p> <p>Teachers’ knowledge and skills for teaching writing improved.</p> <p>Teacher Aide driven spelling programme moderately successful – poor participation i.e. books left at home, no home buy in. No noticeable improvement.</p> <p>2 out of the 9 target students reached the National Standard by the end of 2017. 2 out of 9 remained well below, 2 remained just below and 3 ESOL students left the school.</p> <p>Across the school achievement dropped from 75% (39) at or above standard to 70.5% (31) at end of 2017.</p>	<p>2 home schooled students enrolled mid-year, both 3 years behind the appropriate level.</p> <p>2 ex-kura students enrolled mid-year. Both had been in total Te Reo immersion classes.</p> <p>2 New Entrants enrolled in term 2 with significant language deficits.</p> <p>All teachers embraced the writing focus and worked hard to improve their skills in teaching writing.</p> <p>Some students identified own goals and focused on these more clearly than in the past.</p> <p>Writing was more of a focus than in past years.</p> <p>More regular discussion / reflection / teacher inquiry at staff meetings proved beneficial.</p>	<p>Student goals need to be more specific and clearly understood. Priority students’ progress needs to be measured at least each term to ensure that programmes are successful and progress is being accelerated at appropriate rate to meet EOY goals.</p> <p>Discuss Priority Students’ progress at each staff meeting.</p> <p>Students need to have a checklist of relevant writing progressions (in child speak) so that they can check their own progress and use them well.</p> <p>Continue with regular PD at staff meetings developing self-reflection.</p> <p>Continue Buddy Spelling daily before school.</p> <p>Targeted writing groups with Teacher Aide – 3 students/group, focusing on yesterday’s writing – accurate proof-reading, editing and vocab development focus to continue.</p> <p>Develop use of <i>The Oral Language Book</i> as reference (Sheena Cameron/Louise Dempsey).</p> <p>Introduce PaCT Writing Framework to assist with moderation.</p>
<p>Planning for 2018:</p> <p>Timetabling writing groups at 2018 planning day. Select term 1 students in advance. Use added Teacher Aide hours effectively (see T/Aide Intervention Programme)</p> <p>Discuss the <i>Writing Progressions</i> checklists in child speak – so that staff understand them and can clearly explain them to students.</p> <p>Review the <i>Literacy Programme (Writing)</i> – what does writing look like at our school?</p> <p>Set goals for learning (next steps) for Priority students not achieving at standard (EOY 2017 data).</p> <p>Continue to explore ways of improving spelling programmes and developing vocabulary (Learning Matters PD).</p>			