

# **Dairy Flat School**

## **Financial Statements for the year ended 31 December 2017**

<b>School Address:</b>	1220 Dairy Flat Highway, RD4, Albany 0794
<b>School Postal Address:</b>	1220 Dairy Flat Highway, RD4, Albany 0794
<b>School Phone:</b>	09 415 9071
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<b>Ministry Number:</b>	1258

# **Dairy Flat School**

## **Financial Statements**

For the year ended 31 December 2017

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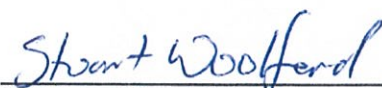
**Dairy Flat School**  
**Statement of Responsibility**  
For the year ended 31 December 2017

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.




Full Name of Board Chairperson



Full Name of Principal



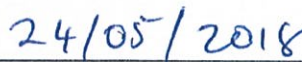
Signature of Board Chairperson



Signature of Principal



Date:



Date:

**Dairy Flat School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,830,050	1,471,640	1,779,278
Local Raised Funds	3	187,179	122,500	228,826
Interest Earned		3,445	4,000	4,581
Gain on Sale of Property, Plant and Equipment		691	-	-
International Students	4	11,406	-	15,787
		<u>2,032,771</u>	<u>1,598,140</u>	<u>2,028,472</u>
<b>Expenses</b>				
Local Raised Funds	3	69,852	-	73,044
International Students	4	602	-	9,226
Learning Resources	5	1,396,817	1,085,493	1,441,028
Administration	6	125,450	96,320	116,029
Finance Costs		6,321	-	1,854
Property	7	349,422	351,684	329,412
Depreciation	8	101,364	80,000	79,937
Loss on Disposal of Property, Plant and Equipment		-	-	203
		<u>2,049,828</u>	<u>1,613,497</u>	<u>2,050,733</u>
<b>Net (Deficit)</b>		<u>(17,057)</u>	<u>(15,357)</u>	<u>(22,261)</u>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>(17,057)</u></u>	<u><u>(15,357)</u></u>	<u><u>(22,261)</u></u>

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

## Dairy Flat School

### Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Balance at 1 January</b>	<b>676,526</b>	<b>676,526</b>	<b>650,297</b>
Total comprehensive revenue and expense for the year	(17,057)	(15,357)	(22,261)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	9,750	-	48,490
<b>Equity at 31 December</b>	<b>669,219</b>	<b>661,169</b>	<b>676,526</b>
 Retained Earnings	 669,219	 661,169	 676,526
<b>Equity at 31 December</b>	<b>669,219</b>	<b>661,169</b>	<b>676,526</b>

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

# Dairy Flat School

## Statement of Financial Position

As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	57,710	31,470	104,833
Accounts Receivable	10	77,340	82,400	76,010
GST Receivable		14,455	5,000	11,648
Prepayments		10,212	5,000	38,475
Inventories	11	598	-	-
Investments	12	-	40,000	66,803
		<hr/> 160,315	<hr/> 163,870	<hr/> 297,769
<b>Current Liabilities</b>				
Accounts Payable	14	95,515	151,000	142,964
Revenue Received in Advance	15	29,659	5,000	25,457
Provision for Cyclical Maintenance	16	34,100	32,332	24,100
Finance Lease Liability - Current Portion	17	22,200	8,133	8,133
Funds Held for Capital Works Projects	18	771	-	-
		<hr/> 182,245	<hr/> 196,465	<hr/> 200,654
<b>Working Capital Surplus/(Deficit)</b>		(21,930)	(32,595)	97,115
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	748,824	715,403	611,403
		<hr/> 748,824	<hr/> 715,403	<hr/> 611,403
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	13,379	13,380	15,600
Finance Lease Liability	17	44,296	8,259	16,392
		<hr/> 57,675	<hr/> 21,639	<hr/> 31,992
<b>Net Assets</b>		<hr/> <hr/> 669,219	<hr/> <hr/> 661,169	<hr/> <hr/> 676,526
<b>Equity</b>		<hr/> <hr/> 669,219	<hr/> <hr/> 661,169	<hr/> <hr/> 676,526

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

## Dairy Flat School

### Statement of Cash Flows

For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		394,104	378,636	399,158
Locally Raised Funds		190,519	127,500	247,487
International Students		12,272	-	15,787
Goods and Services Tax (net)		(2,807)	(2,000)	(8,665)
Payments to Employees		(262,838)	(220,098)	(233,144)
Payments to Suppliers		(251,958)	(196,083)	(363,724)
Interest Paid		(6,321)	-	(1,854)
Interest Received		3,690	4,200	4,864
Net cash from / (to) the Operating Activities		76,661	92,155	59,909
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		846	-	-
Purchase of PPE (and Intangibles)		(181,644)	(168,520)	(101,305)
Proceeds/(Purchase) of Investments		66,803	12,500	(14,315)
Net cash from / (to) the Investing Activities		(113,995)	(156,020)	(115,620)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		9,750	-	48,490
Finance Lease Payments		(20,310)	4,594	(4,176)
Funds Administered on Behalf of Third Parties		-	-	(15,543)
Funds Held for Capital Works Projects		771	-	-
Net cash from / (to) Financing Activities		(9,789)	4,594	28,771
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(47,123)</b>	<b>(59,271)</b>	<b>(26,940)</b>
Cash and cash equivalents at the beginning of the year	9	104,833	90,741	131,773
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>57,710</b>	<b>31,470</b>	<b>104,833</b>

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.

## Dairy Flat School

# Notes to the Financial Statements

For the year ended 31 December 2017

## 1. Statement of Accounting Policies

### Reporting Entity

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

### Basis of Preparation

#### Reporting Period

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

#### Basis of Preparation

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

#### Financial Reporting Standards Applied

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

#### PBE Accounting Standards Reduced Disclosure Regime

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

#### Measurement Base

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

#### Presentation Currency

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

#### Specific Accounting Policies

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

#### Critical Accounting Estimates And Assumptions

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

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

#### Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.



## Dairy Flat School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

### Cash and Cash Equivalents

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

### Accounts Receivable

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

### Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

The School has met the requirements under section 28 of schedule 6 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

### **Leased Assets**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings - School	3-50 years
Furniture and equipment	3-15 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

### **Impairment of property, plant, and equipment and intangible assets**

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

### **Non cash generating assets**

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

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

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

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

### **Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

### **Employee Entitlements**

#### **Short-term employee entitlements**

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

## Dairy Flat School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

### *Long-term employee entitlements*

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

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

### **Revenue Received in Advance**

Revenue received in advance relates to fees received from international 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 the above revenue received in advance, should the School be unable to provide the services to which they relate.

### **Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

### **Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### **Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **Budget Figures**

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

### **Services received in-kind**

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

## 2 Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	378,918	321,136	350,596
Teachers' salaries grants	1,170,005	850,000	1,171,672
Use of Land and Buildings grants	221,915	243,004	195,036
Other MoE Grants	58,158	57,500	60,207
Other government grants	1,054	-	1,767
	<u>1,830,050</u>	<u>1,471,640</u>	<u>1,779,278</u>

## 3 Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>			
Donations	89,172	100,500	130,259
Fundraising	1,582	-	14,167
Other revenue	-	-	434
Trading	1,172	-	972
Activities	95,253	22,000	82,994
	<u>187,179</u>	<u>122,500</u>	<u>228,826</u>
<b>Expenses</b>			
Activities	69,022	-	66,252
Trading	830	-	1,237
Fundraising (costs of raising funds)	-	-	5,555
	<u>69,852</u>	<u>-</u>	<u>73,044</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>117,327</u>	<u>122,500</u>	<u>155,782</u>

## 4 International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	4	0	2
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>			
International student fees	11,406	-	15,787
<b>Expenses</b>			
Other Expenses	602	-	9,226
	<u>602</u>	<u>-</u>	<u>9,226</u>
<i>Surplus for the year International Students'</i>	<u>10,804</u>	<u>-</u>	<u>6,561</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

### 5 Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	51,109	43,095	50,203
Information and communication technology	16,317	28,500	31,958
Library resources	261	1,000	492
Employee benefits - salaries	1,315,984	1,003,898	1,346,298
Staff development	13,146	9,000	12,077
	<u>1,396,817</u>	<u>1,085,493</u>	<u>1,441,028</u>

### 6 Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	6,400	5,700	6,240
Board of Trustees Expenses	7,652	3,300	6,661
Communication	6,638	5,500	7,172
Consumables	8,643	8,900	8,604
Operating Lease	5,240	3,700	5,192
Postage	488	-	-
Other	7,184	5,000	5,915
Employee Benefits - Salaries	68,418	52,700	62,765
Insurance	7,298	5,100	7,060
Service Providers, Contractors and Consultancy	7,489	6,420	6,420
	<u>125,450</u>	<u>96,320</u>	<u>116,029</u>

### 7 Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	6,248	4,600	5,305
Consultancy and Contract Services	25,209	27,980	24,980
Cyclical Maintenance Provision	11,379	8,000	23,540
Grounds	4,777	2,600	3,264
Heat, Light and Water	14,395	13,500	14,781
Repairs and Maintenance	14,466	12,000	12,268
Use of Land and Buildings	221,915	243,004	195,036
Security	3,971	-	4,633
Employee Benefits - Salaries	47,062	40,000	45,605
	<u>349,422</u>	<u>351,684</u>	<u>329,412</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.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

## 8 Depreciation of Property, Plant and Equipment

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Buildings - School	14,627	11,500	16,361
Furniture and Equipment	42,296	43,600	32,180
Information and Communication Technology	24,263	16,500	22,849
Leased Assets	17,652	6,400	6,017
Library Resources	2,526	2,000	2,530
	<u>101,364</u>	<u>80,000</u>	<u>79,937</u>

## 9 Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	200	200	200
Bank Current Account	57,510	20,000	74,926
Bank Call Account	-	11,270	29,707
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>57,710</u>	<u>31,470</u>	<u>104,833</u>

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

Of the \$57,710 Cash and Cash Equivalents, \$771 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

## 10 Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables from the Ministry of Education	-	-	842
Interest Receivable	-	400	245
Teacher Salaries Grant Receivable	<u>77,340</u>	<u>82,000</u>	<u>74,923</u>
	<u>77,340</u>	<u>82,400</u>	<u>76,010</u>
Receivables from Exchange Transactions	-	400	245
Receivables from Non-Exchange Transactions	<u>77,340</u>	<u>82,000</u>	<u>75,765</u>
	<u>77,340</u>	<u>82,400</u>	<u>76,010</u>

## 11 Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
School Uniforms	598	-	-
	<u>598</u>	<u>-</u>	<u>-</u>

## 12 Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset	-	40,000	66,803
Short-term Bank Deposits	<u>-</u>	<u>40,000</u>	<u>66,803</u>

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

## 13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	357,260	-	-	-	(14,627)	342,633
Furniture and equipment	141,436	122,759	-	-	(42,296)	221,899
Information and communication technology	71,486	56,232	-	-	(24,263)	103,455
Leased assets	23,511	57,297	-	-	(17,652)	63,156
Library resources	17,710	2,650	(153)	-	(2,526)	17,681
Balance at 31 December 2017	611,403	238,938	(153)	-	(101,364)	748,824

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	686,370	(343,737)	342,633
Furniture and equipment	604,384	(382,485)	221,899
Information and communication technology	270,802	(167,347)	103,455
Leased assets	109,466	(46,310)	63,156
Library resources	63,063	(45,382)	17,681
Balance at 31 December 2017	1,734,085	(985,261)	748,824

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 \$63,156(2016: \$23,511).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	373,621	-	-	-	(16,361)	357,260
Furniture and equipment	105,483	68,133	-	-	(32,180)	141,436
Information and communication technology	68,003	26,332	-	-	(22,849)	71,486
Leased assets	14,333	15,195	-	-	(6,017)	23,511
Library resources	16,943	3,500	(203)	-	(2,530)	17,710
Balance at 31 December 2016	578,383	113,160	(203)	-	(79,937)	611,403

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	686,370	(329,110)	357,260
Furniture and equipment	489,128	(347,692)	141,436
Information and communication technology	214,570	(143,084)	71,486
Leased assets	52,170	(28,659)	23,511
Library resources	60,938	(43,228)	17,710
Balance at 31 December 2016	1,503,176	(891,773)	611,403



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

## 14 Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	6,282	30,000	5,080
Accruals	6,500	5,700	6,340
Banking staffing overuse	-	30,000	49,853
Employee Entitlements - salaries	82,733	82,000	81,691
Employee Entitlements - leave accrual	-	3,300	-
	<u>95,515</u>	<u>151,000</u>	<u>142,964</u>
Payables for Exchange Transactions	95,515	151,000	142,964
	<u>95,515</u>	<u>151,000</u>	<u>142,964</u>

The carrying value of payables approximates their fair value.

## 15 Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Student Fees	862	-	-
Other	28,797	5,000	25,457
	<u>29,659</u>	<u>5,000</u>	<u>25,457</u>

## 16 Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	39,700	39,700	49,900
Increase to the Provision During the Year	11,379	8,000	23,540
Use of the Provision During the Year	(3,600)	(1,988)	(33,740)
Provision at the End of the Year	<u>47,479</u>	<u>45,712</u>	<u>39,700</u>
Cyclical Maintenance - Current	34,100	32,332	24,100
Cyclical Maintenance - Term	13,379	13,380	15,600
	<u>47,479</u>	<u>45,712</u>	<u>39,700</u>

## 17 Finance Lease Liability

The school has entered into a number of finance lease agreements for photocopiers and Tela laptops.

Minimum lease payments payable (includes interest portion):

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	28,626	8,133	9,992
Later than One Year and no Later than Five Years	50,187	8,259	19,722
	<u>78,813</u>	<u>16,392</u>	<u>29,714</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

## 18 Funds Held for Capital Works Projects

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

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
Roofing Project	<i>Completed</i>	-	21,310	20,621	-	689
Heat Pump Replacement	<i>Completed</i>	-	35,257	35,175	-	82
Totals		-	56,567	55,796	-	771

Represented by:

Funds Held on Behalf of the Ministry of Education

771

771

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	\$	\$
Septic Tanks	<i>Completed</i>	-	15,543	15,543	-	-
Roofing Project	<i>In Progress</i>	-	-	842	842	-
Totals		-	15,543	16,385	842	-

## 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 2017

**20 Remuneration***Key management personnel compensation*

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	-	-
<i>Leadership Team</i>		
Remuneration	539,772	505,545
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	539,772	505,545
Total full-time equivalent personnel	6.00	6.00

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

*Principal*

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

*Other Employees*

No other employee received total remuneration over \$100,000 (2016: Nil).

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

**21 Compensation and Other Benefits Upon Leaving**

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

**22 Contingencies**

There are no contingent liabilities and no contingent assets as at 31 December 2017.

(Contingent liabilities and assets as at 31 December 2016: nil)

**23 Commitments****(a) Capital Commitments**

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

(Capital commitments as at 31 December 2016: nil)

**(b) Operating Commitments**

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

-operating lease for a telephone system

	2017 Actual \$	2016 Actual \$
No later than One Year	2,734	13,129
Later than One Year and No Later than Five Years	-	9,046
	2,734	22,175

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

### 24 Managing Capital

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

### 25 Financial Instruments

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Loans and Receivables</b>			
Cash and Cash Equivalents	57,710	31,470	104,833
Receivables	77,340	82,400	76,010
Investments - Term Deposits	-	40,000	66,803
<b>Total Loans and Receivables</b>	<b>135,050</b>	<b>153,870</b>	<b>247,646</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	95,515	151,000	142,964
Finance Leases	66,496	16,392	24,525
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>162,011</b>	<b>167,392</b>	<b>167,489</b>

### 26 Events After Balance Date

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

### 27 Prior Year Comparatives

Comparative figures included in the financial statements relate to the financial year ended 31 December 2016. Where necessary these figures have been reclassified on a basis consistent with current disclosure for the year ended 31 December 2017.

## Dairy Flat School

### Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Stuart Woolford	Chairperson	Elected June 2016		June 2019
Sarah Lloyd	Parent Rep	Elected June 2016		June 2019
Keith Bremner	Parent Rep	Elected June 2016		June 2019
Dave Marks	Parent Rep	Elected June 2016		June 2019
Paula Lucas	Treasurer	Elected June 2016		June 2019
Fran Earwaker	Staff Rep	Elected June 2016	Teacher	June 2019
Debra Marshall	Principal		Principal	



# Annual Report 2017

The annual report for 2017 includes 3 parts. The first part reviews the year and reports on the progress made in meeting the strategic goals set down in the charter. The second part is a report on the annual action plan. The final part of the report is the analysis of variance.

The new, flatter, leadership team has settled. All the team undertook professional development in coaching so that they could coach their team members through the inquiry. Our teaching inquiries were based around increasing student achievement in writing.

The professional development around the ALL (Accelerating Learning in Literacy) project resulted in a focus on front loading and double dosing with target groups of students achieving at below expected levels. This resulted in a lift from 72% to 79% of students achieving at or above the national standard.

In 2017 we continued our learning journey in developing the flexible and innovative learning practices that were begun in 2014. The four teams each had their own learning journey.

The requirements of collaboration means that teaching became more structured and more closely focused. The model also allows for mentoring and improving practice as teaching is shared. A bonus of the new leadership model is that communication is improved and more responsibility is being taken by staff to be informed.

We are still working to provide more choice for students and also more challenge. Our aim is that students are continually 'engaged' in their learning through challenge and choice. Students were given more opportunities to have a voice in the curriculum design and processes and structures in the school through the student council and peer mentors as well as in classroom discussions.

The google doc environment has become embedded in school practice for both students and teachers. The ability to create collaborative documents has enabled the development of a more collaborative practice in terms of planning and teaching and learning. Collaborative docs are also used for staff communication, discussion and review. We now have a consistent doc that we use for meetings. There is easy access to all links discussed on the staff meeting doc.

We remain confident that our systems and processes for Appraisal and endorsement for issue/renewal of practicing certificates not only comply but are a robust and example of excellent practice. We have put a lot of work into these processes and were pleased with the results. We have tweaked the expectations for 2017 by adding the indicators from Tātaiako: Cultural Competencies For Teachers of Māori Learners. A portfolio of practice document for Attestation was set up for teachers to provide evidence that they meet the criteria for their practicing certificates. This ensures that legal requirements are being met. Meetings with teachers and walkthroughs showed that there was strong evidence of improved teaching strategies and a focus on engaging the learner. These documents have been further amended for 2018, to include the updated education council criteria.

The school continues to have a stable staff who are passionate and enthusiastic about learning. This year we have again experienced strong growth in the junior roll and look forward to this continuing. We have continued to develop a strong link with Greenpark preschool and Aubrey Early Learning

Centre. This has meant parents with new entrants have felt more confident to enrol students at Dairy Flat School.

## Report on Strategic Goals

### **Student Learning**

*For students to be achieving at or above the expected curriculum level (and national standard) in literacy, numeracy and all other learning areas.*

In 2017 we focused on raising student achievement for students achieving at and above the expected level in Writing Literacy. Through a professional development we worked to increase teacher knowledge and competencies. Achievement Data from this project is included in the analysis of variance attached to this report.

**Assessment** *-develop staff competencies in effectively using a range of assessment tools at all levels.*

Our teachers receive support for assessment from team leaders. We continue to use a mix of nationally normed and other recommended assessments so that teachers are fully informed and able to make accurate judgements about students' achievement levels.

**E-Learning** *– for staff and students to become confident users of ICT and leaders in this area of learning*

Teachers and students now have greater access to the internet and use a number of online programmes to enhance the teaching and learning programmes (Sunshine Online, Mathletics, Reading Eggs,). Teachers have also explored appropriate apps to use in the classrooms. We have continued to develop our cloud platform using google docs, gmail, and other applications. Students and teachers have been working collaboratively in the cloud as part of the curriculum delivery planning and reflection. This year we created a school app to add another layer of communication with our community.

**Physical Education** *– for all students to participate in regular, quality, physical activity.*

The school has a strong history of achievement in sport and many of our students play in competition teams in a variety of sports, we want children to learn that challenging themselves and having fun is healthy and positive for their lives.

We believe that the opportunities students have to participate in a wide range of sport is a significant strength of our school curriculum programme. There continues to be considerable parent support for team sports at Dairy Flat School. We have teams competing in hockey, soccer, touch, netball and basketball. Students also have many opportunities to play competitively in inter-school zone days.

The Perceptual Motor Programme (PMP), introduced in 2009 has continued to develop and is an established part of the junior curriculum.. Research and our own evidence has shown that this programme improves fine and gross motor skills and balance.

The swim programme was very successful. Students received 8x30 minute lessons in small groups from trained swimming instructors in term 4. The normal swimming programme continued for those students who did not opt in.

Year 6 students participate in the Waterwise Sailing programme and this gives students the opportunity for a great outdoor experience.

Winning is being better than before. We celebrated improvement rather than just achievement levels.

We also continued the development of our dance group which proved to be very popular.

## **KIWISPORT REPORT**

Our funding was used to provide professional coaches in various sports for the students. Staff also participated in the sessions.

- |           |        |
|-----------|--------|
| • Dance   | \$6035 |
| • Rock Up | \$2135 |

FINANCE: Funding - <b><u>\$3495</u></b> (GST ex)
--

Expenditure - <b><u>\$8170</u></b>
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**Maori and/or Pacific students:** - *that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community*

Maori students continue to achieve well. We continue to aim to enhance teacher knowledge so that Te Reo and Tikanga Maori was more seamlessly integrated into the curriculum. This is still developing though teachers are becoming more confident in using the resources.

Our Kapa Haka group continues to develop strongly and has become an important part of our school culture. This, once again, raised the profile of Te Reo and Tikanga Maori in the school and was an effective tool for building student confidence in their own cultural heritage.

The Kapa Haka group performed in a festival and this was a huge challenge but students were very excited about participating and performed well. We introduced whole school singing and ensured that the repertoire included a number of waiata.

**Students with special needs, including gifted and talented:** *that student learning is monitored and goals set that focus on improving achievement for every student*

Through the PLC and pastoral care meetings, students with special needs have been identified. In consultation with the SENCO and parents, referrals have been made to the Resource Teacher of Learning and Behaviour (RTLb), Supplementary Support Teacher and Group Special Education (GSE). The school also provides support for students who are not achieving to expectation through in class support and some one-to-one tutoring. Emotional, physical and learning needs are identified through regular PLC and pastoral care meetings.

The 'Quick 60' Literacy programme continues to be extremely effective in raising student achievement in literacy.

This year we have once again included Core 5 as a home/school digital support programme for some students and their families. We found that parent engagement was vital to the success of this programme for students.

Students identified as gifted and talented had the opportunity to take a much more active role in determining the direction of their learning programmes, particularly through the inquiry learning and literacy programme. Some online learning programmes, in particular, the Khan Academy were used to provide extended learning opportunities for some students.

**Strategic goals for Self review:** *Develop strategic goals that reflect the school charter*

Our policies were all updated this year as we moved to the School Docs model. This decision was made as the Board of Trustees felt that it was becoming increasingly difficult to ensure compliance with legislation after the raft of legislative requirement which are changing.

We have also reviewed our pedagogy and this was part of the self review for all staff. With a new Board of Trustees we have taken the opportunity to review the charter with our community and this was reflected in the charter for 2017-2019.



**Performance management:** *That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes*

Teachers appraisal goals were focused on and developed from long term curriculum goals and strategic planning. In particular teachers were asked to have goals based on the professional development focus for the year which was **raising student achievement in writing**.

Teachers inquired into their own practice to make improvements for student learning. This included an action plan, student interviews, evidence of student work and changes in practice. This worked well was linked to the teaching registration criteria for attestation. Through these documents teachers are compiling a portfolio of evidence of their practice.

**Property projects:** *that projects planned in the 5YA are completed*

The six classroom block is finally completed and we moved in at the beginning of 2018. The ILE plan offers a range of flexible options for teachers.

This year we opened our 'Junk Box'. This is a container full of pieces of random equipment that can be used in creative play during lunch breaks and during class time for creative purposes. This has provided the students with a creative option for break times.

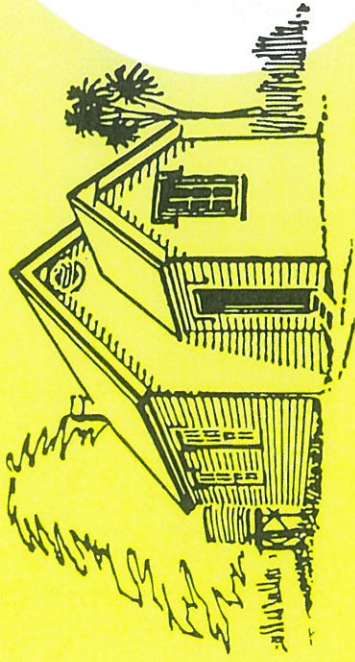
**Financial** *To allocate funds to support the school's long term student achievement goals*

The Board of Trustees is confident that financial policies, systems and processes are sound and the BOT are kept informed on financial matters and the school financial situation

*Annual goals are summarised in the completed annual action plans attached to this document.*

Debbie Marshall  
Principal  
Dairy Flat School

Stuart Woolford  
Board of Trustees  
Dairy Flat School





School Charter  
Strategic and Annual Plan for  
Dairy Flat School

2017 - 2020

*Striving for Excellence While Caring For Others*

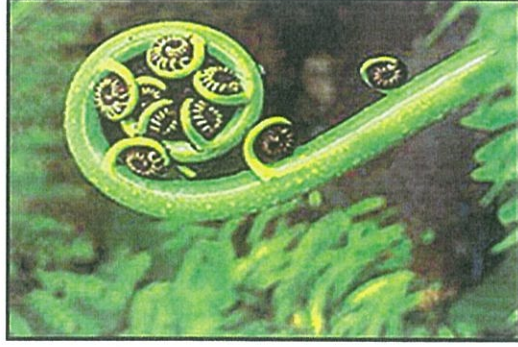
# Dairy Flat School 2017 - 2020

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who strive for excellence, value diversity, think creatively and care for themselves and others.
<b>Vision</b> 	That our students are proud of who they are and where they come from and have the confidence and skills to create opportunities to ensure a positive and successful future for themselves and their communities. Whanau at Dairy Flat School are respectful, responsible, resilient, considerate, honest and fair.
<b>Values</b>	Whanau at Dairy Flat School are respectful, responsible, resilient, considerate, honest and fair.
<b>Principles</b> 	<p>All curriculum should be consistent with these eight statements: (taken directly from NZC)</p> <p><b>High expectations</b> -The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p><b>Treaty of Waitangi</b> - The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p> <p><b>Cultural diversity</b> - The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p> <p><b>Inclusion</b> -The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p> <p><b>Learning to learn</b> - The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p> <p><b>Community engagement</b> - The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p> <p><b>Coherence</b> - The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p><b>Future focus</b> - The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>



## Māori Dimensions and Cultural Diversity



### Reflecting New Zealand's multi-cultural diversity

All cultures at our school will be valued and accepted through the active encouragement of a non-racist school culture and ethos. All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected. The school usually has students from Asian countries in any one year and their cultural heritage shall be valued also.

### Acknowledging the unique position of the Maori culture

Dairy Flat School will endeavour to develop an awareness of tikanga Maori and Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi appropriate to the knowledge level of staff and seek to get assistance from Maori parents/caregivers to develop expertise where possible.

- Classrooms and school celebrations will reflect Maori culture through signage, waiata, every day greetings and poi. The school will continue to build resources to support the tikanga Maori programmes. Our curriculum statements will include components of tikanga Maori as appropriate to the topic and the class level.
- All requests to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. The option of dual enrolment at the Correspondence School would be discussed with parents.
- Focus group meetings chaired by BOT chair/Principal to ascertain Maori perspectives on education. Consultation with Maori parents in ways in which they are comfortable, informally on sports sideline, school social occasions and in the playground.



## Baseline Data or School Context

Mathematics	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
All Students	4	1.5%	45	16.7%	149	55.4%	71	26.4%	269
Māori	0	.0%	7	26.9%	13	50.0%	6	23.1%	26
Pacific peoples	0	.0%	0	.0%	2	100.0%	0	.0%	2
Asian	0	.0%	0	.0%	13	52.0%	12	48.0%	25
NZ European/Pākehā/Other European	4	2.2%	31	16.9%	106	57.9%	42	23.0%	183
Male	3	2.4%	16	12.7%	72	57.1%	35	27.8%	126
Female	1	.7%	29	20.3%	77	53.8%	36	25.2%	143

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
All Students	8	3.0%	36	13.4%	139	51.7%	86	32.0%	269
Māori	1	3.8%	5	19.2%	13	50.0%	7	26.9%	26
Pacific peoples	0	.0%	1	50.0%	1	50.0%	0	.0%	2
Asian	0	.0%	3	12.0%	11	44.0%	11	44.0%	25
NZ European/Pākehā/Other European	7	3.8%	23	12.6%	96	52.5%	57	31.1%	183
Male	6	4.8%	16	12.7%	65	51.6%	39	31.0%	126
Female	2	1.4%	20	14.0%	74	51.7%	47	32.9%	143

Writing	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
All Students	8	3.0%	67	24.9%	147	54.6%	47	17.5%	269
Māori	1	3.8%	8	30.8%	13	50.0%	4	15.4%	26
Pacific peoples	0	.0%	1	50.0%	1	50.0%	0	.0%	2
Asian	0	.0%	7	28.0%	11	44.0%	7	28.0%	25
NZ European/Pākehā/Other European	7	3.8%	43	23.5%	105	57.4%	28	15.3%	183
Male	7	5.6%	35	27.8%	72	57.1%	12	9.5%	126
Female	1	.7%	32	22.4%	75	52.4%	35	24.5%	143

# National Standards Data

# Students' Learning

- For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.
- Reading results, Running records, Writing samples and Numeracy assessments will be analysed and reported on.
- A variety of formative and summative assessment tools will be used to measure student learning.
- Review effectiveness of programmes delivered and monitor the progress and achievement of students annually
- Ensure high levels of student achievement in Literacy and Numeracy
- **Assessment** -develop staff competencies in effectively using a range of assessment tools at all levels.
- **E-Learning** – for staff and students to become confident users of digital technologies and integrate these as part of the teaching and learning in the classrooms
- Continue to develop the use of digital technologies to enhance learning.
- **Physical Education** – for all students to participate in regular, quality, physical activity
- Continue to develop Enterprise
- Staff will continue to use effective teaching practices incorporated into teaching programmes as a result of Professional development
- Prepare students for a global future - Work towards a global curriculum which will transcend traditional, domestic boundaries by utilizing new technologies and multinational contexts.
- Consider international collaborative service/community-based projects.
- Strive for language proficiency

# Student Engagement

- **Ensure ‘Excellence in Teaching’ which results in a high level of student achievement in all learning areas as well as students who feel safe and happy at school**
- Continue to develop the Values Programme
- **Maori and/or Pacific students:** - that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community
- Ensure Te Reo and Tikanga Maori are included in our curriculum.
- Continue to develop Te Reo and Tikanga Maori
- Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement.
- **Students with special needs, including gifted and talented:** that student learning is monitored and goals set that focus on improving achievement for every student
- Results from normed tests (Aistle, PAT, STAR) will be analysed annually and students with specific needs (Learning support, Gifted and Talented) will be identified.
- Continue GATE teaching and learning programme using Rich Tasks
- Continue Quick 60 programme and CORE 5
- SENCO to continue to work with teachers and students
- Increase teacher aide support
- **Focus on Inclusive ethos and practices across the school**
- Continue project based learning to develop Student voice/student choice
- Develop SENCO role
- Global Connections: that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals
- Chinese student visit
- Environmental Education: that the school participates in the enviro-schools programme with a particular focus on sustainability

<p style="text-align: center;"><b>School Organisation and Structures</b></p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Provide a safe physical and emotional environment for students and staff. Further develop a pro-active approach to managing behavior in the school. (Apply for PB4L)</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Performance management: That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes</li> </ul> <p><b>Property</b></p> <ul style="list-style-type: none"> <li>• Property projects: that projects planned in the 5YA are completed</li> <li>• The BOT will work closely with the team assigned by the MOE to get the best possible outcome for our school from the roll growth funding.</li> </ul>
<p><b>Review of Charter and Consultation</b></p> <p><b>Self Review</b></p> <p><b>Community Engagement</b></p>	<p><b>Charter review held in November 2016 – through a survey - The results were presented to the BOT and have been used to form this charter doc.</b></p> <p><b>Concepts from consultation:</b></p> <p><b>Maintain 'country school' feel and culture</b></p> <ul style="list-style-type: none"> <li>• Establish a strong relationship with the community and PTA</li> <li>• Build school community 'spirit'</li> <li>• Cultural Day – (being held on 7<sup>th</sup> April 2017)</li> <li>• More technology</li> <li>• Good quality library learning, larger library</li> <li>• Improved communication to students and parents</li> </ul> <p>That the BOT, staff and community have a clear understanding of self-review;</p> <ul style="list-style-type: none"> <li>• The purpose</li> <li>• The process</li> <li>• The outcomes</li> <li>• Establish a culture of self-review to ensure continuous improvement.</li> </ul> <p><b>Orewa COL (Community of Learners)</b></p>



	<ul style="list-style-type: none"> <li>• The BOT has authorised Dairy Flat School to be part of this Col for professional Learning</li> <li>• We have been assigned two in-school teachers and these will be advertised and appointed in term 1 2017 after our Col achievement goals have been approved</li> </ul> <p><b>ALLiS</b></p> <ul style="list-style-type: none"> <li>• We are part of an Orewa Schools ALLiS project which has provided most (not all) funding for Asian language teaching for our year 5/6 students, in our case Japanese and Mandarin</li> </ul>
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## Strategic Section

Strategic Goals	Core Strategies for Achieving Goals 2016 - 2019
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# Student Learning

1. For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.
2. Continue the development of rich tasks and Inquiry project based learning ensuring appropriate curriculum coverage and individual student learning needs.
3. Further develop *e-learning* across the school
4. All students to participate in regular, quality, physical activity, and 'Kiwit Sport'
5. Provide opportunities for student voice and ensure that they have appropriate input into school operations and teaching and learning.
6. Students given the opportunity to experience a creative arts performance.
7. Provide opportunities for students to develop leadership skills.
8. Further develop clear statement of our teaching pedagogy owned and understood by all

1. Include learning intentions, success criteria and differentiated teaching strategies
2. Collect and moderate NS data before and after the teaching and learning programme to measure student achievement in reading, writing and mathematics
3. Use feedback and feed forward that relates to stated learning intention
4. Professional development in Numeracy and Literacy through PLC and staff meetings - Team Leaders attend Literacy and Numeracy meetings each term
5. Participate in ALL (Accelerating Literacy Learning) Project - 15 week Intervention – target group
6. That students are given choice and the opportunity to develop self-directed learning goals and processes through the 'Venture Activity and Inquiry Projects' programme.
7. a range of technologies to be used across the curriculum in authentic contexts
8. All curriculum units to include an e learning component
9. Continue to develop the use of google docs and teacher dashboard across the school
10. All students participate in physical activity during each school day
11. Students in years 1-2 and other selected students participate in PMP Programme
12. Year 5/6 students participate in Waterwise programme
13. Form a student council that will have responsibility for informing teaching and learning practice by conducting video interviews with students. The council will also inform the BOT about other school matters.
14. Ensure that teachers consider student input in planning and assessment
15. Ensure that teachers consider student input in planning and assessment
16. Provide the opportunity to participate in the Northern Bays Arts Festival, APPA and Word Vision Choirs as well as the Hibiscus Coast Concert
17. Provide the opportunity to participate in the Northern Bays Arts Festival, APPA and Word Vision Choirs as well as the Hibiscus Coast Concert.
18. Support the Peer Mediator programme which provides opportunities for students to take responsibility for mediating playground issues.
19. Form a student council and provide opportunities for input into school operations and leadership.

	<p>9. Continue to develop systems and processes that support teaching and learning in flexible spaces. (MLE)</p> <p>10. Students in years 5/6 have opportunity to learn both Japanese and Mandarin</p>	<p>19. Develop a matrix/rubric for performance measurement against this for embedding our agreed pedagogy into our practice</p> <p>20. All team across the school are working on a more collaborative model of teaching.</p> <p>21. Qualified Japanese and Mandarin teachers will teach Japanese for two terms and mandarin teachers.</p>
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# Student Engagement

1. That Maori and Pacific Island students achieve at or above national standards and feel valued in our school community
2. That student learning is monitored and goals set that focus on improving achievement for every student
3. Continue to focus on improving curriculum delivery to meet the needs of students with special needs, particularly students identified as gifted and talented.
4. That the ESOL teachers are familiar with ELIP and use the assessment and benchmarks to plan appropriate programmes for individual student needs
5. Focus on Inclusive ethos and practices across the school.
6. Develop a Values programme based on the school values (Respect, Responsibility, Resilience,

1. Include suggestions and ideas from consultation with Maori whanau and students to develop strategies and programmes that promote Maori achievement.
- 2 That the BOT use the 'Hautu' document to review practices and procedures in place to support Maori learners and their whanau
- 3 that Maori and pacific island cultures are acknowledged and reflected in curriculum planning and teacher reflections
- 4 ensure that teachers understand and implement 'Ka Hikitea' and 'Tātaiako'
- 5 Teachers improve their knowledge and skills in curriculum delivery in Te Reo and Tikanga Maori.
- 6 Use academic tests and identifying characteristics to identify gifted and talented students and students with special needs.
- 7 In every curriculum unit staff need to show planning for gifted and talented students and students with special needs
- 8 We will continue to develop the 'Quick 60' programme.
- 9 The SENCO will maintain a Special Needs Roll and will liaise with teachers and other agencies to provide appropriate support for learners
- 10 Teachers will have a focus on educating students with gifts and talents through challenge and rich task
- 11 The SENCO will investigate other programmes that may enhance learning for others.
- 12 Ensure that PLC meetings include discussion on achievement levels of all students as well as having a focus on those achieving below.
- 13 That students make good progress in learning English literacy and language skills
- 14 We include all students in all curriculum, classroom and school wide activities.
- 15 Continue to promote the school values throughout all school programmes
- 16 All students learn the mediation process to solve disputes

	Consideration, Honesty, Fairness)	17 Further develop the 24-7 Primary Project. This is a project that supports youth workers working in schools. This year, as well as the lunchtime activity, we will be introducing a 'big Buddy' scheme.
<b>School Organisation and Structures</b>	Provide a safe physical and emotional environment for students and staff  Self Review  Involvement in the Orewa COL Participation in ALLiS	<p>1.Ensure policies and procedures are adhered to provide a safe environment Ensure that all policies are in place to meet the new Health and Safety requirements.</p> <p>2.Review policies according to a programme of review</p> <p>3.Develop strategic goals that reflect the school charter</p> <p>4. Develop the teaching and learning pedagogy to reflect more collaborative practice for teaching and learning in flexible spaces</p> <p>5. Manage roll growth through liaison with the ministry.</p> <p>6. Work with schools in the COL to lift student achievement through professional learning</p> <p>7. Allocate staffing to ALLiS so that our students can receive language learning in Japanese and Mandarin</p>

<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes</li> <li>2. Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.</li> </ol>	<ul style="list-style-type: none"> <li>• That professional development opportunities be provided for all staff</li> <li>• Introduce videoing as a reflection, feedback and video analysis tool.</li> <li>• Continue to develop attestation and appraisal through the coaching model</li> </ul>
<b>Property</b>	Work with the MOE contractors in planning the roll growth property project	<p>1.1 BOT will continue to work with the ministry team and teachers in planning the new building.</p> <p>1.2 1.2 Continue to develop school gardens (not part of 5YA)</p>
<b>Finance</b>	To allocate funds to support the school's long term student achievement goals	<ul style="list-style-type: none"> <li>• Work with PTA to explore fundraising opportunities BOT to liaise with PTA in fundraising and funding decisions</li> <li>• That resources are provided so that high quality teaching and learning programmes are provided</li> </ul>

## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	<p>For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.</p> <ul style="list-style-type: none"> <li>• Have a focus on lifting achievement in writing through targeted, precise teaching and frequent writing opportunities.</li> <li>• Teachers participate in the Accelerating Literacy project, Stage 2 – two teachers completing the training</li> <li>• Teachers participate in school wide professional development in writing</li> <li>• Teachers participate in Accelerating learning in Mathematics, Stage 1 – one teacher completing the training</li> <li>• Work with other schools in the community of learners to put in place strategies to raise achievement</li> </ul> <p><b>Develop staff competencies in using a range of effective assessment tools at all levels</b></p> <p><b>Continue to develop the use of digital technologies to enhance learning</b></p>	<p>Student who are achieving BELOW the NS in Reading, Writing, Mathematics</p>	<p>NS Writing <b>79%</b> at or above – an increase from 72.1% in 2016</p> <p>NS Reading <b>89%</b> at or above – an increase from 84% in 2016</p> <p>NS Mathematics <b>85%</b> at or above – an increase from 81.8%</p>
REPORT			



In term 1 we set up the raising writing achievement project. Teachers and students had a focus on improving writing standards. Two lead teachers are part of the ALL (Accelerated Learning in Literacy) contract. This year all teachers used the techniques of front loading and double dosing to improve literacy learning. Target students, identified in each class (students currently achieving below standard) are in a target writing group which is being closely monitored and assessed every five weeks for progress. This progress and planning for improvement is recorded on a collaborative document which records achievement data and teaching notes for each target child in the school. Teachers have been working with our PD facilitator to improve literacy teaching that will result in improved student achievement and engagement.

Teachers have collaboratively analysed videos of themselves teaching literacy to identify steps for improving practice.

A staff meeting was held at the end of the term to determine progress for our target writers with student writing samples of week one compared to week 10 achievement analyzed.

JUNE 2017 -The writing project is coming to an end. As part of the assessment schedule for reporting to parents, teachers are compiling a report on progress of our target students. This will be provided at the next Board of Trustees meeting. Each teaching team is writing a report which will be combined for the BOT.

In Term 3 we are beginning a very similar project around raising achievement in Mathematics. A lead teacher has been appointed who will be running a mathematics support programme for a group of year 2 students (8) for 45 minutes a day /four days a week. This is part of the ALiM (Accelerated Learning in Mathematics) contract.

The Orewa Kahui Ako (Community of Learning) has gathered speed and is finally underway. We have established a CoL leadership group in the school and we are forming the Inquiry projects our CoL in-schol teachers will lead. These will be linked to the ALiM and ALL contracts and the Play –Based Learning focus being developed this year.

Teachers have been collaborating on a Curriculum Achievement Plan (CAP) with support from Jenny Thompson and this is proving to be a useful way to bind all our various teaching and pedagogical documentation into one comprehensive document that will guide teaching in the school.

We begin our focus on Mathematics for the second half of the year. A group of year 2/3 students have been selected for additional support 4 days a week.

SEPT 2017

Our focus on raising achievement in Mathematics is in place. One teacher is taking a group of students daily to provide extra mathematics tuition. All teachers are using the pedagogy of front loading and double dosing to ensure students are receiving more explicit mathematical teaching as well as integrating mathematical problems into the inquiry projects.

New Writing strategies are being sustained.

<b>Student Engagement</b>	<p><b>Ensure 'Excellence in Teaching' which results in a high level of student achievement in all learning areas as well as students who feel safe and happy at school</b></p> <ul style="list-style-type: none"><li>• Continue to develop the Values Programme</li><li>• that Maori and Pacific Island students achieve at or above national standards and feel valued in our school community</li></ul> <p><b>Students with special needs, including gifted and talented:</b></p> <ul style="list-style-type: none"><li>• that student learning is monitored and goals set that focus on improving achievement for every student</li></ul> <p><b>Focus on Inclusive ethos and practices across the school</b></p> <ul style="list-style-type: none"><li>• Continue project based learning to develop Student voice/student choice</li><li>• <u>Global Connections</u>: that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals</li></ul>	<ul style="list-style-type: none"><li>• Ensure Te Reo and Tikanga Maori are included in our curriculum.</li><li>• Continue to develop Te Reo and Tikanga Maori</li><li>• Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement.</li><li>• Results from normed tests (Asttle, PAT, STAR) will be analysed annually and students with specific needs (Learning support, Gifted and Talented) will be identified.</li></ul>	<p>We are particularly focused on student engagement in learning. Research shows that creativity and the Arts give students opportunity to explore talents, skills and strengths that improves their own sense of success. Through our inquiry projects we aim to engage students in a wide curriculum that is not based only on literacy and numeracy but encompasses the STEM subjects as well as social sciences and the Arts.</p>
<b>REPORT</b>			
<p>The bi-cultural nature of our nation and our own cultural heritages was our curriculum focus in term one. Our inaugural culture day was very successful. Some students led the activities and were the teachers on the day.</p>			
<b>JUNE 2018</b>			
<p>We have had a very successful term with a strong focus on the arts. The Arts Festival was very successful and many positive comments were received from parents attending the exhibition. Thank you to Jody Costello for the co-ordination of this project.</p> <p>Our dance group performed at the Bruce Mason Centre and did a great job. Thanks to Rosie Forbes who trained the group.</p> <p>As part of our Matariki celebrations, our junior (year 1-3) Kapa Haka group performed for our local pre-school (Greenpark). It was a delightful visit. All the children really enjoyed it.</p>			
<b>SEPT 2017</b>			

<p>Our focus on STEAM has been very successful. Students have been engaged and learning in coding, robotics and digital design has been a large part of the inquiry projects. Robotics resources have been purchased at every level and these are proving very motivating for students.</p> <p>NOV 2017</p> <p>The inquiry focus this term is Environmental Science. Students are focused on Reduce, Re-use, Recycle. They are completing various projects that include gardens, environment improvement and improving school performance in this area.</p>			
<p><b>School Organisation and Structures</b></p>	<ul style="list-style-type: none"> <li>• Ensure that all policies are in place to meet the new Health and Safety requirements.</li> <li>• Work with schools in the COL to lift student achievement through professional learning</li> <li>• Allocate staffing to ALLiS so that our students can receive language learning in Japanese and Mandarin</li> <li>• Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Check policies against school docs</li> <li>• Allocate two in-school positions</li> <li>• Work with COL principals to develop model of practice</li> <li>• Support language learning</li> <li>• Develop a description of excellent practice for school analysis conversations</li> </ul>	<p>We were accepted into the ALiM (Accelerating Learning in Mathematics) contract and training for this begins in May.</p> <p>The curriculum focus this term is media and communication. Our bi-annual Arts Festival is during week 3.</p> <p>Principal Appraisal 360 survey and interviews completed</p> <p>Fire Drill completed - 2 June</p> <p>Lockdown Drill - completed – 13 June</p> <p>Two new appointments</p> <p>It was very difficult to get a good range of applicants. This is an ongoing issue that is causing issues all over Auckland.</p> <p>All police vets and health and safety checks are completed regularly for the new build.</p>
<p><b>Other 2016 Key Improvement Strategies to Achieve Strategic Vision</b></p>			
<p><b>Property</b> (summarised from property plan)</p>	<p><b>Short Report</b></p>	<p><b>Finance</b></p>	<p><b>Short Report</b></p>

<p>BOT will continue to work with the ministry team and teachers in planning the new building.</p>	<p>The building is coming to completion. The kitchen appliances have been ordered. Furniture quotes are being sought. Initial quotes and approval will be sought at this meeting.</p> <p>The building is coming to completion. Furniture is ordered.</p> <p>Kitchen completed – Thank you to PTA? Grounds being returned to original state.</p> <p>Can the BOT please approve student garden projects.</p> <p>CPU expected – CCC not expected until the Waste water compliance is established. – meeting to be held this week.</p>	<p>Work with PTA to explore fundraising opportunities</p> <p>BOT to liaise with PTA in fundraising and funding decisions</p>	<p>The PTA contributed funding for the new build's kitchen. These funds came from the annual Ag Day fund raising effort.</p>
<p><b>Personnel</b></p>	<p><b>Short Report</b></p>	<p><b>Community Engagement</b></p>	<p><b>Short Report</b></p>
<p>Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.</p>	<p>I am continually impressed by the Dairy Flat School staff focus on improvement. They have worked very hard to raise student achievement in writing. The appraisal process challenges teachers to consider and provide evidence of improving teaching practice. The leadership team are developing skills in appraisal.</p>	<p>The BOT has authorised Dairy Flat School to be part of the Orewa COL for professional Learning</p> <p>We have been assigned two in-school teachers and these will be advertised and appointed in term 1 2017 after our Col achievement goals have been approved</p>	<p>The Col is gaining a more collaborative structure. We are planning a teacher conference in January next year. Col teachers from Dairy Flat will be presenting a workshop on Learning Through Play. The conference was very successful and enjoyed by all. Our in-school teachers delivered a very professional seminar which they delivered to our staff early in 2018.</p>

		<p><b>ALLiS</b> We are part of an Orewa Schools ALLiS project which has provided most (not all) funding for Asian language teaching for our year 5/6 students, in our case Japanese and Mandarin</p>	<p><i>This contract has enabled our students to have access to Japanese and Chinese language lessons from highly trained teachers.</i></p>
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Improvement Plan (Analysis of Variance Report) - Domain: Learning	
<b>Strategic Goal</b> For students to be achieving at or above the expected curriculum level and national standard in Reading, Writing, and Mathematics and all other learning areas.	
<b>Annual Goal:</b>	<b>Annual Target :</b>

Have a focus on lifting achievement in writing through targeted, precise teaching and frequent writing opportunities.		That at least 80% of students are achieving at or above the national standard in writing.																																																																
<b>Baseline data:</b>																																																																		
We were disappointed that there was not a considerable positive improvement in our writing data In 2016.																																																																		
<table><tr><th></th><th colspan="2">Well Below</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th></tr><tr><td>After 1 Year</td><td>2</td><td>5%</td><td>18</td><td>45%</td><td>20</td><td>50%</td><td>0</td><td>0%</td></tr><tr><td>After 2 Years</td><td>2</td><td>6%</td><td>7</td><td>19%</td><td>27</td><td>75%</td><td>0</td><td>0%</td></tr><tr><td>After 3 Years</td><td>0</td><td>0%</td><td>10</td><td>21%</td><td>29</td><td>62%</td><td>8</td><td>17%</td></tr><tr><td>Year 4</td><td>1</td><td>3%</td><td>10</td><td>26%</td><td>20</td><td>51%</td><td>8</td><td>21%</td></tr><tr><td>Year 5</td><td>1</td><td>2%</td><td>9</td><td>17%</td><td>25</td><td>48%</td><td>17</td><td>33%</td></tr><tr><td>Year 6</td><td>2</td><td>4%</td><td>13</td><td>24%</td><td>26</td><td>47%</td><td>14</td><td>26%</td></tr></table>					Well Below		Below		At		Above		After 1 Year	2	5%	18	45%	20	50%	0	0%	After 2 Years	2	6%	7	19%	27	75%	0	0%	After 3 Years	0	0%	10	21%	29	62%	8	17%	Year 4	1	3%	10	26%	20	51%	8	21%	Year 5	1	2%	9	17%	25	48%	17	33%	Year 6	2	4%	13	24%	26	47%	14	26%
	Well Below		Below		At		Above																																																											
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Year 6	2	4%	13	24%	26	47%	14	26%																																																										
However the analysis of the data showed that the statistics improved each year as shown above. Our challenge is to raise achievement levels across the school.																																																																		
<b>Key Improvement Strategies</b>																																																																		
This year we are focusing on lifting teacher performance in teaching writing by working with a facilitator across the school and with the leadership group.																																																																		
Following discussion and reflection we have made the decision to purchase writing support from Core Education. Jenny Thompson, a writing facilitator, will work with the whole staff as well as with the ALL team. We have been selected for the second year ALL programme and wish to spread this across the school. Writing will be the main focus of Inquiry for all teachers.																																																																		
Teachers will reflect on their practice using video and practice analysis conversations with targeted feedback and next steps.																																																																		
<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>																																																															
First 15 weeks beginning Week 6/Term 1	Regular staff/team/leadership meetings on student writing examples.	Leadership team	Very specific planning docs Annotated comparison writing samples Challenging conversations around progress in leadership/team/staff meetings Improved progress for target students																																																															

Every 5 weeks from week 6	Agile planning – every five weeks assess where target students are at, what progress have they made.	All teachers	Completed and detailed planning docs for target students
26/01/2017 06/06/2017 During years	Regular professional development – 2 teacher only days and twice termly staff meetings as well as leadership meetings	All teachers	Teacher inquiries and reflections will show a focus on continuous improvement.
<b>Monitoring:</b> This will be closely monitored in team meetings, leadership meetings and staff meetings. Every 5 weeks for the 15 week project and following this			
<b>Resourcing</b> PLD – Jenny Thompson - \$7000 as well as participation in ALL project.			

## REPORT on Results from the Analysis of Variance.

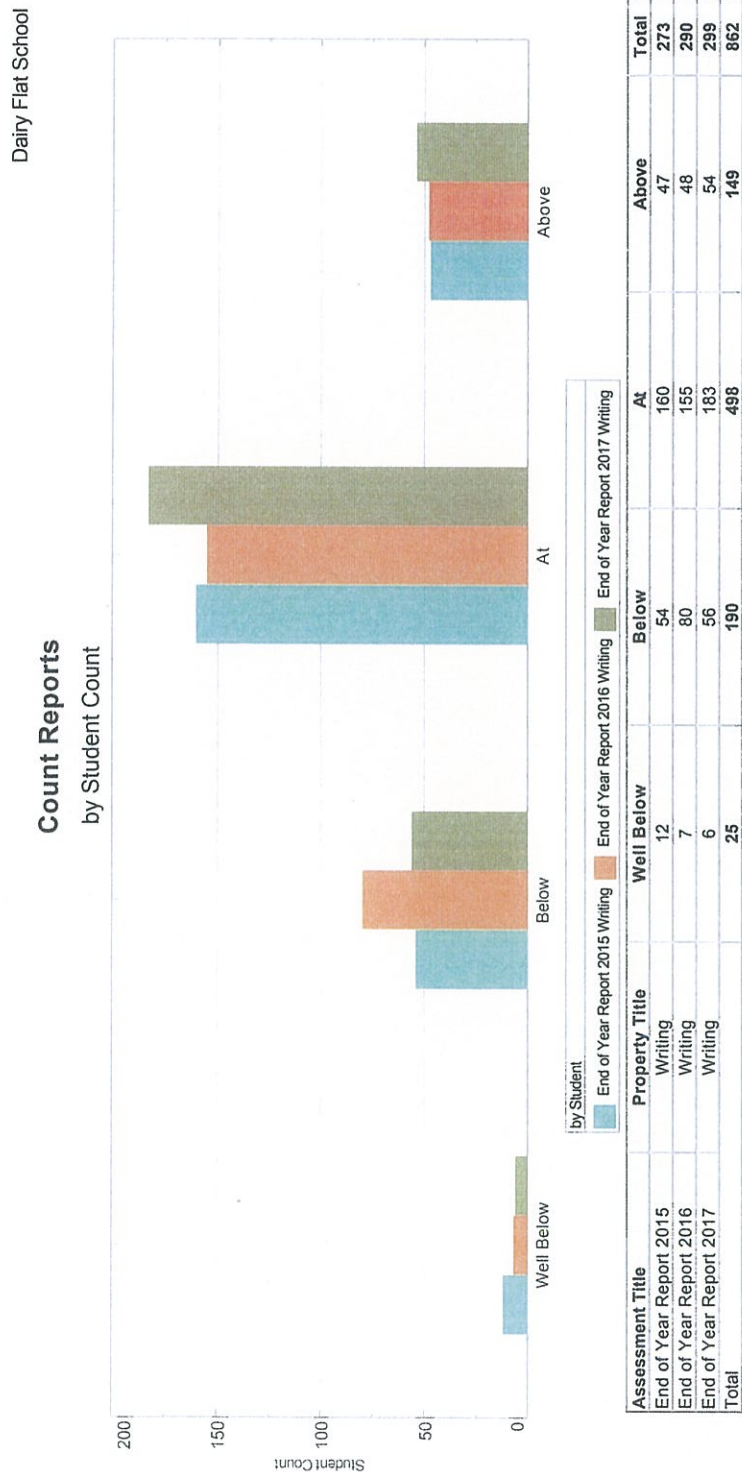
The plan outlined was followed. Two teachers took a lead role in the ALL (Accelerating Learning in Literacy) contract and this was supported across the school by professional development in raising the achievement in writing for all teachers. An updated CAaP (Curriculum and Achievement Plan) makes clear the expectations of teaching and learning for Tier One and Tier 2 students.

A focus on 'front loading' and 'double dosing' has become part of teaching practices in the school. Having a focus on target students has been found to be of benefit to the whole school. Classroom environments now include clear and understandable learning progressions. Students books also include these so that students can identify next steps and clarify their learning goals.

The following graphs show increasing student achievement in writing.



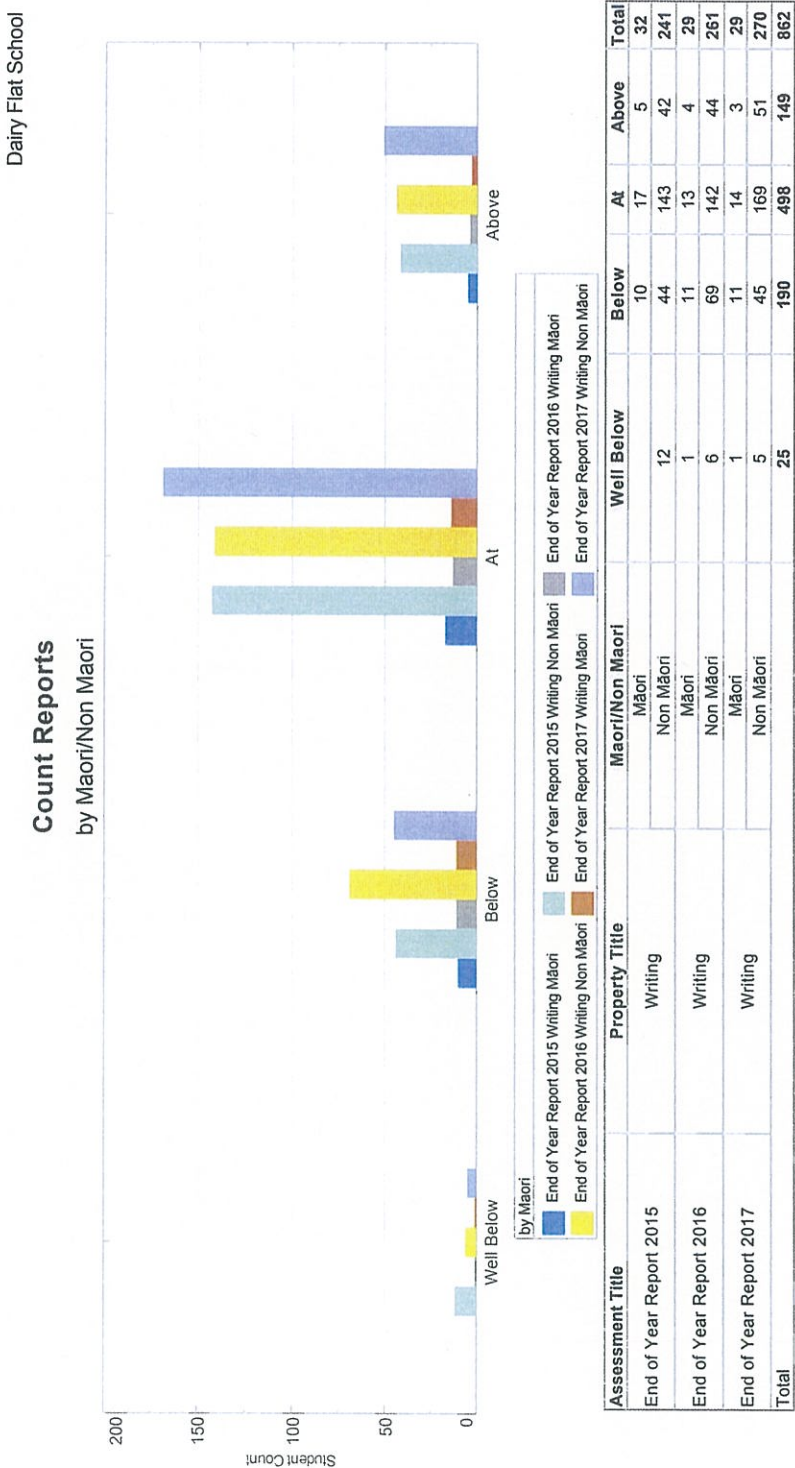
GRAPH 1: Student Achievement in Writing 2015, 2016, 2017



The graph above shows a lift in achievement from 75% in 2015, 70% in 2016 to 79.2% in 2017.



GRAPH 2 : Student Achievement in Writing for Maori Students compared to Non-Maori students.



The graph shows that achievement At or Above in writing for Maori students has dropped from 69% in 2015 to 59% in 2017. This is causing some concern and these students will become our target students in 2018. Maori students will also be offered the opportunity to participate in the cluster wide Kotahitanga programme.

Graph 3: National Standards Data 2017

Dairy Flat School

## 2017 National Standards Reporting

School No	School Name	Report Name	Excl 1 March	Excl No OTJ
1258	Dairy Flat School	March annual charter update	31	

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	8	2.9%	25	9.2%	155	56.8%	85	31.1%	273
Māori	2	7.1%	8	28.6%	13	46.4%	5	17.9%	28
Pacific peoples	0	.0%	0	.0%	2	100.0%	0	.0%	2
Asian	1	3.4%	2	6.9%	13	44.8%	13	44.8%	29
NZ European/Pākehā/Other European	5	2.7%	11	6.0%	106	58.2%	60	33.0%	182
Male	5	3.7%	13	9.6%	76	55.9%	42	30.9%	136
Female	3	2.2%	12	8.8%	79	57.7%	43	31.4%	137

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	1	1.8%	13	22.8%	36	63.2%	7	12.3%	57
After 2 Years	2	4.8%	3	7.1%	29	69.0%	8	19.0%	42
After 3 Years	1	2.6%	4	10.5%	29	76.3%	4	10.5%	38
Year 4	2	3.8%	1	1.9%	32	60.4%	18	34.0%	53
Year 5	1	3.1%	1	3.1%	14	43.8%	16	50.0%	32
Year 6	1	2.0%	3	5.9%	15	29.4%	32	62.7%	51



## 2017 National Standards Reporting

School No	School Name	Report Name	Excl 1 March	Excl No OTJ
1258	Dairy Flat School	March annual charter update	31	

Writing	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	7	2.6%	47	17.2%	170	62.3%	49	17.9%	273
Māori	2	7.1%	8	28.6%	15	53.6%	3	10.7%	28
Pacific peoples	0	.0%	0	.0%	2	100.0%	0	.0%	2
Asian	0	.0%	3	10.3%	14	48.3%	12	41.4%	29
NZ European/Pākehā/Other European	5	2.7%	26	14.3%	122	67.0%	29	15.9%	182
Male	6	4.4%	27	19.9%	89	65.4%	14	10.3%	136
Female	1	.7%	20	14.6%	81	59.1%	35	25.5%	137

Writing	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 Year	0	.0%	16	28.1%	36	63.2%	5	8.8%	57
After 2 Years	3	7.1%	1	2.4%	37	88.1%	1	2.4%	42
After 3 Years	1	2.6%	7	18.4%	29	76.3%	1	2.6%	38
Year 4	1	1.9%	9	17.0%	32	60.4%	11	20.8%	53
Year 5	1	3.1%	5	15.6%	15	46.9%	11	34.4%	32
Year 6	1	2.0%	9	17.6%	21	41.2%	20	39.2%	51

## 2017 National Standards Reporting

School No	School Name	Report Name	Excl 1 March	Excl No OTJ
1258	Dairy Flat School	March annual charter update	31	

Mathematics	Well Below		Below		At		Above		Total	
	No	%	No	%	No	%	No	%	No	%
All Students	2	.7%	52	19.0%	157	57.5%	62	22.7%	273	
Māori	0	.0%	8	28.6%	19	67.9%	1	3.6%	28	
Pacific peoples	0	.0%	0	.0%	1	50.0%	1	50.0%	2	
Asian	0	.0%	1	3.4%	15	51.7%	13	44.8%	29	
NZ European/Pākehā/Other European	2	1.1%	37	20.3%	104	57.1%	39	21.4%	182	
Male	2	1.5%	25	18.4%	76	55.9%	33	24.3%	136	
Female	0	.0%	27	19.7%	81	59.1%	29	21.2%	137	

Mathematics	Well Below		Below		At		Above		Total	
	No	%	No	%	No	%	No	%	No	%
After 1 Year	0	.0%	8	14.0%	43	75.4%	6	10.5%	57	
After 2 Years	0	.0%	8	19.0%	29	69.0%	5	11.9%	42	
After 3 Years	1	2.6%	13	34.2%	22	57.9%	2	5.3%	38	
Year 4	0	.0%	7	13.2%	31	58.5%	15	28.3%	53	
Year 5	0	.0%	5	15.6%	15	46.9%	12	37.5%	32	
Year 6	1	2.0%	11	21.6%	17	33.3%	22	43.1%	51	

NS Writing

79% at or above – an increase from 72.1% in 2016

NS Reading

89% at or above – an increase from 84% in 2016

NS Mathematics

85% at or above – an increase from 81.8%

Other 2016 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
BOT will continue to work with the ministry team and teachers in planning the new building.	The new building is complete so that we have moved in. There are a number of issues still being addressed. The gardens and seating are scheduled to be completed by March. The lift is finally commissioned.	Work with PTA to explore fundraising opportunities BOT to liaise with PTA in fundraising and funding decisions	The senior playground upgrade is complete. The building WOF is approved and displayed. The new build is completed according to the amended plan
Personnel	Short Report	Community Engagement	Short Report
Continue to develop the school wide inquiry process for assessing the effectiveness of teaching and learning programmes and continue to implement the attestation and appraisal processes.	We continue to use target students to base our inquiry around.	The BOT has authorised Dairy Flat School to be part of the Orewa COL for professional Learning We have been assigned two in-school teachers and these will be advertised and appointed in term 1 2017 after our Col achievement goals have been approved <b>ALLiS</b> We are part of an Orewa Schools ALLiS project which has provided most (not all) funding for Asian language teaching for our year 5/6	Two teachers have been appointed to the in-school lead teacher positions as part of the Orewa CoL (Community of Learners).

		students, in our case Japanese and Mandarin	
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Improvement Plan for a Learning Area/Department/Faculty/Syndicate			
<b>School Strategic Learning Goal:</b> Continue the development of rich tasks and Inquiry project based learning ensuring appropriate curriculum coverage and individual student learning needs.		<b>School Annual Learning Target</b> That students are given choice and the opportunity to develop self-directed learning goals and processes through the 'Venture Activity and Inquiry Projects' programme.	
<b>Baseline data</b> This is part of the issue – What does our data look like – what are we using to make judgements on student achievement in Inquiry		<b>Target</b> <b>That at least 85% of our students are achieving at or above in Health/Technology/Science and Social Sciences.</b>	
<b>Key Improvement Strategies</b> Develop key indicators for achievement levels in inquiry topics.			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 3	Focus on developing tools for assessing and making judgements on student inquiry levels - STEAM Inquiry	Team Leaders with their teams	Clear indicators for success at each level
Term 4	Include values, attitude and effort in judgements	Teachers	Assessment tools that clearly define values, attitudes and effort expectations required
Term 3-4	Include student voice in choice of topics and assessment tools	Teachers/students	Evidence of student choice and input into planning
Term 3-4	Consider assessment in planning docs for Inquiries	Teachers	Assessment included in planning docs
<b>Monitoring</b> Focus and regular scrutiny of Inquiry planning and progress in leadership team meetings.			