

STRATFORD PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 2244

Principal: Jason Elder

School Address: Regan Street, STRATFORD

School Postal Address: Regan Street, STRATFORD , 4332

School Phone: 06 765 6938

School Email: office@sps.kiwi.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Brendon Gernhoefer	Chairperson	Elected	Jun 2019
Jason Elder	Principal	ex Officio	
Ian Patterson	Parent Rep	Elected	Jun 2019
Kath Weir	Parent Rep	Elected	Jun 2019
Hayley Loveridge	Parent Rep	Elected	Jun 2019
Sintina Petrie	Parent Rep	Elected	Jun 2019
Deborah Campbell	Staff Rep	Elected	Jun 2019

Accountant / Service Provider: Education Services Ltd



STRATFORD PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2018

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Stratford Primary School

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

Brendon CHARNOCK GERNBEEK

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

27 May 2019

Date:

Jason Mark ELDER

Full Name of Principal

[Signature]

Signature of Principal

27 May 2019

Date:

Stratford Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,083,249	2,714,621	2,772,925
Locally Raised Funds	3	135,231	161,876	167,124
Interest Earned		21,156	20,000	18,607
Gain on Sale of Property, Plant and Equipment		375	-	783
		<u>3,240,011</u>	<u>2,896,497</u>	<u>2,959,439</u>
Expenses				
Locally Raised Funds	3	78,137	81,430	63,113
Learning Resources	4	2,290,348	1,941,111	2,001,577
Administration	5	172,709	162,982	170,848
Finance Costs		1,775	1,500	1,934
Property	6	661,338	629,627	594,780
Depreciation	7	127,493	118,716	120,446
Loss on Disposal of Property, Plant and Equipment		255	-	1,362
		<u>3,332,055</u>	<u>2,935,366</u>	<u>2,954,060</u>
Net Surplus / (Deficit)		<u>(92,044)</u>	<u>(38,869)</u>	<u>5,379</u>
Other Comprehensive Revenue and Expenses		4,808	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>(87,236)</u></u>	<u><u>(38,869)</u></u>	<u><u>5,379</u></u>

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

Stratford Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	753,662	762,665	748,283
Total comprehensive revenue and expense for the year	(87,236)	(38,869)	5,379
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	6,678	-	-
Equity at 31 December	673,104	723,796	753,662
 Retained Earnings	 673,104	 723,796	 753,662
Equity at 31 December	673,104	723,796	753,662

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

Stratford Primary School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	19,613	-	43,447
Accounts Receivable	9	138,224	96,717	122,882
GST Receivable		5,532	11,947	11,690
Prepayments		6,561	14,406	9,635
Inventories	10	972	-	890
Investments	11	538,341	451,801	622,292
		<u>709,243</u>	<u>574,871</u>	<u>810,836</u>
Current Liabilities				
Accounts Payable	13	177,174	123,123	165,884
Revenue Received in Advance	14	27,349	3,951	52,459
Provision for Cyclical Maintenance	15	35,467	109,555	141,429
Painting Contract Liability - Current Portion	16	46,006	-	-
Finance Lease Liability - Current Portion	17	18,535	11,759	17,934
Funds held for Capital Works Projects	18	-	-	35,073
Funds held on behalf of NITS Cluster	19	-	-	702
Funds held on behalf of Curious Mind Project (CAPOW) Cluster	20	1,775	8,640	1,776
Bank Overdraft	8	30,984	-	-
		<u>337,290</u>	<u>257,028</u>	<u>415,257</u>
Working Capital Surplus/(Deficit)		<u>371,953</u>	<u>317,843</u>	<u>395,579</u>
Non-current Assets				
Property, Plant and Equipment	12	467,199	398,553	459,460
Shares in Group Mowing Scheme		15,430	12,020	10,622
		<u>482,629</u>	<u>410,573</u>	<u>470,082</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	53,467	-	81,932
Painting Contract Liability	16	109,800	-	-
Finance Lease Liability	17	18,211	4,620	30,067
		<u>181,478</u>	<u>4,620</u>	<u>111,999</u>
Net Assets		<u>673,104</u>	<u>723,796</u>	<u>753,662</u>
Equity		<u>673,104</u>	<u>723,796</u>	<u>753,662</u>

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

Stratford Primary School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		783,413	752,406	684,048
Locally Raised Funds		113,074	164,376	162,219
Goods and Services Tax (net)		6,158	-	257
Payments to Employees		(461,142)	(389,649)	(384,502)
Payments to Suppliers		(390,763)	(573,374)	(444,553)
Interest Paid		(1,775)	(1,500)	(1,934)
Interest Received		25,502	20,000	18,464
Net cash from / (to) the Operating Activities		74,467	(27,741)	33,999
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(137,065)	(64,000)	(113,657)
Proceeds from Sale of Investments		83,951	-	-
Net cash from / (to) the Investing Activities		(53,114)	(64,000)	(113,657)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,678	-	-
Finance Lease Payments		(12,932)	(14,696)	(11,283)
Painting contract payments		(37,768)	-	-
Funds Administered on Behalf of Third Parties		2,924	5,000	(2,122)
Funds Held for Capital Works Projects		(35,073)	-	35,073
Net cash from Financing Activities		(76,171)	(9,696)	21,668
Net increase/(decrease) in cash and cash equivalents		(54,818)	(101,437)	(57,990)
Cash and cash equivalents at the beginning of the year	8	43,447	101,437	101,437
Cash and cash equivalents at the end of the year	8	(11,371)	-	43,447

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 excluded.

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

Stratford Primary School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

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.

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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 investment in SMGS is accounted for using the equity method.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	15-40 years
Furniture and Equipment	15 years
Motor Vehicles	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	614,409	619,418	576,094
Teachers' salaries grants	1,854,158	1,555,461	1,652,263
Use of Land and Buildings grants	444,660	406,754	422,010
Resource teachers learning and behaviour grants	2,078	4,500	4,778
Other MoE Grants	164,448	128,488	117,780
Other government grants	3,496	-	-
	<u>3,083,249</u>	<u>2,714,621</u>	<u>2,772,925</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	9,205	21,000	19,788
Bequests & Grants	55,238	77,696	87,492
Activities	66,260	62,830	58,506
Trading	363	-	1,338
Fundraising	-	350	-
Other Revenue	4,165	-	-
	<u>135,231</u>	<u>161,876</u>	<u>167,124</u>
Expenses			
Activities	75,439	79,830	60,218
Trading	2,698	1,600	2,895
	<u>78,137</u>	<u>81,430</u>	<u>63,113</u>
Surplus for the year Locally raised funds	<u>57,094</u>	<u>80,446</u>	<u>104,011</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	73,264	60,520	56,862
Employee benefits - salaries	2,192,046	1,842,091	1,905,462
Staff development	12,414	24,000	27,175
Text Books	-	1,000	706
Learning Centre	1,063	1,200	797
Rt Lit	11,561	12,300	10,575
	<u>2,290,348</u>	<u>1,941,111</u>	<u>2,001,577</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,170	4,300	4,170
Board of Trustees Fees	3,055	3,400	3,090
Board of Trustees Expenses	3,067	1,500	2,265
Communication	10,793	11,400	8,673
Consumables	21,681	24,750	21,259
Operating Lease	970	1,200	3,163
Other	26,194	27,475	19,284
Employee Benefits - Salaries	77,078	63,257	90,277
Insurance	7,701	6,800	5,607
Service Providers, Contractors and Consultancy	18,000	18,900	13,060
	<u>172,709</u>	<u>162,982</u>	<u>170,848</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	52,832	55,000	56,573
Cyclical Maintenance Expense	30,158	27,623	4,052
Grounds	13,121	17,300	14,140
Heat, Light and Water	30,139	26,720	28,744
Rates	1,365	1,000	910
Repairs and Maintenance	44,349	53,468	25,525
Use of Land and Buildings	444,660	406,754	422,010
Security	6,075	2,000	6,483
Employee Benefits - Salaries	38,639	39,762	36,343
	<u>661,338</u>	<u>629,627</u>	<u>594,780</u>

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

7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	22,977	25,787	26,163
Furniture and Equipment	51,117	40,655	41,247
Information and Communication Technology	27,422	28,880	29,301
Motor Vehicles	3,481	1,032	1,047
Leased Assets	18,476	18,448	18,717
Library Resources	4,020	3,914	3,971
	<u>127,493</u>	<u>118,716</u>	<u>120,446</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	140	-	140
TSB Cheque	(30,984)	-	(330)
TSB On Call	19,473	-	43,637
Cash equivalents for Cash Flow Statement	(11,371)	-	43,447

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	-	13,113	3,995
Receivables from the Ministry of Education	5,415	-	6,581
Interest Receivable	-	4,203	4,346
Teacher Salaries Grant Receivable	132,809	79,401	107,960
	138,224	96,717	122,882
Receivables from Exchange Transactions	-	17,316	8,341
Receivables from Non-Exchange Transactions	138,224	79,401	114,541
	138,224	96,717	122,882

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Sports Shirts	972	-	890
	972	-	890

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	538,341	451,801	622,292

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	174,996	10,950	-	-	(22,977)	162,969
Furniture and Equipment	175,300	80,664	(255)	-	(51,117)	204,592
Information and Communication Tech	45,293	1,963	-	-	(27,422)	19,834
Motor Vehicles	3,788	31,287	-	-	(3,481)	31,594
Leased Assets	46,478	7,829	(671)	-	(18,476)	35,160
Library Resources	13,605	3,465	-	-	(4,020)	13,050
Balance at 31 December 2018	459,460	136,158	(926)	-	(127,493)	467,199

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	559,937	(396,968)	162,969
Furniture and Equipment	728,071	(523,479)	204,592
Information and Communication	217,726	(197,892)	19,834
Motor Vehicles	36,521	(4,927)	31,594
Leased Assets	72,326	(37,166)	35,160
Library Resources	82,367	(69,317)	13,050
Balance at 31 December 2018	1,696,948	(1,229,749)	467,199

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	200,165	994	-	-	(26,163)	174,996
Furniture and Equipment	107,498	110,411	(1,362)	-	(41,247)	175,300
Information and Communication Tech	58,469	16,125	-	-	(29,301)	45,293
Motor Vehicles	4,835	-	-	-	(1,047)	3,788
Leased Assets	48,042	17,153	-	-	(18,717)	46,478
Library Resources	14,332	3,244	-	-	(3,971)	13,605
Balance at 31 December 2017	433,341	147,927	(1,362)	-	(120,446)	459,460

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	548,987	(373,991)	174,996
Furniture and Equipment	651,475	(476,175)	175,300
Information and Communication	208,272	(162,979)	45,293
Motor Vehicles	5,235	(1,447)	3,788
Leased Assets	107,013	(60,535)	46,478
Library Resources	78,902	(65,297)	13,605
Balance at 31 December 2017	1,599,884	(1,140,424)	459,460

13. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	26,123	25,455	25,624
Accruals	3,532	4,727	4,170
Capital accruals for PPE items	8,381	-	19,683
Banking staffing overuse	-	6,127	-
Employee Entitlements - salaries	132,809	79,401	107,960
Employee Entitlements - leave accrual	6,329	7,413	8,447
	<u>177,174</u>	<u>123,123</u>	<u>165,884</u>
Payables for Exchange Transactions	177,174	116,996	165,884
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	6,127	-
	<u>177,174</u>	<u>123,123</u>	<u>165,884</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income In Advance	22,328	3,951	49,268
Other Income In Advance	5,021	-	3,191
	<u>27,349</u>	<u>3,951</u>	<u>52,459</u>

15. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	223,361	81,932	219,309
Increase to the Provision During the Year	67,926	27,623	4,052
Use of the Provision During the Year	(202,353)	-	-
Provision at the End of the Year	<u>88,934</u>	<u>109,555</u>	<u>223,361</u>
Cyclical Maintenance - Current	35,467	109,555	141,429
Cyclical Maintenance - Term	53,467	-	81,932
	<u>88,934</u>	<u>109,555</u>	<u>223,361</u>

16. Painting Contract Liability

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	46,006	-	-
Non Current Liability	109,800	-	-
	<u>155,806</u>	<u>-</u>	<u>-</u>

In 2018 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a 6 year period. The programme provides for exterior painting of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has an annual commitment of \$37,735. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	18,535	11,759	17,934
Later than One Year and no Later than Five Years	18,211	4,620	30,067
	<u>36,746</u>	<u>16,379</u>	<u>48,001</u>

18. Funds Held (Owed) for Capital Works Projects

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
New Carpets Rooms 11,17,18,19,20	<i>completed</i>	(1,950)	1,950	-	-	-
Block F Windows Replacement	<i>completed</i>	37,023	5,539	42,562	-	-
Totals		<u>35,073</u>	<u>7,489</u>	<u>42,562</u>	<u>-</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

-
-
-

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
New Carpets Rooms 11,17,18,19,20	<i>in progress</i>	-	17,550	19,500	-	(1,950)
Block F Windows Replacement	<i>in progress</i>	-	37,023	-	-	37,023
Totals		<u>-</u>	<u>54,573</u>	<u>19,500</u>	<u>-</u>	<u>35,073</u>

19. Funds held on behalf of NITS Cluster

Stratford Primary School is the lead school and holds funds on behalf of the NITS cluster, a group of schools working with an outside provider who provided professional development for the Principal and Deputy Principals involved in the Cluster.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	702	-	-
Funds Received from Cluster Members	25,761	-	15,340
Funds Spent on Behalf of the Cluster	26,463	-	14,638
Funds Held at Year End	-	-	702

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

20. Funds held on behalf of Curious Mind Project (CAPOW) Cluster

Stratford Primary School is the lead school and holds funds on behalf of the Stratford Primary School cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	1,775	8,640	8,640
Funds Received from Cluster Members	-	-	-
Funds Spent on Behalf of the Cluster	-	-	6,864
Funds Held at Year End	1,775	8,640	1,776

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

21. 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.

BOT member Hayley Loveridges husband owns Inkpot Café who provided catering to the School during the year \$68 and BOT member Deb Campbells father provided window repairs to the School during the year \$322.

22. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,055	3,090
Full-time equivalent members	0.18	0.21
<i>Leadership Team</i>		
Remuneration	748,105	763,727
Full-time equivalent members	8.00	9.00
Total key management personnel remuneration	751,160	766,817
Total full-time equivalent personnel	8.18	9.21

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	-
	1.00	0.00

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

23. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

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

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

25. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(b) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings. The amount committed on the contract is:

	2018 Actual \$	2017 Actual \$
No later than One Year	46,006	-
Later than One Year and No Later than Five Years	109,800	-
Later than Five Years	-	-
	<u>155,806</u>	<u>-</u>

26. 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.

27. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	19,613	-	43,447
Receivables	138,224	96,717	122,882
Investments - Term Deposits	538,341	451,801	622,292
Total Loans and Receivables	696,178	548,518	788,621

Financial liabilities measured at amortised cost

Payables	177,174	123,123	165,884
Borrowings - Loans	-	-	-
Finance Leases	36,746	16,379	48,001
Painting Contract Liability	155,806	-	-
Bank overdraft	30,984	-	-
Total Financial Liabilities Measured at Amortised Cost	400,710	139,502	213,885

28. Events After Balance Date

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

29. Comparatives

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

30. Credit Card Facility

The School operates a credit card facility with TSB Bank, the limit is \$6,000 and as at balance date \$2609.78 was owing.

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

The Auditor-General is the auditor of Stratford Primary School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expenses, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 27 May 2019. This is the date at which our opinion is expressed.

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

Emphasis of Matter – Breach of Borrowing

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with Clause 29 – Schedule 6, of the Education Act 1989 in that no authority has been sought from the Ministers of Education and Finance for borrowing which, in aggregate, involves repayments of interest and capital in excess of one tenth of the Board's operational activities grant for the year. The extent of the unauthorised borrowing is assessed at \$20,080

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page and the Analysis of Variance, and Kiwisport Statement included as an appendix, but does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand



STRATFORD PRIMARY SCHOOL
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www.sps.kiwi.nz



KIWISPORT 2018

In 2018, Stratford Primary School used the Kiwisport funding to employ a sports coordinator for 10h per week. This increased student participation in sport, both within school and in the wider community. For example, last year there were 12 netball teams, 4 basketball teams and 3 hockey teams. This was an increase in team numbers for the three sports in 2018. Other sports that some students attended were:-

Colgate games
Athletics
Swimming
Turnbull cup
Girls Cricket
Golf days - girls and boys
Funding for sports gear
Tough kids challenge

Analysis of Variance Reporting



School Name:	Stratford Primary School	School Number:	2244
Strategic Aim:	<ol style="list-style-type: none"> 1. BUILDING teachers capability so all students can achieve to their potential. 2. EXPLORING a 'whanau concept of learning' so all students are engaged. 3. PRIORITISING the first three years of a child's schooling so they achieve success with National Standards. 4. CREATING a future focused curriculum so all learners become well rounded people. 		
Annual Aim:	<p>Stratford Primary School (SPS) Standards:</p> <p>Māori students and boys (Year 3-8) who were below (Tier 2) SPS Standards in writing and mathematics (2017) will make accelerated progress (more than one years progress).</p>		
Target:	<p>Tier 2 learners have been identified as students who are 'Just Working Within' or 'Up to One Year Below' the expected rate of progress in SPS Standards.</p> <p>Target Goals for Year 3-8 (Tier 2):</p> <ol style="list-style-type: none"> 1. Māori learners will make accelerated progress in writing and mathematics. 2. Boys will make accelerated progress in writing and mathematics. 3. Girls will make accelerated progress in writing and mathematics. 		
Baseline Data:	<p>At the end of 2017, National Standard results showed in Writing that:</p> <ul style="list-style-type: none"> • 18 (16%) Māori learners were 'Below' (Tier 2) National Standards in writing compared with 24 (10%) New Zealand European learners in Year 2-7. • 18 (16%) Boy learners were also 'Below' (Tier 2) National Standards in writing in Year 2-7. <p>At the end of 2017, National Standard results showed in Mathematics that:</p> <ul style="list-style-type: none"> • 21 (28%) Māori learners were 'Below' (Tier 2) National Standards in mathematics compared with 37 (16%) New Zealand European learners in Year 2-7. • 17 (15%) Boy learners were also 'Below' (Tier 2) National Standards in mathematics in Year 2-7. 		

Tātaritanga raraunga

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>At the start of 2018, students were placed into 4 tiers. Teams then used a tracking system to show progress all students were making over the year.</p> <p>As part of this process, Teams in Year 3-8 focused on accelerating progress of Tier 2 learners in writing and mathematics. They compared the progress of Māori students and boys as they reflected on student progress.</p> <p>Teams explored the concept of Learner Agency after visiting schools in Palmerston North. As they trialled different strategies they used student voice, formative assessment and teacher observations to reflect on the level of their teaching that positively impacted on student achievement in writing and mathematics. This information was monitored by the Leadership Team, before being</p>	<p>Accelerated Progress in Writing, where students moved from 'below' to 'at-above' Stratford Primary School Standards: Year 3-4= 8/17 (47%) students made accelerated progress, Year 5-6= 5/11 (45%) students made accelerated progress, and Year 7/8= 13/14 (93%) students made accelerated progress.</p> <p>Overall the number of students who made accelerated progress in writing were: Overall= 26/42 (62%), Māori= 10/17 (59%), Boys= 11/20 (55%), Girls= 5/5 (100%).</p> <p>Accelerated Progress in Mathematics, where students moved from 'below' to 'at-above' Stratford Primary School Standards: Year 3-4= 8/18 (44%) students made accelerated progress, Year 5-6= 4/14 (29%) students made accelerated progress, and Year 7/8= 10/15</p>	<p>Writing: Progress in writing for priority learners has been embedded in 2018. Teacher feedback and goal setting continues to have a positive effect on student progress. Younger learners need time and support to consolidate their learning. However, the success of Year 7-8 students illustrates the longer students are at SPS, the greater chance we have of accelerating their progress. Overall most Tier 2 students are making progress. A small number of students progress declined, where they may need more specialised support through an IEP.</p> <p>Mathematics: Progress in mathematics is slightly slower than writing. This could relate to teacher knowledge around teaching mathematical knowledge and developing a deeper understanding of the learning</p>	<p>Schoolwide: The Leadership Team, with Team Leaders, reviewed the process for tracking and monitoring Priority Learners. The aim is to further embed the process for accelerating students progress. This has been refined, with explicit guidelines for teachers to follow that includes providing ongoing formative assessment on Priority Learners Progress.</p> <p>The Leadership Team are also developing a better way to track the same cohort (differentiated in sub cohorts) for three years, in comparison to new students who come into the school. This will further strengthen data analysis and resourcing. In addition, the Leadership Team are aiming to show the progress of all students over time.</p> <p>Learner Agency and Differentiated will strategically developed into</p>



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>collated and shared with the Board of Trustees each term.</p> <p>Individual teachers showed evidence of their learning journey through the Spiral of Inquiry. This was illustrated through a Google Blog or Google site.</p>	<p>(67%) students made accelerated progress.</p> <p>Overall the number of students who made accelerated progress in mathematics were: Overall= 22/46 (48%), Māori= 10/23 (43%), Boys= 9/14 (64%), Girls= 3/10 (30%).</p>	<p>progressions. The formative assessment process for mathematics was also only introduced in 2018. Many students are making progress, while nearly half have made accelerated progress. Most Year 7-8 students have made accelerated progress. Plans have already been developed to embed the ALIM approach and look deeper at assessment data, including reintroducing PAT assessment to support teachers in 2019</p>	<p>teacher practice through targeted professional development (to further support the accelerated progress of priority learners). The outcome will be the development of a schoolwide pedagogy and exploration of a localised curriculum. Teacher inquiries and Core Learning Progressions will also be reviewed to support the above.</p> <p>In school coaches will also be explored for mathematics (ALIM) and Oral Language, with the aim of embedding best practice across the school.</p>
Planning for next year:			
<p>The Stratford Primary School Board of Trustees will continue to address the learning gap for Tier 2 Priority Learners in 2019. The focus will remain around the Core Learning Areas of writing and mathematics.</p> <ol style="list-style-type: none">1. Māori students (Year 3-8) who were below standards in writing and mathematics (2018) will make accelerated progress (more than one years progress).2. Boy learners (Year 3-8) who were below standards in writing and mathematics (2018) will make accelerated progress (more than one years progress).			