

COLEY STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 2352

Principal: Mr Peter Kemp

School Address: 51 Coley Street FOXTON

School Postal Address: 51 Coley Street FOXTON 4814

School Phone: 06 3638117

School Email: principal@coleystreet.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Hamish Easton	Chair Person	Elected	May-19
Peter Kemp	Principal	ex Officio	
Jason Ellery	Parent Rep	Elected	May-19
Roger Clement	Parent Rep	Elected	May-19
Danny Wanoa	Parent Rep	Elected	May-19
Jason Jack	Parent Rep	Elected	May-19
Tina Maclean	Staff Rep	Elected	May-19

Accountant / Service Provider:

Carol Bloomfield Chartered Accountants



COLEY STREET SCHOOL

Annual Report - For the year ended 31 December 2018

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Coley Street 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.

Hamish Easton

Full Name of Board Chairperson

PETER JAMES KEMP

Full Name of Principal

H Easton

Signature of Board Chairperson

P Kemp

Signature of Principal

31 May 2019

Date:

31 May 2019

Date:

Coley Street School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	1,835,812	1,844,903	1,759,422
Locally Raised Funds	3	28,148	14,540	41,268
Interest Earned		16,632	12,000	14,022
		<u>1,880,591</u>	<u>1,871,443</u>	<u>1,814,712</u>
Expenses				
Locally Raised Funds	3	8,860	6,000	26,124
Learning Resources	4	1,297,622	1,383,461	1,223,045
Administration	5	94,619	91,560	92,329
Finance		911	-	1,100
Property	6	440,377	474,524	423,642
Depreciation	7	68,756	38,200	74,432
Loss on Disposal of Property, Plant and Equipment		1,806	-	245
		<u>1,912,950</u>	<u>1,993,745</u>	<u>1,840,917</u>
Net Surplus / (Deficit) for the year		(32,359)	(122,302)	(26,205)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(32,359)</u>	<u>(122,302)</u>	<u>(26,205)</u>

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

Coley Street 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	645,195	645,195	671,401
Total comprehensive revenue and expense for the year	(32,359)	(122,302)	(26,206)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	3,296	-	-
Equity at 31 December	616,132	522,893	645,195
Retained Earnings	603,553	522,893	645,195
Reserves	12,579	-	-
Equity at 31 December	616,132	522,893	645,195
		0	
Property Maintenance Reserve			
Opening Balance	-	-	-
Transfer from / (to) Retained Earnings	12,579	-	-
	12,579	-	-

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

Coley Street School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	9,739	11,093	162,443
Accounts Receivable	9	78,365	75,000	73,314
GST Receivable		9,358	-	203
Prepayments		9,665	-	6,733
Inventories	10	419	300	252
Investments	11	379,779	300,000	297,521
		<u>487,324</u>	<u>386,393</u>	<u>540,466</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	97,818	100,000	100,834
Revenue Received in Advance	14	3,576	2,500	2,843
Provision for Cyclical Maintenance	15	-	-	11,200
Finance Lease Liability - Current Portion	16	5,548	6,000	6,726
Funds held for Capital Works Projects	17	(4,056)	-	83,430
		<u>102,886</u>	<u>108,500</u>	<u>205,032</u>
Working Capital Surplus/(Deficit)		384,438	277,893	335,434
Non-current Assets				
Investments	11	-	-	25,000
Property, Plant and Equipment	12	268,783	300,000	314,276
		<u>268,783</u>	<u>300,000</u>	<u>339,276</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	34,051	51,000	24,468
Finance Lease Liability	16	3,037	4,000	5,047
		<u>37,088</u>	<u>55,000</u>	<u>29,515</u>
Net Assets		<u><u>616,132</u></u>	<u><u>522,893</u></u>	<u><u>645,195</u></u>
Equity		<u><u>616,132</u></u>	<u><u>522,893</u></u>	<u><u>645,195</u></u>

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

Coley Street School
Statement of Cash Flows
For the year ended 31 December 2018

	2018	2018	2017
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash flows from Operating Activities			
Government Grants	424,711	440,422	468,818
Locally Raised Funds	27,619	8,540	42,029
Hostel	-	-	-
International Students	-	-	-
Goods and Services Tax (net)	(9,155)	203	5,038
Payments to Employees	(267,923)	(322,340)	(288,369)
Payments to Suppliers	(174,954)	(189,293)	(188,989)
Cyclical Maintenance Payments in the year	-	-	(82,737)
Interest Paid	(911)	-	(1,100)
Interest Received	17,611	12,000	13,861
Net cash from / (to) the Operating Activities	<u>17,000</u>	<u>(50,468)</u>	<u>(31,449)</u>
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	3,194	-	4,755
Purchase of PPE (and Intangibles)	(25,942)	(38,200)	(34,930)
Purchase of Investments	(57,258)	-	6,809
Proceeds from Sale of Investments	-	22,521	-
Net cash from / (to) the Investing Activities	<u>(80,005)</u>	<u>(15,679)</u>	<u>(23,366)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	3,296	-	-
Finance Lease Payments	(5,509)	(1,773)	(5,168)
Painting contract payments	-	-	-
Loans Received/ Repayment of Loans	-	-	-
Funds Administered on Behalf of Third Parties	-	-	-
Funds Held for Capital Works Projects	(87,486)	(83,430)	94,674
Net cash from Financing Activities	<u>(89,699)</u>	<u>(85,203)</u>	<u>89,506</u>
Net increase/(decrease) in cash and cash equivalents	<u>(152,704)</u>	<u>(151,350)</u>	<u>34,691</u>
Cash and cash equivalents at the beginning of the year	8 162,443	162,443	127,752
Cash and cash equivalents at the end of the year	8 <u>9,739</u>	<u>11,093</u>	<u>162,443</u>

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

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

Coley Street School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Coley Street Park 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 16.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly

liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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 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 \$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.

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:

Building improvements to Crown Owned Assets	25 years
Furniture and equipment	10 years
Information and communication technology	4–10 years
Motor vehicles	5-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

p) 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).

q) 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.

r) 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.

s) Budget Figures

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

t) 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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	387,686	398,978	403,132
Teachers' salaries grants	1,041,240	1,070,551	964,648
Use of Land and Buildings grants	333,930	333,930	331,205
Resource teachers learning and behaviour grants	1,474	-	471
Other MoE Grants	70,389	41,444	59,816
Transport grants	-	-	-
Other government grants	1,093	-	150
	<u>1,835,812</u>	<u>1,844,903</u>	<u>1,759,422</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	8,346	2,000	13,440
Bequests & Grants	-	-	-
Activities	936	-	5,590
Trading	536	-	10,140
Fundraising	4,350	-	11,683
Other Revenue	13,979	12,540	415
	<u>28,148</u>	<u>14,540</u>	<u>41,268</u>
Expenses			
Activities	3,820	1,000	15,161
Trading	(167)	-	5,378
Fundraising costs	1,317	-	5,585
Transport (local)	-	-	-
Other Expenses	3,890	5,000	-
	<u>8,860</u>	<u>6,000</u>	<u>26,124</u>
	<u>19,288</u>	<u>8,540</u>	<u>15,144</u>

Surplus/ (Deficit) for the year Locally raised funds

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	37,242	60,653	44,698
Equipment repairs	1,640	2,000	1,838
Information and communication technology	13,926	13,000	13,824
Extra-curricular activities	992	4,700	2,195
Library resources	803	950	402
Employee benefits - salaries	1,229,666	1,286,708	1,146,443
Staff development	13,353	15,450	13,645
	<u>1,297,622</u>	<u>1,383,461</u>	<u>1,223,045</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,927	4,000	3,927
Board of Trustees Fees	4,125	4,860	3,370
Board of Trustees Expenses	5,030	5,105	3,418
Communication	2,504	2,625	2,553
Consumables	969	2,500	7,567
Operating Lease	-	-	-
Legal Fees	-	-	-
Other	18,488	12,135	10,595
Employee Benefits - Salaries	47,148	46,835	48,293
Insurance	5,963	5,500	5,436
Service Providers, Contractors and Consultancy	6,465	8,000	7,170
	<u>94,619</u>	<u>91,560</u>	<u>92,329</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	8,116	7,450	8,213
Consultancy and Contract Services	-	-	-
Cyclical Maintenance Expense	(1,617)	15,639	(3,117)
Grounds	7,594	9,500	5,769
Heat, Light and Water	12,875	11,659	9,897
Rates	-	-	-
Repairs and Maintenance	16,142	34,700	13,220
Use of Land and Buildings	333,930	333,930	331,205
Security	1,191	2,298	1,800
Employee Benefits - Salaries	62,145	59,348	56,655
	<u>440,377</u>	<u>474,524</u>	<u>423,642</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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	3,127	-	3,127
Building Improvements	3,843	-	3,843
Furniture and Equipment	32,809	17,200	32,750
Information and Communication Technology	19,115	19,000	25,596
Motor Vehicles	-	-	-
Textbooks	-	-	-
Leased Assets	7,889	-	7,036
Library Resources	1,973	2,000	2,080
	<u>68,756</u>	<u>38,200</u>	<u>74,432</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	-	10,593	-
Bank Current Account	9,252	-	41,695
Bank Call Account	487	500	475
Short-term Bank Deposits	-	-	120,273
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	9,739	11,093	162,443

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	1,261	-	-
Receivables from the Ministry of Education	622	-	1,913
Provision for Uncollectibility	-	-	-
Interest Receivable	2,824	3,000	3,803
Teacher Salaries Grant Receivable	73,657	72,000	67,598
	78,365	75,000	73,314
Receivables from Exchange Transactions	4,085	3,000	3,803
Receivables from Non-Exchange Transactions	74,279	72,000	69,511
	78,365	75,000	73,314

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	419	300	252
School Uniforms	-	-	-
Canteen	-	-	-
	419	300	252

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	379,779	-	297,521
Non-current Asset			
Long-term Bank Deposits	-	-	25,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Revaluation	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	37,500	-	-	-	(3,127)	34,373
Building Improvements	85,218	-	-	-	(3,843)	81,375
Furniture and Equipment	125,029	15,607	(8,113)	-	(32,809)	99,715
Information and Communication	40,561	11,733	(3,668)	2,286	(19,115)	31,797
Motor Vehicles	-	-	-	-	-	-
Textbooks	-	-	-	-	-	-
Leased Assets	11,897	4,146	-	-	(7,889)	8,154
Library Resources	14,071	1,493	(222)	-	(1,973)	13,369
Balance at 31 December 2018	314,276	32,980	(12,003)	2,286	(68,756)	268,783

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	-	-	-
Buildings	78,171	(43,798)	34,373
Building Improvements	154,887	(73,512)	81,375
Furniture and Equipment	543,383	(443,669)	99,715
Information and Communication	133,614	(101,816)	31,797
Motor Vehicles	31,452	(31,452)	-
Textbooks	-	-	-
Leased Assets	24,118	(15,964)	8,154
Library Resources	40,979	(27,611)	13,368
Balance at 31 December 2018	1,006,604	(737,821)	268,783

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	40,627	-	-	-	(3,127)	37,500
Building Improvements	89,062	-	-	-	(3,843)	85,219
Furniture and Equipment	150,286	7,493	-	-	(32,750)	125,029
Information and Communication	46,909	19,248	-	-	(25,596)	40,561
Technology	-	-	-	-	-	-
Motor Vehicles	-	-	-	-	-	-
Textbooks	-	-	-	-	-	-
Leased Assets	14,041	4,891	-	-	(7,036)	11,897
Library Resources	15,294	1,102	(245)	-	(2,080)	14,071
Balance at 31 December 2017	356,219	32,734	(245)	-	(74,432)	314,276

The net carrying value of equipment held under a finance lease is \$8,154 (2017: \$11986)

2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	78,171	(40,671)	37,500
Building Improvements	154,887	(69,669)	85,218
Furniture and Equipment	544,238	(419,209)	125,029
Information and Communication Technology	174,816	(134,255)	40,561
Motor Vehicles	31,452	(31,452)	-
Textbooks	-	-	-
Leased Assets	21,797	(9,900)	11,897
Library Resources	40,119	(26,048)	14,071
Balance at 31 December 2017	1,045,480	(731,204)	314,276

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	6,515	10,000	15,400
Accruals	11,507	12,000	12,182
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	73,657	72,000	67,598
Employee Entitlements - leave accrual	6,138	6,000	5,654
	97,818	100,000	100,834
Payables for Exchange Transactions	97,818	100,000	100,834
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	97,818	100,000	100,834

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	-	-	-
International Student Fees	-	-	-
Hostel Fees	-	-	-
Other	3,575	2,500	2,843
	3,575	2,500	2,843

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	35,668	35,668	121,522
Increase/ (decrease) to the Provision During the Year	(1,617)	15,332	(3,117)
Use of the Provision During the Year	-	-	(82,737)
Provision at the End of the Year	<u>34,051</u>	<u>51,000</u>	<u>35,668</u>
Cyclical Maintenance - Current	-	-	11,200
Cyclical Maintenance - Term	34,051	51,000	24,468
	<u>34,051</u>	<u>51,000</u>	<u>35,668</u>

16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	5,547	6,000	6,726
Later than One Year and no Later than Five Years	3,037	4,000	5,047
Later than Five Years	-	-	-
	<u>8,584</u>	<u>10,000</u>	<u>11,773</u>

17. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Blocks 1 and 2	<i>in progress</i>	83,430	112,427	199,952	-	(4,095)
Electrical Upgrade	<i>completed</i>	-	10,066	10,026	-	39
Totals		<u>83,430</u>	<u>111,362</u>	<u>200,979</u>	<u>-</u>	<u>(4,056)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	(4,056)
Funds Due from the Ministry of Education	-
	<u>(4,056)</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Blocks 1 and 2	<i>in progress</i>	(11,244)	99,000	4,326	-	83,430
Roofing Replacement	<i>completed</i>	-	15,868	15,868	-	-
Totals		<u>(11,244)</u>	<u>114,868</u>	<u>20,194</u>	<u>-</u>	<u>83,430</u>

18. 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.

19. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,125	3,370
Full-time equivalent members	0.48	0.32
<i>Leadership Team</i>		
Remuneration	322,497	296,871
Full-time equivalent members	3	3
Total key management personnel remuneration	326,622	300,241
Total full-time equivalent personnel	3.48	3.32

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	120 - 130	120 - 130
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	0
	1	0

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

20. 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	\$0	\$0
Number of People	0	0

21. Contingencies

Contingent Liabilities at 31 December 2018 - unquantified Ancillary Sick Leave, Unquantified time and Employment Court costs in relation to a serious misconduct case. The court proceedings are scheduled to be held in June 2019. (2017: As for 2018)

Contingent Assets at 31 December 2018 - Insurance Compensation in relation to the misconduct matters detailed above. (2017: As for 2018)

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.

22. Commitments

(a) Capital Commitments

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

Nil

(Capital commitments at 31 December 2017: \$252,030 contract for Blocks 1 and 2)

(b) Operating Commitments

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

	2018 Actual \$	2017 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<hr/>	<hr/>
	-	-

(2017: Nil)

23. 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.

24. 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	9,739	11,093	162,443
Receivables	78,365	75,000	73,314
Investments - Term Deposits	379,779	-	322,521
Total Loans and Receivables	467,882	86,093	558,278

Financial liabilities measured at amortised cost

Payables	97,818	100,000	100,834
Finance Leases	8,585	10,000	11,773
Total Financial Liabilities Measured at Amortised Cost	106,402	110,000	112,607

25. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF COLEY STREET SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Coley Street 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 19, 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 31 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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 arises 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 Trustee schedule included under the School Directory page, Analysis of Variance and Kiwisport statement included as an appendices, 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

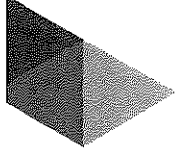
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

Analysis of Variance Reporting



School Name:	Coley Street School - 2019 (based on 2018 data)
School Number:	2352

Strategic Aim:	To support the achievement of all students, around the priority learning areas of Reading Writing and Mathematics, in relation to the New Zealand Curriculum.																																								
Annual Aim:	<p>Reading: The aim is to shift 80% of the target students to the expected curriculum level</p> <p>Writing: The aim is to move 80% of the target students to the expected curriculum level</p> <p>Maths: We did not have a target in maths.</p>																																								
Target:	<p>Reading: At the start of 2018 we had a total of 18 students well below in reading and 50 students below. A total of 68 students are our priority learners in Reading.</p> <p>Writing: At the start of 2018 we had a total of 27 students well below in writing and 55 students below. These students formed our target group for 2018. A total of 82 students are our priority learners.</p>																																								
Baseline Data:	<p>Reading:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year 2018</th> <th>No.</th> <th>Well Below</th> <th>Below</th> <th>Maori</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>12</td> <td>2</td> <td>10</td> <td>6</td> </tr> <tr> <td>Year 7</td> <td>10</td> <td></td> <td>10</td> <td>6</td> </tr> <tr> <td>Year 6</td> <td>5</td> <td>1</td> <td>4</td> <td>1</td> </tr> <tr> <td>Year 5</td> <td>3</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>Year 4</td> <td>8</td> <td>2</td> <td>6</td> <td>5</td> </tr> <tr> <td>Year 3</td> <td>14</td> <td>7</td> <td>7</td> <td>4</td> </tr> <tr> <td>Year 2</td> <td>16</td> <td>5</td> <td>11</td> <td>4</td> </tr> </tbody> </table>	Year 2018	No.	Well Below	Below	Maori	Year 8	12	2	10	6	Year 7	10		10	6	Year 6	5	1	4	1	Year 5	3	1	2	1	Year 4	8	2	6	5	Year 3	14	7	7	4	Year 2	16	5	11	4
Year 2018	No.	Well Below	Below	Maori																																					
Year 8	12	2	10	6																																					
Year 7	10		10	6																																					
Year 6	5	1	4	1																																					
Year 5	3	1	2	1																																					
Year 4	8	2	6	5																																					
Year 3	14	7	7	4																																					
Year 2	16	5	11	4																																					

Writing:

Year 2018	No.	Well Below	Below	Maori
Year 8	13	6	7	5
Year 7	11	4	7	6
Year 6	10	1	9	3
Year 5	7	1	6	2
Year 4	11	3	8	7
Year 3	12	5	7	3
Year 2	18	7	11	5

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The Board of Trustees employed our teacher of MSL 0.8 so that the MSL strategies could be integrated across the school.</p> <p>All teacher aides were given professional development and had a major input into raising achievement using the strategies learnt.</p> <p>Numbers in the junior hub were purposely kept low with us maintaining the popular reception class with approximate operating numbers of 10-12 children with a teacher and teacher aide. This assisted the transition process and ensured students made rapid progress.</p> <p>Reception class staff designed their own entry level test based on 'SEA' and the '6 year net'.</p> <p>All staff continued to collaborate in school and across school with PaCT Tool planning, moderation and assessment on writing. This was however intermittent, with the establishment of COL Leaders and the appointment of across school and in school coordinators hindering progress.</p> <p>In term 4 the local COL returned to some moderation workshops based around syndicate levels.</p>	<p>Reading</p> <p>*Target Students leaving: 14 left during the 2018 year = 20.58% of the targeted students</p> <p>In reading we shifted 54.0% of our target students and this would have been almost in line with our annual goal, had we not lost 14 target students through the year.</p> <p>The main intervention in 2018 was the use of STEPS WEB. This programme was delivered across the school to students who were reading below and well below. This became an extension to their daily reading programme and provided a link to home and students continue using this as part of their home learning.</p> <p>Extra instruction in MSL learning across the Junior Hub was also used.</p> <p>Writing</p> <p>Target Students leaving: 21 left during the Year 2018 = 24.70% of the targeted students</p> <p>In writing we shifted 40.62% of our target students and again this could also have been close to our</p>	<p>Transience is a major contributing factor in our community on student data.</p> <p>This is as a result of lack of employment, lack of rental housing, family reasons and finance.</p> <p>Family violence is also a contributing factor with our region having the highest level of family violence per head of population in New Zealand. This directly affects our children.</p> <p>Coley Street School is currently 52% Maori and research has stated, Maori families are 3 times more likely to be transient than Non Maori.</p> <p>For the first two terms of 2018 we had a teacher on fixed term appointment in a year 4 class and data showed us that the children were not making the progress that was required.</p> <p>As a consequence in term 3 these children were consolidated across the 3 other middle school classes and the teacher's contract was terminated.</p>	<p>Our school has studied over the last 3 years, the effects of transience on student achievement. As a result of the major influence this has on our data, we have put a number of strategies in place to ensure we can give our students the best possible experience at school.</p> <p>Creating a calm, caring and secure teaching and learning environment is essential for our children and often the one constant in their lives.</p> <p>Our PB4L programme (we are now in year 8) ensures that children are seamlessly inducted into our school culture and there is a real emphasis on teaching the appropriate behaviour rather than an expectation.</p> <p>There is exceptional support for family and whanau and numerous opportunities are provided for community engagement.</p> <p>Our collaborative teaching and learning environments provide an environment where children are comfortable with where and whom they work and the ratio of teacher : pupils is low.</p>

This was very effective to reignite the across school collaboration. Teachers, are developing confidence in using the Pact tool for monitoring student progress.

annual goal had we not lost 21 of our target students.

Of a total roll of 230 students, 74 were new enrolments and 64 students left through the year. This is a percentage of 32.17% of the school roll arriving and a total of 27.82% leaving.

The combined turnover is a percentage of 60% which has a major effect on the data collected. Many of the new enrolments come into the school at well below or below.

In 2019 we will look at better ways of gathering data and being able to identify specific cohort groups such as Not School of Origin

Whilst some of these children started to show progress in terms 3 and 4 they make up a large proportion of the current year 5 group that are below in all 3 subjects.

Teachers are able to work, plan, moderate and assess as a team and also work to their strengths.

Our reception class provides a great transition between preschool and school with two staff and approximately 12 children.

The children get into routine very quickly and our tailor made entry level assessment informs us of prior learning and next steps.

The shortage of rental housing creates a real issue and families are often on the move or are placed in emergency accommodation.

Coley Street School have linked with the local real estate agents so that any available housing is advertised through our school communication networks.

Excellent support from Kids Can, fruit in schools, milk in schools, Sunsmart and health promoting schools assists us to support families in need.

Our SENCO role is well organised and very efficient in gaining the necessary support for children with special needs. However the resources and external support staff are thin on the ground.

Planning for next year.

In Reading:

- Continue using STEPs Web . Improve process to monitor more closely the application of the programme and its short and long term effectiveness with students.
- Reading together programme to be taken with the parents of newly enrolled students. This will be delivered by our Principal
- Evaluate our Teacher Inquiry Process ensuring that priority students feature in every teachers inquiry.
- Re organise the school wide timetable to allow for Professional Learning Circle time and reflection and moderation around PACT to occur across each HUB in a regular cyclical rotation.
- The largest cohort group of priority students in Reading will be placed in a class with our Reading Recovery Trained Teacher.
- Year 3 students will now be in Middle Hub allowing lower teacher student ratios in our Junior school with the outlook supporting our new learners to make accelerated progress.

In Writing:

- The Board of Trustees have provided funding to allow for a Walking DP who will target priority learners in additional writing support.
- The Bot have directed surplus funding in providing Teacher Aide support in each HUB, including a mentor for the senior boys.
- Engage the RTLit for well below writers.
- Continue developing the effective use of the Writing PACT tool to enable teachers to be better prepared in teaching next steps and informing classroom practice.
- Observation of best practice for writing across the Kerekere Kahui AKO
- Review of School curriculum to provide a more localised curriculum that will provide greater authentic learning activities to motivate and engage our students especially our boys reluctant to write.
- Evaluate effective classroom practice through on going classroom observations by DP and Principal and improving the PLC practice across the school.



COLEY STREET SCHOOL

FOXTON

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or office@coleystreet.school.nz | www.coleystreet.school.nz

Principal's Report for Analysis of Variance 2019

The 2018 school year has been a challenging year for Board of Trustees, Principal and Staff with the ongoing suspension of a teacher since 2017 on full pay, for gross misconduct, as well as the tragic death of a long time teaching colleague and friend of our school community.

It has also been a very satisfying year with the way staff have worked together to support each other for the betterment of Coley Street School.

Our collaborative learning environments have finally been finished after spending nearly 3 years in alternative class environments.

The children and staff quickly adapted to the physical changes while the school leadership, staff and pupils have been transitioning for the past 5 years in it's pedagogical understanding around collaborative practices.

Our reception class has continued to be a real bonus to the transition process of our new entrant children into the junior hub.

Across the junior hub there is a real emphasis on Multi - Sensory - Learning strategies that address the many learning difficulties our children face. All staff and teacher aides are trained in this approach.

The study centre provides an outstanding partnership between home and school and we have a regular waiting list of children wishing to engage in this resource.

PB4L continues to be the backbone of everything that happens at Coley Street School with such things as ongoing PLD, the newcomers club, check and connect, social activity groups and many other strategies that ensure Coley Street School is a very calm, warm, inviting and safe teaching and learning environment.

There have been very few changes in staffing for the last 5 years apart from a couple of retirements and this has provided consistency for the children and community.

Our students enjoy great success academically, culturally and sporting wise and many past students go on to achieve a variety of accolades across the local and regional secondary schools that they attend. We have provided many school leaders across the 3 areas.

Kiwi Sport funding is regularly utilised to outfit, transport and equip our many sporting teams which participate 5 days a week in local regional and national competition out of Coley Street School.

In term 4 the current principal won a sabbatical and engaged with Manukura School in Palmerston North, where he researched many new strategies around Maori Student Achievement that can be transferred back to our local school and COL's.

The principal was ably replaced by the Deputy Principal for the term.

Our students again showed good progress across the 3 curriculum areas of reading, writing and maths and the staff are committed to using PaCT as an assessment tool to plan and moderate student work. Our COL's collaborate together to complete in- school and across school moderation and planning. This will occur in 2019.

Peter Kemp - Principal