

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST JOHNS GIRLS' SCHOOL (INVERCARGILL) FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of St John's Girls' School (Invercargill) (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe Horwath, 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 16, that comprise the Statement of Financial Position as at 31 December 2017, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2018. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 17 to 28, 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.

As well as the audit of St John's Girls School we are responsible for the audit of the associated entity, St John's Girls' School Board of Proprietors Inc., the proprietor of St John's Girls' School. This audit is compatible with independence requirements. Other than this audit and the audit of St John's Girls' School Board of Proprietors Inc. we have no relationship with or interests in the School.



Kenneth Sandri
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand

ST JOHN'S GIRLS SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	349 Dee Street, Invercargill
School Postal Address:	349 Dee Street, Invercargill
School Phone:	03 218 7759
School Email:	bmackay@stjohnsgirls.school.nz
Ministry Number:	4131

ST JOHN'S GIRLS SCHOOL

Financial Statements - For the year ended 31 December 2017

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St John's Girls School

Statement of Responsibility

For the year ended 31 December 2017

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

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

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

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

To Keary (on behalf of the BOT chair)
Keri Bryan

Brenda Mackay

JK Keary
Signature of Board Chairperson

B Mackay
Signature of Principal

28.5.18
Date:

28.5.18
Date:

St John's Girls School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	839,186	792,000	758,734
Locally Raised Funds	3	211,598	227,179	269,577
Use of Land and Buildings Integrated		132,000	132,000	131,200
Interest Earned		233	500	204
Gain on Sale of Property, Plant and Equipment		-	-	314
		1,183,017	1,151,679	1,160,029
Expenses				
Locally Raised Funds	3	63,994	78,300	70,618
Learning Resources	4	785,292	782,355	781,712
Administration	5	62,242	69,540	71,942
Finance		1,087	-	173
Property	6	168,322	174,228	171,059
Depreciation	7	24,338	42,208	23,669
Loss on Disposal of Property, Plant and Equipment		-	-	16
		1,105,275	1,146,631	1,119,189
Net Surplus / (Deficit) for the year		77,742	5,048	40,840
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		77,742	5,048	40,840

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



St John's Girls School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	147,083	147,083	106,243
Total comprehensive revenue and expense for the year	77,742	5,048	40,840
Capital Contributions from the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	224,825	152,131	147,083
Retained Earnings	224,825	152,131	147,083
Reserves	-	-	-
Equity at 31 December	224,825	152,131	147,083

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



St John's Girls School
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	121,561	101,068	53,812
Accounts Receivable	9	54,570	46,283	46,283
Prepayments		856	489	489
Inventories	10	39,393	33,562	33,562
		<u>216,380</u>	<u>181,402</u>	<u>134,146</u>
Current Liabilities				
GST Payable		4,859	2,679	2,679
Accounts Payable	12	45,691	45,530	45,530
Revenue Received in Advance	13	5,565	5,217	5,217
Finance Lease Liability - Current Portion	14	12,391	12,068	12,068
		<u>68,506</u>	<u>65,494</u>	<u>65,494</u>
Working Capital Surplus/(Deficit)		147,874	115,908	68,652
Non-current Assets				
Property, Plant and Equipment	11	81,009	52,085	94,293
		<u>81,009</u>	<u>52,085</u>	<u>94,293</u>
Non-current Liabilities				
Finance Lease Liability	14	4,058	15,862	15,862
		<u>4,058</u>	<u>15,862</u>	<u>15,862</u>
Net Assets		<u>224,825</u>	<u>152,131</u>	<u>147,083</u>
Equity				
		<u>224,825</u>	<u>152,131</u>	<u>147,083</u>

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



St John's Girls School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		209,913	202,000	189,848
Locally Raised Funds		214,027	227,179	264,876
Goods and Services Tax (net)		2,180	-	3,745
Payments to Employees		(156,738)	(164,757)	(210,435)
Payments to Suppliers		(178,245)	(217,666)	(211,289)
Interest Paid		(1,087)	-	(173)
Interest Received		233	500	204
Net cash from / (to) the Operating Activities		90,283	47,256	36,776
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	298
Purchase of PPE (and Intangibles)		(11,054)	-	(5,253)
Net cash from / (to) the Investing Activities		(11,054)	-	(4,955)
Cash flows from Financing Activities				
Finance Lease Payments		(11,481)	-	(10,554)
Net cash from Financing Activities		(11,481)	-	(10,554)
Net Increase/(decrease) in cash and cash equivalents		67,748	47,256	21,267
Cash and cash equivalents at the beginning of the year	8	53,813	53,812	32,545
Cash and cash equivalents at the end of the year	8	121,561	101,068	53,812

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.



St John's Girls School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



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 14.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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.

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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 Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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

k) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor 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:

Furniture and equipment	4–15 years
Information and communication technology	4–7 years
Leased assets held under a Finance Lease	3–4 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the

n) 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.

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

p) 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.

q) 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.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	205,613	200,000	193,828
Teachers' salaries grants	624,321	590,000	559,480
Other MoE Grants	9,252	2,000	5,426
	<u>839,186</u>	<u>792,000</u>	<u>758,734</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	5,812	8,000	63,012
Other revenue	80	-	340
Trading	23,662	35,900	36,611
Activities	182,044	183,279	169,614
	<u>211,598</u>	<u>227,179</u>	<u>269,577</u>
Expenses			
Activities	45,705	44,600	36,645
Trading	18,289	33,700	33,973
	<u>63,994</u>	<u>78,300</u>	<u>70,618</u>
<i>Surplus for the year Locally raised funds</i>	<u>147,604</u>	<u>148,879</u>	<u>198,959</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	18,823	31,290	24,485
Equipment repairs	2,554	1,500	724
Information and communication technology	12,027	14,000	17,675
Library resources	715	500	549
Employee benefits - salaries	746,240	720,065	734,004
Staff development	4,933	15,000	4,275
	<u>785,292</u>	<u>782,355</u>	<u>781,712</u>



6. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,347	2,708	2,708
Board of Trustees Fees	2,670	4,000	3,625
Board of Trustees Expenses	1,608	3,000	4,454
Communication	3,310	3,000	3,151
Consumables	12,099	9,000	7,073
Operating Lease	-	-	97
Other	6,278	7,280	6,011
Employee Benefits - Salaries	27,181	34,692	39,000
Insurance	1,489	1,600	1,563
Service Providers, Contractors and Consultancy	4,260	4,260	4,260
	<u>62,242</u>	<u>69,540</u>	<u>71,942</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,709	3,500	2,613
Consultancy and Contract Services	17,970	17,228	15,956
Heat, Light and Water	14,186	19,000	18,282
Repairs and Maintenance	1,457	2,500	3,008
Use of Land and Buildings	132,000	132,000	131,200
	<u>168,322</u>	<u>174,228</u>	<u>171,059</u>

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

7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	10,065	20,524	11,173
Information and Communication Technology	1,130	1,198	652
Leased Assets	11,820	18,968	10,326
Library Resources	1,323	1,518	1,518
	<u>24,338</u>	<u>42,208</u>	<u>23,669</u>

8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	121,561	101,068	53,812
Cash equivalents and bank overdraft for Cash Flow Statement	<u>121,561</u>	<u>101,068</u>	<u>53,812</u>

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



The School also holds a Business Card facility with a credit limit of \$15,000.

9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	8,981	11,062	11,062
Receivables from the Ministry of Education	4,952	-	-
Teacher Salaries Grant Receivable	40,637	35,221	35,221
	<u>54,570</u>	<u>46,283</u>	<u>46,283</u>
Receivables from Exchange Transactions	8,981	11,062	11,062
Receivables from Non-Exchange Transactions	45,589	35,221	35,221
	<u>54,570</u>	<u>46,283</u>	<u>46,283</u>

10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
School Uniforms	39,393	33,562	33,562
	<u>39,393</u>	<u>33,562</u>	<u>33,562</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Furniture and Equipment	48,520	9,558	-	-	(10,065)	48,013
Information and Communication	6,998	1,434	-	-	(1,130)	7,302
Leased Assets	28,158	-	-	(1)	(11,820)	16,337
Library Resources	10,617	71	-	(8)	(1,323)	9,357
Balance at 31 December 2017	<u>94,293</u>	<u>11,063</u>	<u>-</u>	<u>(9)</u>	<u>(24,338)</u>	<u>81,009</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Furniture and Equipment	210,652	(162,639)	48,013
Information and Communication	48,003	(40,701)	7,302
Leased Assets	44,532	(28,195)	16,337
Library Resources	39,309	(29,952)	9,357
Balance at 31 December 2017	<u>342,496</u>	<u>(261,487)</u>	<u>81,009</u>

2016	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Furniture and Equipment	55,557	4,149	(13)	-	(11,173)	48,520
Information and Communication Technology	7,681	-	(31)	-	(652)	6,998
Leased Assets	30,240	8,244	-	-	(10,326)	28,158
Library Resources	10,987	1,151	-	(3)	(1,518)	10,617
Balance at 31 December 2016	104,465	13,544	(44)	(3)	(23,669)	94,293

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Furniture and Equipment	201,095	(152,575)	48,520
Information and Communication Technology	46,568	(39,570)	6,998
Leased Assets	44,532	(16,374)	28,158
Library Resources	39,237	(28,620)	10,617
Balance at 31 December 2016	331,432	(237,139)	94,293

12. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	5,054	2,672	2,672
Employee Entitlements - salaries	40,637	35,221	35,221
Employee Entitlements - leave accrual	-	7,637	7,637
	45,691	45,530	45,530
Payables for Exchange Transactions	45,691	45,530	45,530
Payables for Non-exchange Transactions - Other			
	45,691	45,530	45,530

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Other	5,565	5,217	5,217
	5,565	5,217	5,217



14. Finance Lease Liability

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

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
No Later than One Year	12,391	12,068	12,068
Later than One Year and no Later than Five Years	4,058	15,862	15,862
	16,449	27,930	27,930

15. 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.

The Proprietor of the School (St John's Girls School Board of Proprietors) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

16. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
Board Members		
Remuneration	2,670	3,625
Full-time equivalent members	0.13	0.08
Leadership Team		
Remuneration	261,263	190,875
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	263,933	194,500
Total full-time equivalent personnel	3.13	2.08

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

Principal

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



	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	10 - 20	10 - 20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
	0.00	0.00

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

17. Contingencies

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

18. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier:

	2017 Actual \$	2016 Actual \$
No later than One Year	936	8,363
Later than One Year and No Later than Five Years	-	90
	936	8,453

19. 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.



20. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	121,561	101,068	53,812
Receivables	54,570	46,283	46,283
Total Loans and Receivables	176,131	147,351	100,095

Financial liabilities measured at amortised cost

Payables	45,691	45,530	45,530
Finance Leases	16,449	27,930	27,930
Total Financial Liabilities Measured at Amortised Cost	62,140	73,460	73,460

21. Events After Balance Date

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



St John's Girls' School 2017

Board of Trustees

Brenda Mackay	Principal
Keri Bryan	Psychiatrist
Aaron McKenzie	Manager BNZ
Jo Keary	Accountant - Southland Boys' High School
Nic Macpherson	Office Administration - St Theresa's School
Mark Billcliff	Manager - Windsor Brass
Phil Muir	BOP Rep - Manager - Cable Price
Mary Kelly	Staff Trustee - teacher

Board of Proprietors

Brenda Mackay	Principal	
Phil Muir	Elect 16 - Board Chair	Manager - Cable Price
Michael Corson	Elect 15	Self Employed
Royden Muirhead	Elect 15	Police Officer
Raewyn King	Elect 17	Vet Technician
Scott Harris	Elect 17	Driver
Gregg Peters	Elect 17	Health & Safety
Aaron McKenzie	BOT rep	Manager - BNZ
Fraser Hampton	Gilmour House Rep	Self Employed - Farmer
Louise Purdon	Parents' Association Rep	Self Employed - Farmer

Number of students attending: 134 (local only)

St John's Girls' School

Kiwisport Funding 2017

Kiwisport is a Government initiative to support student's participation in organised sport. In 2017, the school received a total of \$1,474 (2016: \$1,560) exclusive. The funding was spent on extra sports equipment and sports subscriptions to enable more girls to play sport. Most of the girls play at least one sport per week.

St John's Girls' 2017 Analysis of Variance

Strategic Aim 1: To increase the number of students achieving At or Above the Mathematics National Standard
Ongoing as part of good practice: Review school wide expectations through discussion with colleagues within the school and in other schools and through professional development, track and monitor student achievement and progress, analyse achievement data, determine learning needs, ensure appropriate interventions are put in place, review effectiveness of support, review teaching practice through discussion at syndicate and staff meetings and through appraisal, use data to set annual target
<ul style="list-style-type: none"> • Review processes around analysis of student achievement data. Consolidate effective practices and action results of review. • Investigate the use of Edge for recording and analysing data. • Action recommendations from reflection on effective teaching practices through appraisal process and discussion at syndicate and staff meetings- programme content, timing, delivery. • Identify barriers to learning • Moderate expectations with other schools • Analyse effectiveness of annual target.

2017 Annual Achievement Target in Relation to National Standards

Strategic Aim:

- Within a safe, supportive learning environment, St John's Girls' School will encourage the development and achievement of each individual girl, giving priority to literacy and numeracy.
- To develop challenging, relevant learning experiences which meet the needs and interests of the students, giving them the opportunity to develop the key competencies to enable them to be life-long learners.

Annual aim:

- To increase the number of students achieving at or above the Mathematics National Standard

Baseline Data:

- Analysis of school wide data at the end of 2016 indicated that 22% (18% of Maori) of all students were below the National Standard in mathematics as opposed to 7% (7% Maori) in reading and 14% (24% Maori) in writing.

Further analysis showed:

- The end of year collation of JAM/Gloss (Standardised test) results showed 20% of the girls, (17% of the Maori roll), were below expectations.
- The end of year collation of basic facts achievement showed 24% of the girls (28% of the Maori roll) were below expectations in basic facts.

Targets:

- All girls in 2017, especially the Maori students whose results indicated they were below or well below the Mathematics National Standard at the end of 2016, will have made more than one year's progress by the end of 2017 and will be achieving at or above the standard. This represents 19 students, three being Maori, who were assessed as being below the standard. These girls are spread across all year levels. Five other girls will continue to be closely monitored but are not part of the target group.
- A group of new girls to the school in 2017 who have been identified as being below or well below the expectations for Mathematics at the beginning of 2017 will have made more than one year's progress by the end of 2017 and will be achieving at or above the standard. These girls are spread across the school, but are mostly in the senior classes.

Annual Plan - Actions to achieve target	Led by:	Budget	Timeframe
Teachers and leadership team identify girls who need support.	Teacher in charge of Learning Support		Term 1
Provide learning support where possible with a teacher's aide to work with individuals or groups of students.	Teacher in charge of Learning Support	Special Education grant	Term 1-4
Communicate with parents/whanau to set goals and identify ways to support the girl's achievement so they can assist at home	Teachers		Term 1
Provide additional programmes to build general confidence	Teachers		Term 1- 4
Achievement data will be collated and reviewed each term and will include planned actions for raising achievement for those achieving below on class action plan.	Teachers		Term 1
Provide professional development for teachers where needed	Principal		Ongoing
Ensure the necessary resources are available	Syndicate leaders		Ongoing
Teacher appraisal/reflection and professional learning goals will focus on raising achievement in maths using learning technology.	Leadership team		Term 2

Monitoring: Reporting by the principal each term, against each of the actions to BOT

How will we measure our success? Analysing assessment data each term, qualitative as well as quantitative

February Principal Report:

Teachers are finding out what each girl can do, especially the new girls.

Teachers have used baseline data from the end of last year and their professional judgement to determine needs of students. This includes those who achieve above the standard.

The teachers in the senior syndicate are all having maths at the same time this year to allow for flexibility. Some girls are being accelerated and others from various classes, are going to be withdrawn to work with a teacher aide.

Achievement data for all existing students has been passed on from last year's teacher to the 2017 teacher.

School wide achievement results have been collated for Basic Facts, Numeracy and Achievement in Relation to National Standards. This will be shared at the BOT meeting and has been used to set the annual target.

Interim Learning Support has been put in place for those requiring it. Parents have been advised.

February BOT Minutes

Data was presented for the 2016 Mathematics target group. Maths is still the area requiring attention. The board recognises that some children haven't achieved as well as we would have liked, so we need to consider our future actions. Maybe look at targeted programmes coming into the school. Query: IPPA Specialised Numeracy Support? Feuerstein? Principal plans to seek teacher input.

March/April Principal Report

The teachers had a long discussion about lifting the achievement of the maths target group.

Consensus: need to involve the parents more, with the expectation that they will support us.

We need to explicitly give them things they can do to help at home such as games.

There needs to be more urgency. To create this, we need to be in regular contact with the parents.

March/April BOT Meeting

Principal discussed how we need urgency with our target groups. It's important to keep parents informed and it's important for teachers to share what they are doing in their rooms to increase achievement. Communication with parents is important. Getting parents on board with homework.

May Principal Report

The teachers have communicated with the parents, several of them sending activities home to support what they are doing.

Have received some encouraging E – AsTTle Number results showing pleasing movement, especially from the girls in the target group.

May BOT minutes

Looking at other programmes that may assist achievement.

Feuerstein: Discussion around which students would be asked to participate. The students will be 9 – 10 years of age and will be girls who will be at St John's in 2018. Principal and the teachers will decide which students.

Families will need to be committed to the programme. Discussion around the impact on the students leaving the classroom for the sessions. The children will be out of the classroom as a group, 3 times per week for 40 minutes. Discussion about whether we eventually send someone for training in Feuerstein.

Motion: 'that we trial running a Feuerstein programme for one year, taught by Kiri Scott, involving 3 – 4 students, the number depending on the diversity of their needs.'

June Principal Report

Participation in a Feuerstein programme has been offered to five Year 5/6 girls. This is one more than we had intended but the facilitator met the girls and felt she could make this number work. The parents were very enthusiastic and appreciative. They will sign a contract committing them for 12 months but with a 6-month review.

June BOT Minutes

After looking at the expectations for Numeracy and Basic Facts, we have moved our expectations. It is now in line with other schools. Data was shared at the meeting using the new expectations and the old, and comparing the two. The biggest change is for those children who were sitting just below expectations. They are now a low 'At'.

Data on 'progress made' was also shared.

Numeracy – 50% have made accelerated progress, that is more than the expected 6 months' progress.

Basic Facts – 26% made accelerated progress, being more than the expected 6 months' progress.

Much of this is in the year 7/8 area.

Increased communication with parents is making a difference as is teachers making this part of their appraisal goals.

September Principal Report

Overall, the achievement in mathematics is better than in writing. This is the first year this has happened.

Mid-Year Achievement in Mathematics

	% of all students on track to achieve at or above the end of year standard	% of Maori students on track to achieve at or above the end of year standard
Mathematics	86%	88%

Total 116 girls (17 Maori)	Working towards the end of year standard	On track to meet the end of year standard	On track to exceed the end of year standard
Total All (Maori)	17 (2M)	59 (10M)	40 (5M)
% (% of Maori)	15% (12%M)	51% (59%M)	35% (29%M)

8th November BOT minutes

Principal presented data. Overall pleased with the students and where they are at. There have been huge gains across the group with 8 girls on track to meet the end of year standard. There are a couple of reasons for the gains:

- Aligned the testing to that of other schools
 - Teachers are focusing on the maths target group
 - Increased communication with parents of children in the target group has led to greater support at home. The students that are achieving well have a support partnership between school and home, and this has led to the students setting their own goals with the teachers.
- Where to from here -- keeping the focus on Maths, staff have set their appraisal goals around math for 2018. No complacency.

27th November BOT Minutes

Principal presented detailed Maths target group results which showed incredible progress.

Group 1

19 girls (2 Maori) who were already at St John's Girls' School prior to 2017

- 9 of the 19 girls in Group 1, are now achieving at or above expectations in all areas.
- 1 is at or above in all but 1 area.
- 1 girl is well below in all areas but she has made good progress, especially in Basic Facts.

Group 2

14 new girls to St John's Girls' School in 2017

- 8 girls are all at or above (1 Maori) in assessments.
- 3 girls are mostly below and well below expectations.
- 1 girl is well below in all areas but 1 but is making progress (1 Maori).
- The area of greatest growth is Basic Facts.

Group 3

5 girls being monitored from 2016

- 4 are all at or above expectations.
- The fifth girl is at in all areas but one where she is just below.

Group 1: 19 girls (2 Maori)						Group 2: New Girls – 14 girls(1Maori)					Group being monitored: 5 girls(1 Maori)				
		WB	B	AT	AB		WB	B	AT	AB		WB	B	AT	AB
Mx NatStd	Nov 16	3	16(2M)	0	0						Nov 16			5 (1M)	
	July 17	2	7(1M)	10(1M)	0	July 17	2	4	7 (1M)	1	July 17			4 (1M)	1
	Nov 17	2	5 (1M)	12(1M)	0	Nov 17	2	3	7 (1M)	2	Nov 17			4 (1M)	1
JAM/GLoSS	Nov 16	3(1M)	15(1M)	1							Nov 16		1	3 (1M)	1
	July 17	2	6	10(2M)	1	July 17	4	2	7 (1M)	1	July 17			5 (1M)	
	Nov 17	2	4	11(2M)	2	Nov 17	2	2	4	6(1M)	Nov 17			2 (1M)	3
Basic Facts	Nov 16	3(1M)	10	5	1(1M)						Nov 16		3	2 (1M)	
	July 17	3	5	8(1M)	3(1M)	July 17	3	4	5 (1M)	2	July 17			4 (1M)	1
	Nov 17	2	4	10(2M)	3	Nov 17	1	4	2	7 (1M)	Nov 17			5 (1M)	
AsTTle No.	Feb 16	2	3(1M)	5(1M)	1										
	May 17	1	1 (1M)	8 (1M)	5	May 17	2	4	4 (1M)	4	May 17		1	2 (1M)	1
PAT	Nov 16	2(1M)	7(1M)	4							Nov 16		1	2 (1M)	
	July 17	2	11(2M)	3		July 17	2	5	6 (1M)		July 17		5 (1M)		
	Nov 17	1	5 (1M)	11(1M)	1	Nov 17	0	2	8 (1M)	4	Nov 17			4	1(1M)
AsTTle	Sept 16	1	4 (1M)	5 (1M)	2	Sept 16					Sept 16		1	1	1
Strand	Nov 17	1	6 (2M)	5	3	Nov 17	3	7 (1M)	2	2	Nov 17			2	3(1M)
All girls in all groups read															

All girls in all groups made progress.

Where to next: The girls who are still working towards being 'at expectations' will be closely monitored in 2018.

Glossary:

Mathematics National Standard – overall teacher judgement based on many assessments and observations

JAM – Junior Assessment of Mathematics, 1- 1 standardised test to determine the strategy stage a child in Years 1 – 3 is working on

GLoSS - Global strategy stage, a 1- 1 test to determine strategy stage for Years 4 – 8 - standardised

AsTTle Number test – computer generated standardised assessment to test number knowledge and application

PAT – Progress and Assessment test – multi choice standardised test.

Strand – geometry, statistics and measurement. Excludes number work.

WB – well below, B – below, at, AB – above.

Strategic Aim 2: All Maori girls will experience a sense of belonging, the opportunity to succeed as Maori and to achieve well in relation to National Standards.

Ongoing: Continue to analyse data separately for Maori students to determine successes and needs, continue professional development upskilling teachers in Te Reo Maori and tikanga, teachers to set specific goals within the appraisal system in relation to the meaningful integration of Te Reo Maori and Tikanga Maori into their classroom programme, investigate any barriers to learning and put in place an action plan to overcome them.

Start a kapahaka group

Kaphaka group to perform at Polyfest

Integrate more Te reo into newsletters and flyers

Add Maori signage around the exterior of school.

Continue to end each day with a karakia at least twice a week.

Incorporate whakatauki (Maori proverbs) into our daily assemblies.

Continue to incorporate Maori language/element into the Easter and Christmas Services

Continue to incorporate Te Reo in newsletters and flyers.

Ensure bi-cultural nature of NZ is evident around school.

Review actions from previous years and determine future actions.

Ensure practices are embedded in school

What will be done	Who is responsible?	When?	Outcomes?
Ensure that new staff are competent and confident in teaching and delivering the school karakia.	Existing senior syndicate	Term 1	All teaching staff do this competently.
Continue to end each day with a karakia at least twice a week.	Teachers	Ongoing	Every class does this at least twice a week.
Ongoing staff development in Te Reo	Principal		Happening – planned sessions and incidental.

Add Maori signage around the exterior of school.	Principal	Term 1	Hasn't happened. We had planned to have the students design Maori signage to identify the rooms but due to time pressures we have used brass numbers. We would still like the girls to design some signage but this will be in the future. We plan to put up a signpost in 2018, pointing out the main features of the school in English and Maori, the hall, office, junior block etc. This was one of the many ideas from the 2016 inquiry.
Integrate more Te reo into newsletters and flyers	Principal and teachers	Ongoing	Started.
Investigating barriers to learning, eg. attendance	Leadership team	Ongoing	Ongoing. Our Maori students achieve well, in some instances better than non-Maori.
Incorporate whakatauki (Maori proverbs) into our daily assemblies.	Leadership team	Term 2	Can do more.
Continue to incorporate Maori language/element into the Easter and Christmas Services	Music teacher		Already happening

A lot of work was done as part of a Bi- Cultural study in 2016. 2017 was building on what we had achieved. In 2016 the whole school participated in Polyfest for the first time. We were proud of the girls however we felt we needed guidance to ensure we were culturally sensitive so sought a kapahaka teacher. After a lot of investigating and coming to dead ends, we employed a Kapahaka tutor. Unfortunately, due to conflicting employment demands this didn't work out so three teachers took responsibility for it, very successfully. Two are continuing in 2018. In 2017 the kapahaka group performed at Polyfest, supported by the whole school and many members of our school community in the audience. In 2018, we need to book earlier so that we get a better time so we can watch other schools with a strong reputation in kapahaka. We also need to source some uniforms.

The bi-cultural nature of our school is much more evident around the school after the work done in 2016. We need to keep building on it. We plan to have some senior girls do more Oamaru stone carving in 2018 to build on that done in 2016.



As a consequence of the BOT Maori consultation in November 2017, the staff realised that we have assumed that parents know what is happening in the classrooms and the school. We haven't explicitly told them but will start putting bits and pieces in the newsletter and on Facebook.

Strategic Aim 3: To ensure effective communication with the school community to create greater involvement and active participation in the girls' learning.
<ul style="list-style-type: none"> • Continue to be innovative with communication and consultation with parents, students and the school community • Continuing home-school partnership to support student achievement. • Continue to invite student voice. • Continue to seek feedback, including feedback on specific initiatives, from the community, via the annual survey as part of the Board review process.

Planned Actions for 2017	Who	When	Actual Outcome
Continue to use facebook for communicating with the school community	Principal and Staff	Starting term 1	This happened but not consistently. Some teachers are better at doing so than others. All teachers need to post regularly. Currently we don't respond but perhaps we should start?
Invite parents in to celebrate learning at the end of a unit more frequently.	Syndicate leaders	End of units	Room for growth. We often find we are short of time to do this.
Continue to hold Parent forums i.e Maths, ICT – being creative to get parents to attend	Staff	As required	There wasn't a need in 2017. 2018 – communicate around digital technology curriculum?
Set up a website or website page for the centenary	Centenary committee	Term 1	We set up a page for the Centenary which worked well.
Invite parent and student voice when reviewing curriculum areas.	Principal or TIC of area		Have used student voice but not parent voice for this.
Senior syndicate to use google docs to enhance communication and learning			They are doing this. The rest of the school are following at different rates. It is a target for all staff by the end of 2018.
Annual Board survey	Board chair	Term 3	We had approximately a 50% response rate and some valuable feedback and suggestions. Most people were positive. Each BOT member also phoned our Maori families to seek their feedback around what we are doing well, what could be improved and asking for suggestions.
Complete update of website	Principal/board	Term 1	A new website was created and was ready to use before school started in 2017.

Our sports coordinator has set us up using the Sporty website for all sports registrations. We are trialing this for all Southland Schools as part of the work being done with the principals and representatives of the sports organisations to fine tune sport. The Principal and sports coordinator have attended PD on the use of this, looking at how we can use its other functions to enhance communication with parents.

We had the school Centenary in 2017. This was an incredible weekend due to the hardwork and commitment of the whole school community. The highlight was the school fair, organised by the Parent's Association. It brought everyone together. This was the ultimate in 'ensuring effective communication with the school community to create greater involvement and active participation in the girls' learning'. The Parent's Association led this. We had many parents and extended family helping. Building up to the fair, every girl was involved in PreP, creating a product to sell at the fair. The fair was the successful culmination of their learning. <https://photos.app.goo.gl/fR7aTbaovGYJq9m53>

