

NEWTON CENTRAL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1392

Principal: Riki Teteina

School Address: Monmouth St, Grey Lynn, Auckland 1021

School Postal Address: Monmouth St, Grey Lynn, Auckland 1021

School Phone: 09 378 6883

School Email: admin@newton.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Te Kawehau Hoskins	Co -Chairperson	Re-Co-opted	May 2019
Christine Herzog	Secretary	Critical Friend	Indefinite
Laurayne Tafa	Co-Chairperson	Selected	May 2019
Fleur Sandbrook	Parent Representative	Re-Elected	May 2019
Rebecca Alekzander	Parent Representative	Elected	May 2019
Paul Bishop	Parent Representative	Elected	Resigned February 2018
Kiri Donaldson	Parent Representative	Elected	May 2019
Leerina Savage	Parent Representative	Elected	May 2019
Heather Ruru	Parent Representative	Elected	May 2019
Lisa Wipani	Parent Representative	Re-Co-opted	May 2019
Jenny Lee-Morgan	Parent Representative	Co-opted	Resigned March 2018
Ira Wilkinson	Parent Representative	Co-opted	Resigned May 2018
Stacey Whitiora	Parent Representative	Co-opted	January 2021
Kikee Daniels	Parent Representative	Co-opted	April 2021
Carol Smith	Parent Representative	Co-opted	September 2021
Hannah Andrews	Parent Representative	Selected	May 2019
Kim Hankins	Staff Rep	Selected	February 2019
Riki Teteina	Principal	Appointed	Indefinite

Accountant / Service Provider: dcipher Accounts

NEWTON CENTRAL SCHOOL

Annual Report - For the year ended 31 December 2018

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Newton Central 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.

Laurayne Tafe
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

14th May 2019
Date:

Riki Wayne Teteria
Full Name of Principal

[Signature]
Signature of Principal

14/05/2019
Date:

Newton Central 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	3,672,582	3,109,811	3,299,725
Locally Raised Funds	3	324,156	248,422	242,439
Interest Earned		7,412	6,000	8,412
International Students	4	-	60,000	-
		<u>4,004,149</u>	<u>3,424,233</u>	<u>3,550,576</u>
Expenses				
Locally Raised Funds	3	125,582	83,750	98,849
International Students	4	6,720	22,000	187
Learning Resources	5	1,945,506	2,033,155	1,852,133
Administration	6	191,973	204,481	186,410
Finance		262	800	1,753
Property	7	1,747,362	1,065,499	1,286,650
Depreciation	8	52,150	48,546	45,826
Loss on Disposal of Property, Plant and Equipment		2,793	-	5,490
		<u>4,072,348</u>	<u>3,458,231</u>	<u>3,477,298</u>
Net Surplus / (Deficit) for the year		(68,199)	(33,998)	73,278
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(68,199)</u>	<u>(33,998)</u>	<u>73,278</u>

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

Newton Central 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	311,413	311,413	546,372
Total comprehensive revenue and expense for the year	(68,199)	(33,998)	73,278
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	41,198	-	8,585
Distribution to Ministry of Education	-	-	(316,822)
Equity at 31 December	284,412	277,415	311,413
Retained Earnings	284,412	277,415	311,413
Equity at 31 December	284,412	277,415	311,413

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

Newton Central School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	214,868	279,613	317,421
Accounts Receivable	10	179,034	117,304	117,304
GST Receivable		-	35,674	35,674
Prepayments		-	276	246
Inventories	11	546	685	685
		<u>394,448</u>	<u>433,552</u>	<u>471,330</u>
Current Liabilities				
GST Payable		5,931	-	-
Accounts Payable	13	188,974	218,487	218,487
Revenue Received in Advance	14	15,379	7,753	7,753
Provision for Cyclical Maintenance	15	12,896	11,021	11,021
Painting Contract Liability - Current Portion	16	9,071	5,049	11,930
Finance Lease Liability - Current Portion	17	11,170	6,847	6,847
Funds held for Capital Works Projects	18	5,522	38,590	38,590
		<u>248,943</u>	<u>287,747</u>	<u>294,628</u>
Working Capital Surplus/(Deficit)		145,505	145,805	176,702
Non-current Assets				
Property, Plant and Equipment	12	216,055	205,915	205,915
		<u>216,055</u>	<u>205,915</u>	<u>205,915</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	68,533	71,532	56,535
Painting Contract Liability	16	582	-	5,049
Finance Lease Liability	17	8,032	2,773	9,620
		<u>77,147</u>	<u>74,305</u>	<u>71,204</u>
Net Assets		<u>284,412</u>	<u>277,415</u>	<u>311,413</u>
Equity		<u>284,412</u>	<u>277,415</u>	<u>311,413</u>

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

Newton Central 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		635,903	626,744	641,842
Locally Raised Funds		290,483	248,422	241,815
International Students		4,800	60,000	-
Goods and Services Tax (net)		41,604	-	(32,140)
Payments to Employees		(637,670)	(564,575)	(437,333)
Payments to Suppliers		(356,064)	(346,246)	(293,002)
Cyclical Maintenance Payments in the year		-	(26,018)	-
Interest Paid		(262)	(800)	(1,753)
Interest Received		6,871	6,000	8,642
Net cash from / (to) the Operating Activities		(14,336)	3,527	128,071
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(43,139)	(48,576)	(42,547)
Net cash from / (to) the Investing Activities		(43,139)	(48,576)	(42,547)
Cash flows from Financing Activities				
Furniture and Equipment Grant		41,198	-	8,585
Finance Lease Payments		(9,659)	(6,847)	(13,550)
Painting contract payments		(7,326)	(11,930)	(8,489)
Funds Administered on Behalf of Third Parties		-	-	(40,796)
Funds Held for Capital Works Projects		(69,292)	-	-
Net cash from Financing Activities		(45,079)	(18,777)	(54,250)
Net increase/(decrease) in cash and cash equivalents		(102,553)	(63,826)	31,274
Cash and cash equivalents at the beginning of the year	9	317,421	317,421	286,147
Cash and cash equivalents at the end of the year	9	214,868	253,595	317,421

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.

Newton Central School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances and deposits held at call with banks. 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.

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	40 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years or over the life of the lease
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.

n) 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 grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

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 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	504,566	521,837	502,721
Teachers' salaries grants	1,472,467	1,602,488	1,541,323
Use of Land and Buildings grants	1,558,633	875,233	1,116,560
Other MoE Grants	136,916	110,253	139,121
	3,672,582	3,109,811	3,299,725

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	88,807	50,000	51,025
Activities	39,257	35,532	30,805
Trading	143,006	135,390	80,011
Fundraising	40,101	25,000	58,570
Other Revenue	12,985	2,500	22,028
	324,156	248,422	242,439
Expenses			
Activities	18,256	18,350	36,689
Trading	85,220	58,800	48,899
Fundraising costs	19,070	5,000	12,984
Other Expenses	3,036	1,600	277
	125,582	83,750	98,849
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	198,573	164,672	143,590

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	0	0	0
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	-	60,000	-
Expenses			
Employee Benefit - Salaries	5,810	10,000	-
Other Expenses	911	12,000	187
	6,720	22,000	187
<i>Surplus/ (Deficit) for the year International Students'</i>	(6,720)	38,000	(187)

5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	15,064	41,094	21,404
Information and communication technology	26,341	24,423	35,161
Library resources	2,093	2,500	2,160
Employee benefits - salaries	1,865,685	1,922,988	1,761,263
Staff development	36,322	42,150	32,145
	<u>1,945,506</u>	<u>2,033,155</u>	<u>1,852,133</u>

6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,360	6,260	6,260
Board of Trustees Fees	2,370	4,000	2,445
Board of Trustees Expenses	7,330	10,600	8,288
Communication	2,310	2,650	2,453
Consumables	18,234	20,000	22,622
Legal Fees	2,609	-	-
Other	12,496	9,650	6,998
Employee Benefits - Salaries	135,996	141,021	121,811
Insurance	1,127	4,300	4,058
Service Providers, Contractors and Consultancy	3,141	6,000	11,475
	<u>191,973</u>	<u>204,481</u>	<u>186,410</u>

7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,783	10,300	9,471
Cyclical Maintenance Expense	13,873	14,997	14,064
Grounds	10,824	10,050	7,157
Heat, Light and Water	28,674	25,300	23,220
Repairs and Maintenance	24,835	31,219	24,159
Use of Land and Buildings	1,558,633	875,233	1,116,560
Employee Benefits - Salaries	99,740	98,400	92,019
	<u>1,747,362</u>	<u>1,065,499</u>	<u>1,286,650</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.

8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	1,104	1,381	1,381
Furniture and Equipment	15,089	15,762	15,043
Information and Communication Technology	24,047	15,639	14,639
Leased Assets	10,036	13,622	12,622
Library Resources	1,873	2,142	2,141
	<u>52,150</u>	<u>48,546</u>	<u>45,826</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	500	500	500
Bank Current Account	114,368	79,113	16,921
Short-term Bank Deposits	100,000	200,000	300,000
Cash and cash equivalents for Cash Flow Statement	<u>214,868</u>	<u>279,613</u>	<u>317,421</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.
The school has an overdraft facility of \$30,000 on their current account. Interest is charged at 12.2%.

10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	78,940	15,765	15,765
Interest Receivable	744	203	203
Teacher Salaries Grant Receivable	99,117	101,336	101,336
	<u>179,034</u>	<u>117,304</u>	<u>117,304</u>
Receivables from Exchange Transactions	79,683	15,968	15,968
Receivables from Non-Exchange Transactions	99,351	101,336	101,336
	<u>179,034</u>	<u>117,304</u>	<u>117,304</u>

11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	546	247	247
School Uniforms	-	438	438
	<u>546</u>	<u>685</u>	<u>685</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	30,547	-	-	-	(1,104)	29,443
Furniture and Equipment	78,882	27,522	(1,644)	-	(15,089)	89,671
Information and Communication Technology	64,433	25,132	-	-	(24,047)	65,519
Leased Assets	17,066	12,394	(1,151)	-	(10,036)	18,273
Library Resources	14,987	35	-	-	(1,873)	13,149
Balance at 31 December 2018	205,915	65,083	(2,795)	-	(52,150)	216,055

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	55,209	(25,766)	29,443
Furniture and Equipment	383,683	(294,013)	89,671
Information and Communication Technology	173,705	(108,187)	65,519
Leased Assets	54,277	(36,004)	18,273
Library Resources	59,046	(45,897)	13,149
Balance at 31 December 2018	725,922	(509,867)	216,055

The net carrying value of equipment held under a finance lease is \$18,273 (2017: \$17,066).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	348,750	-	(316,822)	-	(1,381)	30,547
Furniture and Equipment	92,535	1,790	(400)	-	(15,043)	78,882
Information and Communication Technology	42,747	37,571	(1,246)	-	(14,639)	64,433
Leased Assets	13,217	16,471	-	-	(12,622)	17,066
Library Resources	17,786	3,186	(3,844)	-	(2,141)	14,987
Balance at 31 December 2017	515,035	59,018	(322,312)	-	(45,826)	205,915

The disposal of building improvements relates to the transfer of ownership of the school's portion of Te Whare Tapere to the Ministry for nil consideration. The book value of Te Whare Tapere at the time of transfer was \$316,822.

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	55,209	(24,662)	30,547
Furniture and Equipment	359,475	(280,593)	78,882
Information and Communication Technology	148,573	(84,140)	64,433
Leased Assets	61,785	(44,719)	17,066
Library Resources	59,011	(44,024)	14,987
Balance at 31 December 2017	684,053	(478,138)	205,915

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	61,278	83,733	83,733
Accruals	9,674	6,260	6,260
Banking staffing overuse	-	5,346	5,346
Employee Entitlements - salaries	99,117	102,757	102,757
Employee Entitlements - leave accrual	18,906	20,391	20,391
	<u>188,974</u>	<u>218,487</u>	<u>218,487</u>
Payables for Exchange Transactions	188,974	218,487	218,487
	<u>188,974</u>	<u>218,487</u>	<u>218,487</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees	4,800	-	-
Other	10,579	7,753	7,753
	<u>15,379</u>	<u>7,753</u>	<u>7,753</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	67,556	67,556	53,492
Increase/ (decrease) to the Provision During the Year	13,873	14,997	14,064
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>81,429</u>	<u>82,553</u>	<u>67,556</u>
Cyclical Maintenance - Current	12,896	11,021	11,021
Cyclical Maintenance - Term	68,533	71,532	56,535
	<u>81,429</u>	<u>82,553</u>	<u>67,556</u>

16. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	9,071	5,049	11,930
Non Current Liability	582	-	5,049
	<u>9,653</u>	<u>5,049</u>	<u>16,979</u>

In 2006 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a fourteen year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2006, with regular maintenance in subsequent years. The agreement has an annual commitment of \$11,930 with an amendment signed in 2018. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	11,170	6,847	6,847
Later than One Year and no Later than Five Years	8,032	2,773	9,620
Later than Five Years	-	-	-
	<u>19,202</u>	<u>9,620</u>	<u>16,467</u>

18. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Hall Extn Te Whare Tapere	<i>completed</i>	38,590	93,042	(131,632)	-	-
Block 2 ILE	<i>in progress</i>	-	-	(1,131)	-	(1,131)
Flooded Staffroom Insurance Claim	<i>in progress</i>	-	31,500	(28,398)	-	3,102
Drainage 2018	<i>in progress</i>	-	18,334	(14,783)	-	3,551
Totals		<u>38,590</u>	<u>142,876</u>	<u>(175,944)</u>	<u>-</u>	<u>5,522</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	6,653
Funds Due from the Ministry of Education	(1,131)
	<u>5,522</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
MOE - Hall Extn Te Whare Tapere	<i>in progress</i>	81,016	250,000	(292,426)	-	38,590
MOE ILE Immersion/Bilingual	<i>completed</i>	(1,630)	3,571	(1,941)	-	-
Totals		<u>79,386</u>	<u>253,571</u>	<u>(294,367)</u>	<u>-</u>	<u>38,590</u>

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,370	2,445
Full-time equivalent members	0.44	0.24
<i>Leadership Team</i>		
Remuneration	585,253	502,672
Full-time equivalent members	7.00	5.00
Total key management personnel remuneration	587,623	505,117
Total full-time equivalent personnel	7.44	5.24

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	0 - 5	0 - 5

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 - 100	0.00	0.00
	0.00	0.00

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

21. 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 \$0	2017 Actual -
Total	0	-
Number of People	0	-

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

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

(a) \$226,000 contract for ILE to be completed in 2019, which will be fully funded by the Ministry of Education. \$22,600 was received in February 2019 for design fees.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

(a) operating lease of a EFTPOS Machine;

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2018 Actual \$	2017 Actual \$
664	664
-	-
-	-
<u>664</u>	<u>664</u>

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	214,868	279,613	317,421
Receivables	179,034	117,304	117,304
Total Loans and Receivables	<u>393,902</u>	<u>396,917</u>	<u>434,725</u>

Financial liabilities measured at amortised cost

Payables	188,974	218,487	218,487
Finance Leases	19,202	9,620	16,467
Painting Contract Liability	9,653	5,049	16,979
Total Financial Liabilities Measured at Amortised Cost	<u>217,829</u>	<u>233,156</u>	<u>251,933</u>

27. Events After Balance Date

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



NEWTON CENTRAL SCHOOL TE KURA A RITO O NEWTON

Celebrating difference, diversity and success



Annual Report and Statement of Variance for Newton Central School for Year Ending Dec 2018

Principals' endorsement:

Riki Teteina

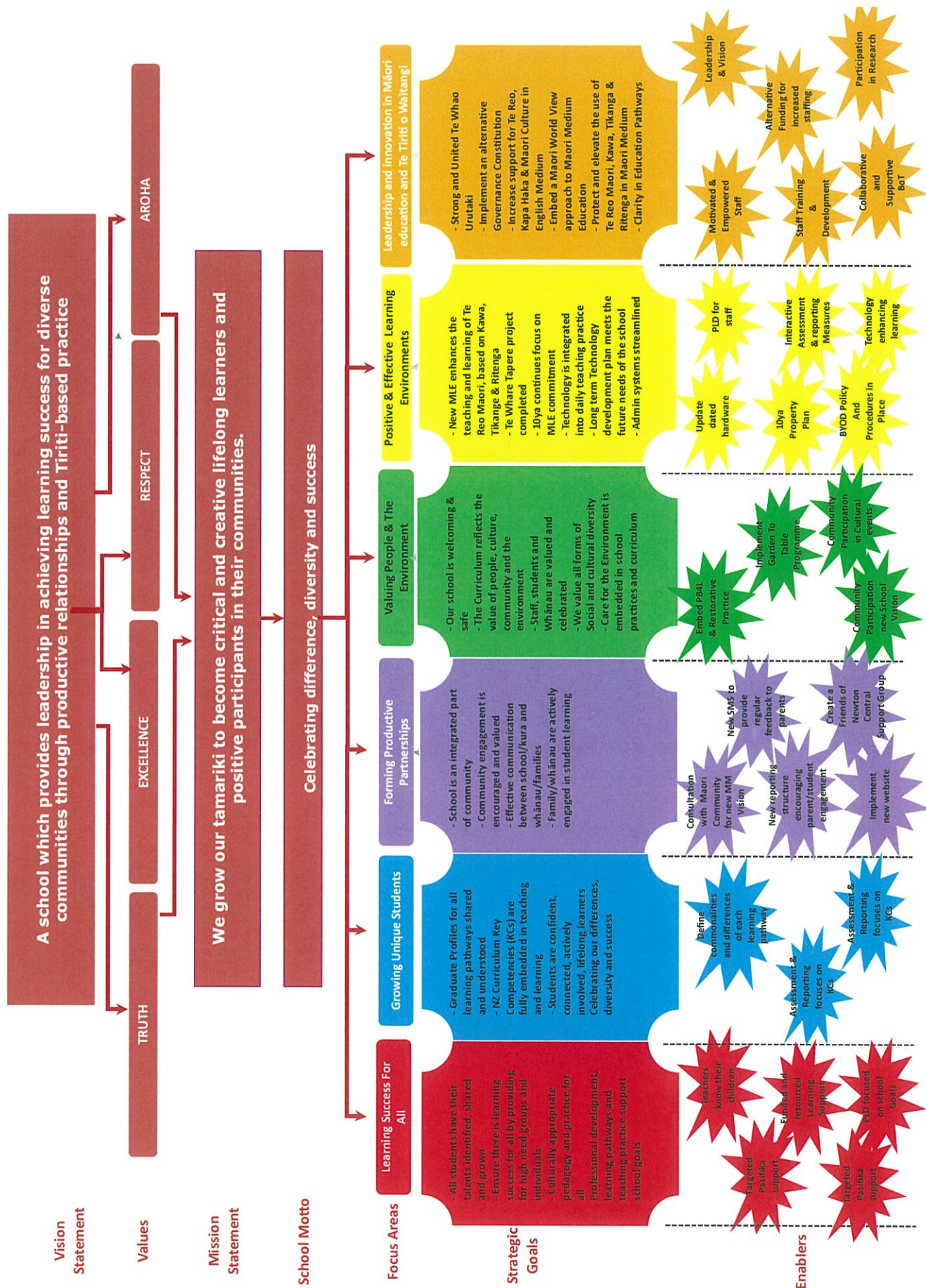
Board of Trustees' endorsement:

Te Kawehau Hoskins & Laurayne Tafa

Submission Date to Ministry of Education:

30th May 2019

NCS Annual Plan 2018



STATEMENT OF VARIANCE FOR 2018 ANNUAL PLAN

LEARNING SUCCESS FOR ALL				
PRINCIPLES				
<ul style="list-style-type: none"> Targeted Pasifika Support Teachers know their students 				
<ul style="list-style-type: none"> Funded and resourced learning support PLD focused on school goals 				
STATEMENT OF VARIANCE				
ACTIONS (WHAT DID WE DO?)	OUTCOMES (WHAT HAPPENED?) <i>Started, Completed, Rescheduled</i>	REASONS FOR THE VARIANCE (WHY DID IT HAPPEN?)	EVALUATION (WHERE TO NEXT?)	
1. Targeted Pasifika Support <ol style="list-style-type: none"> Join Pasifika Principals network Create staff committee to focus on increased success for Pasifika - Enhance Pasifika community activities e.g – Cultural group, drum classes, Pasifika representation at Fia Fia day, Graduation Ceremony - Establish Pasifika Whānau group – focus on supporting educational aspirations for Pasifika. Employ a Pasifika Kaiako to champion Pasifika achievement 	<ol style="list-style-type: none"> done. Additional expertise and contacts available. Need to improve pasifika cultural activities and participate in various speech competitions Rescheduled - Limited progress. Will need to look at other options Completed Rescheduled Advertised but could not find a suitable applicant 	<ol style="list-style-type: none"> No variance While a leader was appointed and some progress was made in meeting amongst staff, strategies did not result in increased engagement with community Opportunities for our drumming group and pasifika students to perform in the year increased and we will continue to build on this initiative within our community. We also Reinstated Pasifika Graduation - 13th Dec 2017. While we've started the process, activities need to continue and be built upon This area needs most focus. Greater analysis of our students, their interests and whanau interests is needed using a Pasifika lense for inquiry No suitable staff available <p><i>Data has highlighted that a significant percentage of Pasifika continue to fall in the Well Below and Below categories for National Standards achievement</i></p>	<ol style="list-style-type: none"> Enhance Pasifika Principal Connections to observe and structure strategy based on successful models in other Pasifika Focused schools – focus on Tālanoa & Pasifika success decided by Pasifika stakeholders Develop a strategy to re-vitalise Pasifika community involvement in the school. Initiate a committee of Pasifika stakeholders to set pasifika vision, goals and strategic plan <i>Gain greater insight (via surveys and discussions) into what areas Pasifika whanau are interested in exploring</i> Continue to implement pasifika centric activities to enhance the pasifika profile of success throughout the community. Find a suitable staff member 	
2. Teacher sKnow Their Children <ol style="list-style-type: none"> Increase PLD on student advocacy Align school goals to Kahui Ako goals – focus on: <ul style="list-style-type: none"> Student Agency Student Wellbeing Writing Ensure appraisal, job descriptions and expectations focus on this goal 	<ol style="list-style-type: none"> Completed Begun Completed 	<ol style="list-style-type: none"> New Kahui Ako developed and at beginning phases of employing AST, WST & Kaihautu 	<ol style="list-style-type: none"> Increase collaboration with other schools and embed Kahui Ako achievement challenges Provide further opportunities for Teacher Inquiry, both independently and collaboratively Continue to define and refine the concept of student agency 	

Funded & Resourced Learning Support a) Increase Student Support Staffing b) Access alternative funding c) Enhance systems for the identification and application of learning support.	a) Completed, but significant additional cost to the school b) Completed, but funding not enough to meet needs c) Ongoing	a) Alternative funding was accessed to provide additional teacher assistants in 2018. This allowed for increased teacher assistant support within the classrooms, but the needs outstripped the provision b) We are thankful to Giltrap for sponsoring additional support, but student needs outstripped the additional funding available and we increased teacher assistants in key classrooms to minimise teacher burnout and disruption for the rest of the students. In turn, this had additional pressure on our school's budget c) Our DO worked hard to improve monitoring, reporting and application process to the Ministry of Education, but with tighter MOE restrictions, funding was not made available to support all students identified as needing intervention. This resulted in a budget deficit greater than what was anticipated. Continue to target PLD towards whole school needs	1. Campaigning for increased SENCO support in all schools 2. Continue to work towards accessing additional funding from alternative options (corporate and local sponsorship). This is the only way we can fund additional needs within classes.
3. PLD Focus on School Goals a) Specific PLD provided for collaboration and development of bi-lingual education b) PLD support for the new student management system c) PLD for Arinui – appraisal processes d) PLD for PB4L	All completed		1. There is still a need to enhance teacher capacity through teacher inquiry and development.

GROWING UNIQUE STUDENTS			
PRINCIPLES			
<ul style="list-style-type: none"> Define Commonalities & Differences of each learning pathway Assessment & Reporting focusses on Key Competencies 			
STATEMENT OF VARIANCE			
ACTIONS (WHAT DID WE DO?)	OUTCOMES (WHAT HAPPENED?) <i>Started, Completed, Rescheduled</i>	REASONS FOR THE VARIANCE (WHY DID IT HAPPEN?)	EVALUATION (WHERE TO NEXT?)

<ul style="list-style-type: none"> 1. Define Commonalities & Differences of each learning pathway <ul style="list-style-type: none"> Graduate profiles for Rumaki & Awahou students are clearly understood and supported throughout the school a) Engage with whānau groups to clarify their aspirations for their tamariki upon graduation from NCS. b) Prepare the new Learning Environment to ensure greater success of students demonstrating the Graduate profiles c) Support Kaiako in enhancing their teaching strategies to gain greater success in students demonstrating the attributes articulated in the Graduate Profiles 	None Completed	With the primary focus being on the integration of Awahou and Te Urukarakā into the shared space – Te Akapukaea, as well as te Whāo Urutaki's continued differences amongst one another, there was no time to focus on this area	1) Continue to place this as a key focus in 2019
<ul style="list-style-type: none"> 2. Assessment & Reporting focuses on Key Competencies <ul style="list-style-type: none"> a) Transition to new reporting and management system – Linc-Ed b) Begin transition to focusing on Key Competencies 	a) Completed b) Not begun	b) Transition to the new reporting and management system was a far larger undertaking than anticipated. Therefore we were not able to begin that transition. Furthermore, this process could not be addressed without the foundation work around the development of a coherent graduate profile	1) Determine a cohesive graduation profile as the first step
<ul style="list-style-type: none"> 3. Assessment based on graduate profiles 	a) Not complete	Graduate profile not created in 2018	Major area of focus for 2019

POSITIVE & EFFECTIVE LEARNING ENVIRONMENTS				
PRINCIPLES <ul style="list-style-type: none"> Updated dated hardware PLD for Staff BYOD Policies & Procedures in Place 				
<ul style="list-style-type: none"> 10ya property plan Interactive Assessment & Reporting Processes Technology enhancing learning 				
STATEMENT OF VARIANCE				
ACTIONS (WHAT DID WE DO?)	OUTCOMES (WHAT HAPPENED?) <i>Started, Completed, Rescheduled</i>	REASONS FOR THE VARIANCE (WHY DID IT HAPPEN?)	EVALUATION (WHERE TO NEXT?)	
1. Design of new building ensures Māori Medium teaching and learning is enhanced – PLD For Staffing a) Provide regular opportunities for Kaiako to meet and develop essential agreements on collective vision, values and skills that kaiako need to demonstrate in the new Maori Learning Environment. b) Ensure new MLE has the physical and human resources to enhance teaching & learning: Work with architects to finalise designs of electrical outlets, furniture and technology resources	a) Completed, but ongoing b) Completed	a) With the challenge of ongoing staff turnover, traction on providing a stable teaching and learning environment proved a challenge.	1. Continue to work on creating a stable staffing cohort to ensure consistency in teaching approach. 2. Once stability is provided, continue to support collaborative planning and a simultaneous approach to teaching and learning in Whānau Awahou.	
2. 10 ya Property Plan a) Review with MOE the updated budget allocation, bearing in mind significant increase in costs for the extension of Te Whare Tapere. b) Begin upgrades of existing building – interior upgrades (painting, refurbishment etc.)	a) Completed b) Completed, but funding challenging c) Completed	b) Funding from MOE limited	1. Upgrade of building limited to the funding available.	

and possible structural upgrades. c) Complete plans for 10ya with MOE for 2018 – 2028.			
3. Technology is integrated into daily teacher practice – BYOD Policy & Procedures in place a) Provide PLD for staff in using technology more efficiently and effectively b) Update website to ensure it is user friendly and reflects the ethos of the school c) Move files and systems off the server and into the cloud. d) Review/update policy regarding Technology usage in the school.	a) Ongoing – key focus on upskilling admin staff with the implementation of Linc-Ed, website, and Xero b) Completed c) Ongoing d) Stalled	a) Huge transition year for staff in 2018. 2019 will need to be a year of consolidation c) Much work in this area but not quite a full transition d) Research and discussions demonstrate wide disparity amongst community members. Decision on hold until further investigation completed	1. Consolidate key changes made in 2018 2. Review IT support provision – are their services meeting our needs? 3. Continue to gain community input into decision on IT implementation at school
4. Interactive Assessment & Reporting Measures a) Implement new SMS -Linc-Ed	a) Completed		1. Continue to embed system and enhance progressions by increased focus on Key Competencies
5. Technology Enhancing Learning a) Lift It capacity of teachers b) provide PLD to support teacher integration of IT into classrooms	a) Ongoing b) Deferred to 2019	a) PLD application to MOE, and decision made to defer implementation of PLD to 2019 due to extensive changes in 2018 b) As above	1. Provide PLD for staff, focusing on teacher inquiry and development of student inquiry within classrooms 2. Implement PLD plan with Cognition Education
6. Update dated hardware a) Increase Ipads throughout school, while writing off old PCs b) Update computers in Admin block	a) Completed b) Completed		1. Update Library and Resource Room hardware

VALUING PEOPLE AND THE ENVIRONMENT

PRINCIPLES

- Embed Positive Behaviour for Learning (PB4L) is embedded into all facets of the school's behaviour management and achievement plans.
- Implement Garden To Table Programme
- Community Participation In Community Events
- Community participation in Developing New School Vision

STATEMENT OF VARIANCE

ACTIONS (WHAT DID WE DO?)	OUTCOMES (WHAT HAPPENED?) <i>Started, Completed, Rescheduled</i>	REASONS FOR THE VARIANCE (WHY DID IT HAPPEN?)	EVALUATION (WHERE TO NEXT?)
1. Embed Positive Behaviour for Learning (PB4L) is embedded into all facets of the school's behaviour management and achievement plans. <ol style="list-style-type: none"> Provide PLD for ALL staff - Ensure full compliance and implementation amongst all staff. Embed systems in to our SMS – Linc Ed 	<ol style="list-style-type: none"> Completed Completed Completed <p>Learn/Beh FAB - direct online form completion with Linc-Ed app on ipads for duty staff in active supervision mode doing RP conversations</p>	<ol style="list-style-type: none"> Tier 2 training underway and integrated with TERA and RP as this brings in Learning and behaviour relationship. RP theory in practice needs ongoing unpacking with staff as it is a major cognitive growth mindset from PB4L Tier 1 'consequences' to conversations with consistent follow up. 	<ol style="list-style-type: none"> Continue to provide PLD for existing and new staff in PB4L Practices Expectations built into job descriptions and appraisals. Restorative Practice PD – Mini conferencing and Circle continue 2019
2. Implement Garden To Table Programme <ol style="list-style-type: none"> Deferred to 2019 	<ol style="list-style-type: none"> Rescheduled 	<ol style="list-style-type: none"> Time & Resourcing not sufficient to embed in 2018 	<ol style="list-style-type: none"> Provide 1 MU to explore the development of this concept in 2019
3. Enhanced community engagement through community and fundraising activities <ol style="list-style-type: none"> Establish Fundraising Committee to plan & implement community & fundraising activities - Ensure Fia Fia day is implemented and embodies the dual goals of community inclusivity and raising funds to enhance school programmes Ensure a SMT member is leading the engagement aspect of enhancing community 	<ol style="list-style-type: none"> Completed/ongoing Completed Completed/ongoing Completed/ongoing 	<ol style="list-style-type: none"> While fundraising committee was created and implemented, it was of an ad hoc basis and has not been embedded long term. While Fia Fia Day achieved its goal, the effort involved v's the rewards is questionable. While a SLT member is assigned this role, there was ambiguity as to what the person's job description was, resulting in confusion on who was responsible for such activities. A yearly overview of events has been created, but a clear system for communicating such events has not yet been established. 	<ol style="list-style-type: none"> Develop a longterm PTA organisation that meets regularly to ensure a strong inter-relationship between the parent community and the school; plans community events and ensures regular parent involvement in the school. Review the structure of Fia Fia Day and develop a community event that achieves the same dual purposes of community building and fundraising, but with less stress on the community. Clear job description of the Fundraising officer is articulated and communicated to all. Develop a clear communication system of upcoming events for the whole community.

engagement by empowering parents to lead such activities			
d) Establish a yearly overview of school community events and activities			
4. Community participation in Developing New School Vision			
a) Survey community on their aspirations for the school	a) Completed	b) Time was not available to complete a thorough analysis of all the feedback from the community	1. Complete data analysis and feedback results to community
b) Compile data and share with all stakeholders	b) Deferred	c) Without the analysis completed, we could not provide feedback to the community.	2. Use the data to begin the development of a new Graduate Profile
c) Develop workshops for community engagement in strategic planning and review of school vision	c) Deferred	d) Completed	
d) PLD for Principal in effective strategic planning	d) Completed		

FORMING PRODUCTIVE PARTNERSHIPS

PRINCIPLES

- The school is an integrated part of the wider community
- Community engagement is encouraged and valued
- Effective communication between the school / kura and whānau / families
- Family/whānau are actively engaged in student learning

STATEMENT OF VARIANCE

ACTIONS (WHAT DID WE DO?)	OUTCOMES (WHAT HAPPENED?) <i>Started, Completed, Rescheduled</i>	REASONS FOR THE VARIANCE (WHY DID IT HAPPEN?)	EVALUATION (WHERE TO NEXT?)
<p>1. The collective hopes, aspirations and needs of all Maori Medium students are captured within the new MMLE through enhanced engagement between Rūmaki and Awa Hou whanau and kaiako to develop a New MM Vision.</p> <p>a) Establish a taskforce to lead an inquiry into community aspirations and goals of the new Maori Medium Learning Environment (MMLE)</p> <p>b) Establish structures within the new MMLE based on Kawa, Tikanga & Ritenga</p> <p>c) A clearly articulated, short, mid-term and long-term strategy is in place to ensure the hopes, aspirations and needs of the community are met</p>	<p>a) Started</p> <p>b) Started</p> <p>c) Started</p>	<p>a) While this started, much anxiety and conflict between Awahou & Te Uru Karaka resulted, which took much time and effort to unravel. Issues that had not been addressed for many years came to the forefront and were heightened due to the impending opening of the new learning environment.</p> <p>b) The leadership structure did not have the skillset and time to lead this process and the person originally employed to lead this took sick leave. This resulted in a lack of direction on how to move forward.</p> <p>c) With the items outlined above, clarity in direction moving forward has stalled.</p>	<p>1. Employ a strategic development and community liaison officer. Establish systems for enhanced engagement between Rūmaki and Awahou whanau and kaiako.</p> <p>2. Embed structures within the new MMLE based on Kawa, Tikanga & Ritenga</p> <p>3. Establish a clearly articulated, short, mid-term and long-term strategy is in place to ensure the hopes, aspirations and needs of the community are met, and student learning and well-being is enhanced.</p>
<p>2. Parent and whanau engagement is enhanced throughout the school</p> <p>a) Establish the friends of Newton Central School Support Group, which in turn supports fundraising and increases community activities</p> <p>b) Ensure the website and applicable social media provides the necessary systems to ensure the community is kept informed of school activities</p> <p>c) Develop systems to increase parent engagement in activities within the</p>	<p>a) Started/Ongoing</p> <p>b) Started/Ongoing</p> <p>c) Started/Ongoing</p> <p>d) Started/Ongoing</p>	<p>a) See Value People & The Environment – Section 3 above, and section 3 below.</p> <p>b) While we had some support for parents in participating in school systems (WSB, Kia Crossing, Library), support was sporadic and still involved significant teacher input into the organisation and co-ordination of such activities. This took away from teachers' core focus – facilitating student learning</p> <p>d) We had some excellent sessions with parents, but we had minimal turnout to the education sessions.</p>	<p>1. See Value People & The Environment – section 3 above</p> <p>2. See Positive & Effective Learning Environments – section 3 above</p> <p>3. Develop systems within the school to minimise teacher involvement in activities that are not directly related to teaching and learning e.g duties, Kia crossing, library supervision</p> <p>4. Rationalise the time and forum for parent information sessions to support parents in supporting their children's learning.</p>

school e.g. duties, help in classroom etc. d) Continue to provide information sessions for parents and whanau about curriculum and how they can support at home				
3. The new website provides clear information about the school and how it functions <i>Preparation for going live Dec 2017</i> a) Establish Learning with Design Technology (LwDT) team with expert parent representation. b) Create design brief for all correspondence throughout NCS (re-brand) c) Implement new website structure based on design brief	a) Completed b) Rescheduled c) Rescheduled	b) Design brief completed, but website not yet on-line c) Website ready to go live, but much work is needed to ensure data on website is accurate/ Design / content / structure . Group established to decide on maintenance and upkeep of new site. This will be on-going.	1. Train staff on how to input data and use new website 2. Update data on new website 3. Launch new website	
4. NCS have an active and leading role in developing the Inner-city CoL that encompasses our own Mission & Vision a) Ensure school is well represented in discussions by ensuring principal is part of initial planning team. b) Take an active role in ensuring there is a Tangata Whenua voice in all aspects of the CoL's development. c) Provide professional assistance to the planning team in the development of the vision and achievement challenges across all schools. d) Take an active role in the governance of the new CoL.	a) Completed b) Completed c) Completed d) Completed	a-d) NCS was heavily involved in the development of Te Kai-Ako-O-Waitemata. The principal was part of the leadership planning team, the School's Co-Chair took leadership as a change team leader and BoT representative and the Maori Medium leadership were involved in strengthening relationships between all school's MM departments. The result is a cohesive and structured CoL based on trust and collaboration.	1. To support the development of the CoL to ensure it's future success. 2. To employ our in-school leaders (x3) to take an active role in leading the achievement challenges within the school. 3. To monitor student achievement within the school and provide data to the whole CoL.	

LEADING IN TREATY AND TE REO MĀORI INNOVATION AND PRACTICE

PRINCIPLES

- A bi-culturally competent community
- Relationship and connection with local iwi
- Treaty, Te Reo and tikanga Māori are integrated throughout the school and curriculum
- Māori medium pathways are integral to the school
- Co-governance arrangement

STATEMENT OF VARIANCE

ACTIONS (WHAT DID WE DO?)	OUTCOMES (WHAT HAPPENED?) <i>Started, Completed, Rescheduled</i>	REASONS FOR THE VARIANCE (WHY DID IT HAPPEN?)	EVALUATION (WHERE TO NEXT?)
1. An alternative constitution is created that institutes the co-governance model <ol style="list-style-type: none"> Establish a co-governance working party to review current structures to enhance its model and strengthen its resilience towards challenge Make amendments to the co-governance arrangement, based on the Taskforce's recommendations Apply for ratification of the co-governance model with the Ministry of Education. 	<ol style="list-style-type: none"> Started & ongoing Rescheduled Rescheduled 	<ol style="list-style-type: none"> A working party was established and many hui were held to enhance the current model and to ensure the structures would meet legal requirements. However, conflicts within Te Whao Urutaki resulted in the next stage of development – communication and consultancy with our whānau community did not happen. This resulted in goals b) & c) not being achieved. 	<ol style="list-style-type: none"> Strengthen the cohesive and collaborative structure of Te Whao Urutaki, allowing it to focus on the development of an alternative constitution. Consult with the community to develop consensus of the changes suggested by to Co-governance working party. Make amendments to the co-governance arrangement, based on the Taskforce's recommendations. Apply for ratification of the co-governance model with the Ministry of Education.
2. Increased support for Te Reo and Māori culture in Mainstream including provision of kapa haka <ol style="list-style-type: none"> Employ staff to provide additional support in the Mainstream section of the school Provide opportunities to provide Kapa Haka in the mainstream section of the school Provide additional opportunities for mainstream teachers to learn Te Reo Maori & Tikanga Maori 	<ol style="list-style-type: none"> Started, and then rescheduled Rescheduled Ongoing 	<ol style="list-style-type: none"> While funding and resourcing was provided, finding a suitable employee proved insurmountable. Implemented in Terms 3 & 4, but not able to be enhanced due to lack of skilled staff Funding and support always available, but staff workloads meant not many applications in 208 	<ol style="list-style-type: none"> Continue to pursue a Mainstream Kairahi to provide enhanced language and Kapa Haka within the mainstream areas of the school. Provide additional opportunities for mainstream teachers to learn Te Reo Maori & Tikanga Maori
3. The new MLE provides an innovative programme that enhances Te Reo Māori for all learners. <ol style="list-style-type: none"> Work with MOE to provide targeted PLD for all Kaiako (Rumaki & bi-lingual 	<ol style="list-style-type: none"> Ongoing Completed Ongoing 	<ol style="list-style-type: none"> With the challenges of staffing limited progress was made, despite regular interaction with PLD providers and Kaiako. Significant PLD was provided and visits to other MLE were implemented. Community consultation and commitment was established on how the that focuses primarily on the promotion and enhancement of Te Reo Maori. 	<ol style="list-style-type: none"> Continue targeted PLD for all Kaiako (Rumaki & bi-lingual classes) to ensure consistency in approach, structure, delivery and evaluation of reading, writing and speaking.

<p>classes) to ensure consistency in approach, structure, delivery and evaluation of reading, writing and speaking</p> <p>b) Establish structures within the new MLE that focuses primarily on the promotion and enhancement of Te Reo Maori</p> <p>c) Ensure new MLE underpins the concepts of Kawa, Tikanga and Ritenga</p>	<p>c) With limited functions of Te Whao Urutaki in 2018, limited progress was made in this area.</p>	<p>1. Establish structures within the new MLE that focuses primarily on the promotion and enhancement of Te Reo Maori</p> <p>2. Ensure new MLE underpins the concepts of Kawa, Tikanga and Ritenga</p> <p>3. Develop a cohesive Graduate Profile</p>
<p>4. Māori medium pathways are consolidated and strengthened within and beyond the school.</p> <p>a) Graduate profiles for both Rumaki & Te Awahou are clearly articulated and understood by all</p> <p>b) Through involvement within the new CoL options for Maori Medium pathways are significantly increased</p> <p>c) Greater interaction between Newton Central School & Kahui Ako schools to ensure that there is clarity of expectations required for our graduates entering Intermediate MM Units</p>	<p>a) Deferred</p> <p>b) Completed</p> <p>c) Completed</p> <p>a) While graduate profiles have been created by Rumaki & Te Whanau Awahou parents, more work is needed around articulating the synergies and differences between both pathways, and those of Auraki as well.</p> <p>b) A new MM pathway is now established at Pasadena to cater for increased enrolments in all schools</p> <p>c) Established</p>	<p>1. Complete Graduate profile chart for all 3 programmes to ensure clear articulation and coherence for the whole community.</p> <p>2. A clear vision, value structure and strategic plan is established for our MM and Auraki programmes.</p>

BoT Compliance and Strategic Plan monitoring and review

From school strategic plan review	Goals	Priorities for this year	Future focus - by 2023....?
	Learning for all	<ul style="list-style-type: none"> Pasefika student roll accurate numbers and ethnic breakdown in Auraki against achievement and attendance. Consider more targeted approach to engagement of whanau Pasefika Teachers PD in the practice of teaching literacy - that is applied in classrooms for outcomes. Make sense of accelerated programmes outcomes - what is working and why? Graduate profile development in Auraki 	<ul style="list-style-type: none"> Up lifting of Maori/Pasefika in mainstream. What can we learn from the success of Te Ura Karaka? Does this need a targeted plan? Risk of "ignoring" Maori and Pasefika in Auraki that are at risk of not reaching their potential. Visionary plan to provide cultural curriculum in Auraki for Maori and Pasefika.
	Valuing people and environment	<ul style="list-style-type: none"> Strategic fundraising group what has a reducing reliance on staff. Grow capacity of staff in restorative practices. Create a community calendar and curriculum. 	<ul style="list-style-type: none"> Morfi parent groups in to an independant community led PTA Peer mediation shifting from teacher led to students led. Risk of our values and behaviours for learning relying only on teachers "supervision" and corrections.
	Productive Partnerships	<ul style="list-style-type: none"> Collective hopes aspirations and needs are captured/realised in the "new space" Create new ways of significantly increasing involvement of whanau members. 	<ul style="list-style-type: none"> By design increase demand from parent side - shift the power to community led demand At risk of demand and power only flowing one way FROM the school which is counterproductive to true partnerships

	Leading in Treaty and Reo Maori	<ul style="list-style-type: none"> Make progress on the outcome one - special constitution. Clearer timelines and goals to meet milestones will help. More rigorous plan around providing additional support in Auraki. 	<ul style="list-style-type: none"> Be explicit about what is innovative practice at NCS Three whanau groups together relationship strengthening. At risk of not being innovative or leading in this space if we can not address outcomes for Maori and all students in Auraki.
	Positive and effective learning environments	<ul style="list-style-type: none"> New MLE build - how do we ensure it enhancing teaching and learning - and how do we measure it. IT and tech infrastructure - are we staying on track in the best way possible (4c) how do we continue to 2023 10yr property plan - urgent (including BoT expertise) 	<ul style="list-style-type: none"> IT and tech infrastructure - are we staying on track in the best way possible (4c) how do we continue to 2023 What is the master plan (UoA partnership) At risk of not future proofing/ planning for the communities need.

ERO BoT compliance checklist. Hyperlink to 2018 status checklist for ERO.	Areas of compliance	Priorities for this year	Future focus - by 2023....?
	BoT Admin	<ul style="list-style-type: none"> Self review schedule Quality data to make decision from 	<ul style="list-style-type: none"> Clear line of sight from BoT decisions and achieving the aspirations go the community and high performance of the school.
	Curriculum	<ul style="list-style-type: none"> Major review focus area for the year. Establish clear data report for BoT. 	<ul style="list-style-type: none"> Confident that the school is meeting the aspirations of the NZC and MMC and are innovative leaders in this field.

	Health, Safety and Welfare	<ul style="list-style-type: none"> Meeting compliance at BoT level and tight on procedures at the management level. Establish a well skilled working party with clear delegated responsibilities to maintain compliance and 10YA 	<ul style="list-style-type: none"> Robust annual review procedures that keep us current.
	Personnel	<ul style="list-style-type: none"> Monitoring the transition to a more evidence based performance management / appraisal system. All JD, contracts, procedures etc meet legislative requirements. Regular reporting to the BoT on compliance and risk. 	<ul style="list-style-type: none"> Be a workplace of choice by the profession. Systematically invest and coach staff to high standards.
	Finance	<ul style="list-style-type: none"> Annual forecasting to achieve planned activities both compliance and strategic. Reporting against the budget and producing monthly management accounts from Xero All accounting system implemented by March 2018 	<ul style="list-style-type: none"> In line with 10YPP - forecast budget to achieve. Budget horizon Rm 14 risk MoE owned
	Assets Management	<ul style="list-style-type: none"> BoT rep to be active in the development of property plans and projects BoT rep that is active with the checks and balances and report back to BoT on the regular. 	<ul style="list-style-type: none"> Development of the master plan to annual meet compliance

Kiwisport Report 2018

Newton Central School received a total of \$4,103 excluding GST, in Kiwisport funding in 2018. The funding was used to support teacher development in managing and leading school sports particularly in areas of school representation at inter-school events. It was also used to cover reliever costs to release teachers to supervise and organize inter-school and in-school sports activities.

As a small school it is rare that our children achieve recognized placements of first, second or third at inter-school events however because we foster sporting development at school and encourage and support participation our children are keen and honoured to represent the school no matter the outcome.

Due to the popularity and success with existing Jump Jam programmes additional resources were purchased using Kiwisport funding. This continues to be a pathway to physical development and participation in sport at the school.