

Our Lady Star of the Sea School

Financial Statements for the year ended 31 December 2017

School Address:	14 Oakridge Way, Howick, Auckland
School Postal Address:	14 Oakridge Way, Howick, Auckland
School Phone:	09 527 0195
School Email:	office@starofthesea.school.nz
Ministry Number:	1514

Our Lady Star of the Sea School

Financial Statements

For the year ended 31 December 2017

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Our Lady Star of the Sea 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.

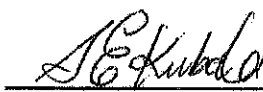
The School's 2017 financial statements are authorised for issue by the Board.

STEPHEN PETER MCKENZIE
Full Name of Board Chairperson


Signature of Board Chairperson

24 MAY 2018
Date:

SUZANNE ELIZABETH KUBALA
Full Name of Principal


Signature of Principal

24.05.18
Date:

Our Lady Star of the Sea 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	2,875,874	3,072,316	2,775,141
Local Raised Funds	3	537,754	313,000	511,425
Use of Land and Buildings Integrated		1,540,000	980,000	857,500
Interest Earned		4,577	5,000	5,233
International Students	4	58,265	62,260	70,172
		<u>5,016,470</u>	<u>4,432,576</u>	<u>4,219,471</u>
Expenses				
Local Raised Funds	3	203,727	73,000	164,063
International Students	4	1,987	-	2,435
Learning Resources	5	2,629,827	2,871,695	2,645,549
Administration	6	288,989	259,838	273,381
Finance Costs		3,611	-	1,529
Property	7	1,776,631	1,152,464	1,023,427
Depreciation	8	90,785	75,000	58,710
Amortisation of Equitable Lease		3,081	-	3,081
Loss on Disposal of Property, Plant and Equipment		2,610	-	1,062
		<u>5,001,248</u>	<u>4,431,997</u>	<u>4,173,237</u>
Net Surplus / (Deficit)		15,222	579	46,234
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>15,222</u>	<u>579</u>	<u>46,234</u>

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



Our Lady Star of the Sea School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Balance at 1 January	404,654	404,652	358,420
Total comprehensive revenue and expense for the year	15,222	579	46,234
Equity at 31 December	419,876	405,231	404,654
Retained Earnings	419,876	405,231	404,654
Equity at 31 December	419,876	405,231	404,654

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



Our Lady Star of the Sea School

Statement of Financial Position

As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	298,087	218,581	190,834
Accounts Receivable	10	129,717	137,895	131,008
GST Receivable		26,927	20,000	25,185
Prepayments		6,996	13,000	13,740
Inventories	11	17,831	10,000	10,178
		<u>479,558</u>	<u>399,476</u>	<u>370,945</u>
Current Liabilities				
Accounts Payable	14	273,825	205,400	189,470
Revenue Received in Advance	15	44,948	90,000	68,057
Provision for Cyclical Maintenance	16	28,134	20,668	7,429
Finance Lease Liability - Current Portion	17	22,098	13,000	6,584
		<u>369,005</u>	<u>329,068</u>	<u>271,540</u>
Working Capital Surplus/(Deficit)		<u>110,553</u>	<u>70,408</u>	<u>99,405</u>
Non-current Assets				
Property, Plant and Equipment	12	369,176	391,290	365,790
Equitable Leasehold Interest	13	46,213	46,213	49,294
		<u>415,389</u>	<u>437,503</u>	<u>415,084</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	81,679	81,680	81,604
Finance Lease Liability	17	24,387	21,000	28,231
		<u>106,066</u>	<u>102,680</u>	<u>109,835</u>
Net Assets		<u>419,876</u>	<u>405,231</u>	<u>404,654</u>
Equity		<u>419,876</u>	<u>405,231</u>	<u>404,654</u>

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



Our Lady Star of the Sea School

Statement of Cash Flows

For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		854,801	772,316	863,117
Locally Raised Funds		518,990	355,300	543,805
International Students		58,482	51,260	47,781
Goods and Services Tax (net)		(1,742)	(10,000)	(11,831)
Payments to Employees		(631,574)	(530,581)	(727,759)
Payments to Suppliers		(613,192)	(555,734)	(624,987)
Interest Paid		(3,611)	-	(1,529)
Interest Received		4,606	5,305	5,458
Net cash from / (to) the Operating Activities		186,760	87,866	94,055
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(69,537)	(217,010)	(204,141)
Net cash from / (to) the Investing Activities		(69,537)	(217,010)	(204,141)
Cash flows from Financing Activities				
Finance Lease Payments		(9,970)	33,128	(3,742)
Net cash from / (to) Financing Activities		(9,970)	33,128	(3,742)
Net increase/(decrease) in cash and cash equivalents		107,253	(96,016)	(113,828)
Cash and cash equivalents at the beginning of the year	9	190,834	314,597	304,662
Cash and cash equivalents at the end of the year	9	298,087	218,581	190,834

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

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



Our Lady Star of the Sea School

Notes to the Financial Statements

For the year ended 31 December 2017

1. Statement of Accounting Policies

Reporting Entity

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

Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Our Lady Star of the Sea School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

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 revenue in the period the School uses the land and buildings.

Donations, Gifts and Bequests

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

Interest Revenue

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

Use of Land and Buildings Expense

The property from which the School operates is owned by the 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.

Operating Lease Payments

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

Finance Lease Payments

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

Accounts Receivable

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

Inventories

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

Investments

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of investment securities.

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.

Our Lady Star of the Sea School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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	10–15 years
Information and communication technology	4–10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

Accounts Payable

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

Employee Entitlements

Short-term employee entitlements

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

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.

Our Lady Star of the Sea School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

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 from students should the School be unable to provide the services to which they relate.

Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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 Proprietor and is based on the Board's ten year property plan (10YPP).

Financial Assets and Liabilities

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

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

Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

Services received in-kind

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

2 Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	648,924	531,699	675,139
Teachers' salaries grants	2,015,469	2,300,000	1,902,892
Resource teachers learning and behaviour grants	1,515	-	-
Other MoE Grants	196,142	240,617	195,168
Other government grants	13,824	-	1,942
	<u>2,875,874</u>	<u>3,072,316</u>	<u>2,775,141</u>

3 Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	207,986	200,000	193,996
Fundraising	70,863	-	41,255
Other revenue	44,572	18,000	86,852
Trading	85,730	75,000	103,851
Activities	128,603	20,000	85,471
	<u>537,754</u>	<u>313,000</u>	<u>511,425</u>
Expenses			
Activities	115,422	9,000	83,056
Trading	62,842	64,000	81,007
Fundraising (costs of raising funds)	25,463	-	-
	<u>203,727</u>	<u>73,000</u>	<u>164,063</u>
Surplus for the year Locally Raised Funds	<u>334,027</u>	<u>240,000</u>	<u>347,362</u>

4 International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	5	5	9
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
International student fees	58,265	62,260	70,172
Expenses			
International student levy	1,987	-	2,435
	<u>1,987</u>	<u>-</u>	<u>2,435</u>
Surplus for the year International Students'	<u>56,278</u>	<u>62,260</u>	<u>67,737</u>

Our Lady Star of the Sea School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

5 Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	54,011	57,200	52,068
Equipment repairs	-	1,000	-
Information and communication technology	48,058	75,989	87,168
Library resources	2,138	5,000	2,489
Employee benefits - salaries	2,432,863	2,646,506	2,429,940
Staff development	92,757	86,000	73,884
	<u>2,629,827</u>	<u>2,871,695</u>	<u>2,645,549</u>

6 Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	7,529	7,426	7,426
Board of Trustees Fees	4,130	7,000	5,115
Board of Trustees Expenses	8,792	4,000	10,593
Communication	6,888	7,000	7,255
Consumables	53,945	37,275	37,953
Operating Lease	7,550	7,550	7,550
Postage	978	600	693
Other	6,540	9,500	6,551
Employee Benefits - Salaries	182,336	168,711	180,685
Insurance	5,393	5,700	4,484
Service Providers, Contractors and Consultancy	4,908	5,076	5,076
	<u>288,989</u>	<u>259,838</u>	<u>273,381</u>

7 Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	12,850	14,800	12,478
Consultancy and Contract Services	43,942	44,000	43,942
Cyclical Maintenance Provision	20,780	30,100	19,756
Grounds	73,115	9,300	7,130
Heat, Light and Water	26,093	23,000	27,138
Repairs and Maintenance	17,148	10,500	13,965
Use of Land and Buildings	1,540,000	980,000	857,500
Security	8,226	8,000	6,642
Employee Benefits - Salaries	34,477	32,764	34,876
	<u>1,776,631</u>	<u>1,152,464</u>	<u>1,023,427</u>

The use of land and buildings figure represents 8% of the school's total property value, as used for rating purposes. This is used as a 'proxy' for the market rental yield on the value of land and buildings.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

8 Depreciation of Property, Plant and Equipment

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Furniture and Equipment	49,085	42,500	27,173
Information and Communication Technology	21,112	20,000	24,030
Leased Assets	17,727	12,000	4,579
Library Resources	2,861	500	2,928
	<u>90,785</u>	<u>75,000</u>	<u>58,710</u>

9 Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	200	200	200
Bank Current Account	127,509	18,381	8,735
Bank Call Account	170,378	200,000	181,899
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>298,087</u>	<u>218,581</u>	<u>190,834</u>

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

10 Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	3,119	9,700	7,681
Interest Receivable	53	195	82
Teacher Salaries Grant Receivable	126,545	128,000	123,245
	<u>129,717</u>	<u>137,895</u>	<u>131,008</u>
Receivables from Exchange Transactions	3,172	9,895	7,763
Receivables from Non-Exchange Transactions	126,545	128,000	123,245
	<u>129,717</u>	<u>137,895</u>	<u>131,008</u>

11 Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
School Uniforms	17,831	10,000	10,178
	<u>17,831</u>	<u>10,000</u>	<u>10,178</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Furniture and equipment	261,452	27,098	(1,644)	-	(49,085)	237,821
Information and communication technology	49,040	39,068	-	-	(21,112)	66,996
Leased assets	34,805	27,243	-	-	(17,727)	44,321
Library resources	20,493	3,372	(966)	-	(2,861)	20,038
Balance at 31 December 2017	365,790	96,781	(2,610)	-	(90,785)	369,176

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Furniture and equipment	512,427	(274,606)	237,821
Information and communication technology	210,060	(143,064)	66,996
Leased assets	66,828	(22,507)	44,321
Library resources	54,118	(34,080)	20,038
Balance at 31 December 2017	843,433	(474,257)	369,176

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$44,321 (2016: \$34,805).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Furniture and equipment	96,082	192,543	-	-	(27,173)	261,452
Information and communication technology	66,437	6,633	-	-	(24,030)	49,040
Leased assets	1,243	38,141	-	-	(4,579)	34,805
Library resources	19,518	4,966	(1,063)	-	(2,928)	20,493
Balance at 31 December 2016	183,280	242,283	(1,063)	-	(58,710)	365,790

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Furniture and equipment	779,770	(518,318)	261,452
Information and communication technology	575,126	(526,086)	49,040
Leased assets	39,584	(4,779)	34,805
Library resources	53,256	(32,763)	20,493
Balance at 31 December 2016	1,447,736	(1,081,946)	365,790

13 Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Board's interest in capital works assets owned by the Proprietor but paid for in whole or part by the Board of Trustees, either from Government funding or community raised funds.

A lease between the Board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over the economic life of the capital works assets(s) involved. The interest may be realised on the sale of the capital works by the Proprietor or the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

Network Cabling

2017 Actual \$	2017 Budget \$	2016 Actual \$
46,213	46,213	49,294
46,213	46,213	49,294

The amortisation charge in relation to the equitable leasehold interest during the year was \$3,081. (2016: \$3,081).

Our Lady Star of the Sea School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

14 Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	95,172	28,000	17,132
Accruals	5,333	-	4,951
Employee Entitlements - salaries	128,619	177,400	123,245
Employee Entitlements - leave accrual	44,701	-	44,142
	<u>273,825</u>	<u>205,400</u>	<u>189,470</u>
Payables for Exchange Transactions	273,825	205,400	189,470
	<u>273,825</u>	<u>205,400</u>	<u>189,470</u>

The carrying value of payables approximates their fair value.

15 Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Student Fees	24,130	35,000	23,913
Other	20,818	55,000	44,144
	<u>44,948</u>	<u>90,000</u>	<u>68,057</u>

16 Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	89,033	89,033	113,689
Increase to the Provision During the Year	20,780	30,100	19,756
Use of the Provision During the Year	-	(16,785)	(44,412)
Provision at the End of the Year	<u>109,813</u>	<u>102,348</u>	<u>89,033</u>
Cyclical Maintenance - Current	28,134	20,668	7,429
Cyclical Maintenance - Term	<u>81,679</u>	<u>81,680</u>	<u>81,604</u>
	<u>109,813</u>	<u>102,348</u>	<u>89,033</u>

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for IT equipment.
Minimum lease payments payable (includes interest portion):

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	25,689	13,000	15,861
Later than One Year and no Later than Five Years	26,057	21,000	23,579
	<u>51,745</u>	<u>34,000</u>	<u>39,440</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

18 Related Party Transactions

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

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

The Proprietor of the School (Catholic Diocese of Auckland) 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 funds 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. The estimated value of this use during 2017 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

19 Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,130	5,115
Full-time equivalent members	0.70	2.35
<i>Leadership Team</i>		
Remuneration	465,072	458,413
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	469,202	463,528
Total full-time equivalent personnel	5.70	7.35

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

Principal

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

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

Other Employees

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

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

20 Compensation and Other Benefits Upon Leaving

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

Our Lady Star of the Sea School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2017

21 Contingencies

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

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

22 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at 31 December 2017.

(Capital commitments as at 31 December 2016: nil)

(b) Operating Commitments

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

- operating lease of a photocopier

No later than One Year

Later than One Year and No Later than Five Years

2017 Actual \$	2016 Actual \$
2,856	21,722
-	2,857
<u>2,856</u>	<u>24,579</u>

23 Managing Capital

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

24 Financial Instruments

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	298,087	218,581	190,834
Receivables	129,717	137,895	131,008
Total Loans and Receivables	<u>427,804</u>	<u>356,476</u>	<u>321,842</u>
Financial liabilities measured at amortised cost			
Payables	273,825	205,400	189,470
Finance Leases	46,485	34,000	34,815
Total Financial Liabilities Measured at Amortised Cost	<u>320,310</u>	<u>239,400</u>	<u>224,285</u>

25 Events After Balance Date

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

26 Prior Year Comparatives

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF OUR LADY STAR OF THE SEA SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017**

The Auditor-General is the auditor of Our Lady Star of the Sea School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, 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 17, 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 statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 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 25 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 for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the attached Analysis of Variance Reporting and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Kurt Sherlock

Crowe Horwath New Zealand Audit Partnership

On behalf of the Auditor-General

Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Star of the Sea School	School Number: 1514
Strategic Aim:	Strategic Goal 2 – to develop our curriculum and is delivery in order to respond to and prepare our students enabling them to engage and contribute to the needs of a changing global world.	
Annual Aim:	To develop a school curriculum that increase student self-efficacy and independence so students become more self-directed and connected learners. Learning through digital technologies ALIM	
Target:	School Achievement Targets for 2017	
Baseline Data:	<p>1. Writing Target - Year 3: A school-wide, Year 3 target goal is to target 24 students who are achieving 'below' or 'well below' shown in their most recent (2016 data) National Standards Overall Teacher Judgement and are considered 'at risk' of not meeting their next OTJ (being either after 2 or after 3 years of schooling, depending on their age).</p> <p>1. Analysis of the school-wide anniversary writing data in 2017 identified 24 students who were below/well below and at risk of meeting their next OTJ. These students were identified as lacking detail and specific vocabulary in their writing, and having difficulty with surface features (simple punctuation and grammar) and spelling. This group included 6 Maori students 2 Pasifika students, 13 boys and 11 girls and 5 English Language Learners who are part of the ESOL programme.</p> <p>2. These 24 students were identified in 2017 because of their high learning needs, most of the children have been monitored the previous year, have been part of target groups in 2016 and are needing new intervention(s). Some of these children have potential to move, to meet National Standard</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Analysed team data for trends/patterns/anomalies</p> <p>Found that the writing levels were lower than the reading so that was the curriculum area targeted as part of Hub Inquiry.</p> <p>Identified a large number of students who hadn't met standard or were at risk of meeting standard. Teachers and Leadership made aware of this group.</p> <p>Identified a group of children sitting at 1A that needed to be at 2B</p> <p>Did an EAsTTle assessment to gain further information.</p> <p>Collected student voice on how the students felt about writing.</p> <p>From data, assessment and student voice analysis a group was narrowed down a target group of 3-5 students per class that had similar needs -as part of the Hub inquiry.</p> <p>Through teacher discussions in Hub Meetings and analysis of writing, identified children's writing had a lack of depth and person</p>	<p>The analysis of the target students "After 3 Years" National Standards shows:</p> <p>21% (5 students) have moved from Below or Well Below to achieving 'At' or 'On track to meet stand'.</p> <p>46% (11 students) remain below or <i>not on track to meet standard</i>.</p> <p>29% (7 student) are 'Well Below' standard in writing. This includes special needs students and students with learning difficulties</p> <p>4% (1 Student) left school during the year.</p>	<p>Re-structuring of school for 2017 staff to allow for ;</p> <p>more time for an experienced teacher to lead interventions and targeted workshoping.</p> <p>allow teachers to have focused discussion around teaching and learning, in smaller groups/year level hubs, as opposed to in the larger team.</p> <p>One third of this cohort are English Language Learners. This is a higher ratio than we have experienced previously, these students also attend our ESOL programme.</p> <p>Several of the targeted children have Learning Assistant support through ORS, SHHF, HLN, LLI programmes, dyslexia, reducing the likelihood of our target to be reached for these particular students.</p> <p>Several of these students have had or are being referred to other outside agency support - RTLB, assessed through Whirinaki.</p> <p>For some students letter formation and surface features are areas</p>	<p>Teachers will continue to develop their understanding and knowledge of "student agency" through school PD and ways to gather student voice to help guide their own practice the the best way to support these (and other) students in their learning. As well as develop students' language and ability to talk about their learning behaviours - identifying and explaining what works for them and doesn't.</p> <p>RTlit referrals put in place for 5 of these students.</p> <p>RTLB referral put in place for some students in order to gain assistive tech as a support.</p> <p>Continue teacher PD in IT/use of digital technology - devices, ipads, variety of learning apps - to use as effective learning tools to support children.</p> <p>Year 4 Team Leader - PD in Sharp Reading tool - to trial next year with this group of children.</p> <p>Continue Yolanda Soryl programme in all classes and Teacher Aide support</p>

<p>voice.</p> <ul style="list-style-type: none"> - Identified 3 areas that the Year 3 teachers researched and shared amongst the team - How to create a hook for the writer (motivation) the use of visuals as exemplars., how to create a power sentence (sentence with descriptive language/ 'show not tell), Appropriate use verbs to paint a picture for the reader. <p>Research included professional readings, attending workshops (Kath Murdoch/Murray Gadd), sourcing resources online and discussing best practice with other teachers.</p> <p>Teachers collaboratively planned the writing programme for the team.</p> <p>Weekly meetings to share and reflect on what had worked and not worked with the target groups in our classes. Shared ideas to trial in our own classes each week.</p> <p>Constantly reflected on our own practice and pedagogy and asked ourselves 'how is our teaching practice impacting on the children's learning?</p> <p>We all trialed new ideas in our classrooms and shared the findings at hub meetings. We</p>	<p>holding them back - however their content has developed.</p> <p>Two of the students in this target group have low attendance rate, one often late to school, missing out intervention and support programmes.</p> <p>Teachers have found it difficult to motivate and engage some of these students into writing, and develop their ideas therefore content is the area holding them back - although the students have worked with different teachers, in various interventions/workshops - working out what is most effective for them in this area is still something we are investigating.</p> <p>Several of the students who did not accelerate to an "At" level in writing have been diagnosed / identified with learning difficulties such as dyslexia, grammets, behavioural and processing difficulties, these have hindered their progress. They will need ongoing support with specific learning interventions.</p> <p>Focused discussions in Hubs, allowed teachers to identify what was effective/ineffective and explore different strategies. As a result, teacher practice changed to meet the needs of the students</p>	<p>programmes.</p> <p>These children will continue to be monitored (including those who reached 'At' - to ensure progress in continued) and possible support put into place (researching different types of possible interventions and learning support programmes).</p> <p>Teachers' continue to implement and adapt new writing lessons into programme next year, due to the success and student response.</p> <p>Retain hub year group structure school structure to allow teachers to discuss data, observations, the students in their class, targets and their own practice.</p> <p>Continue working through the Spiral of Inquiry in Hubs - selecting target children by looking at data across the year level and constantly reflecting on own practice.</p>
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discussed writing regularly and gave each other ideas/feedback.

Group of children showed a need in surface features of their writing, simple spelling patterns and developing ideas to move them from level 1 developing.

Workshops put in place for these children - Teacher Aide lead Yolanda Soryl Phonics programme This was monitored, impact noted and altered when needed.

and the level of students writing (including children outside of this target group) - was lifted.

Constant discussions between teachers and leadership enabled the progress to be closely monitored and helped to identify next steps in a timely manner - for example, when to reach out to outside agencies and which intervention in particular, as well as making alterations to own practice.

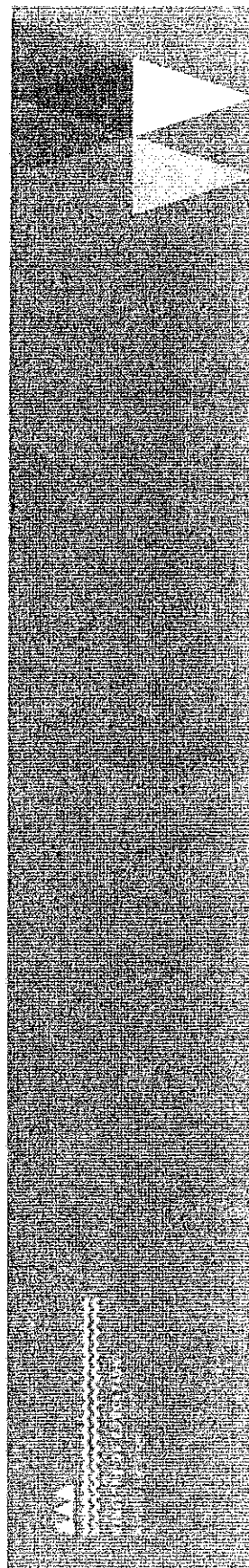
New interventions and PLD implemented (Yolanda Soryl Phonics programme - in class and as well as a withdrawal programme, oral language workshop group, writing workshop shop group, writing teacher Hub inquiry - leading to new practices being explored) – has had a positive effect on areas of their literacy development, seeing a rise in student attitude, confidence and engagement in writing. Although, this didn't lead to accelerated learning - to meet standard, for some children they moved through writing levels and made progress towards their goals, as well as developed the under lining basic knowledge and skills that were needed, in order to move into end Level 1/beginning level 2 writing.

		<p>All students identified have been provided with support (in many cases multiple types) to help them meet learning needs.</p> <p>Using the spiral of inquiry iteratively has allowed staff to reflecting and adapt their practice to better meet the needs of all students</p>
Planning for next year:		
Board Level: <p>Continued funding to develop teacher and student digital fluency.</p> <p>Continued funding curriculum resources that allow students to develop their vocabulary and broaden areas of interest.</p> <p>Continued funding to promote a greater understanding of the impact of student agency on student learning</p> <p>Continued funding to allow for professional development for staff and release for staff to visit each other as critical friends to build their practice</p> <p>Continued provision of funding of external PLD for middle and senior leaders to build capacity and sustainability.</p> <p>School Level:</p> <p>Continued professional development at hub, team and staff level discussing practice and sharing ideas</p> <p>Continued focus of hub inquiries driven by data, using Teaching As Inquiry model</p> <p>Continued use by teachers of the TAI model, incorporating learning from their 2017 inquiry into their teaching practice for 2018</p> <p>Continue to implement PLD initiatives from phonics, oral language and writing programmes.</p>		

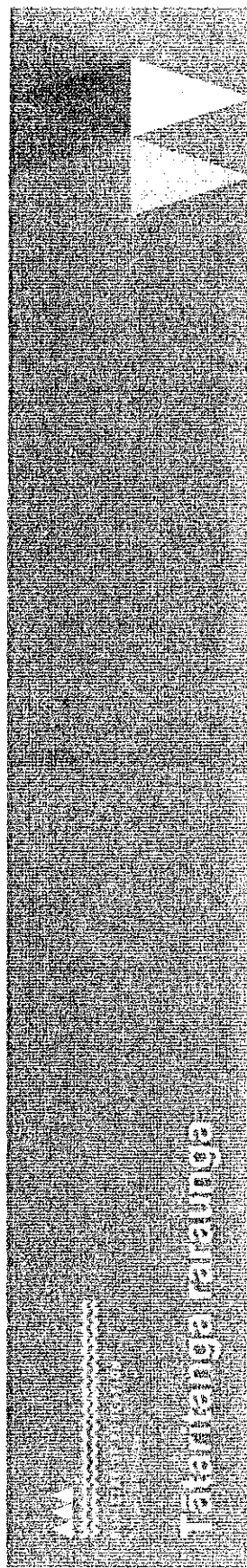
Analysis of Variance Reporting



School Name:	Our Lady Star of the Sea School, Howick	School Number:	1514
Strategic Aim:	Strategic Goal 2 – to develop our curriculum and its delivery in order to respond to and prepare our students enabling them to engage and contribute to the needs of a changing global world		
Annual Aim:	2.3 Participate in ALIM 2		
Target:	Our school mathematics goal is to target 12 Year 4 students (2017), who are achieving BELOW national standards to progress AT the standard		
Baseline Data:	After 3 Years OTJ data, Maths PAT (test 1) and GLoSS test of all students. It was discovered that the twelve selected students were working BELOW the National Standard and received stanines of 5 or below in the Maths PAT (test 1). Their GLoSS test results showed that all students were functioning at Early Stage 5 or below.		



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. Assessment data (PAT 1A, GLOSS, Year 3 OTJ) was reviewed with staff and the particular learning needs of target students was identified. 2. Progress of target students was monitored on a regular basis informally and formally 3. Specific teaching workshops were put in place to target areas of weakness for target students 4. Internal PD for teachers and external PD from outside provider times two sessions 5. Teachers and students evaluated on their own progress and practice throughout the inquiry 6. Student voice collated in regards to how they felt about maths or what they discovered during learning 7. Use of Talk Moves and Growth 	<p>The analysis of the end of year National Standards data showed very positive gains in levels of achievement in maths with all but 1 of the targeted Year 4 students shifting in their overall outcomes.</p> <p>10% (1/9) students have not moved from BELOW to AT, 90% (8/9) have moved from BELOW to AT</p>	<p>Teachers embraced the challenge of shifting the students maths ability and made significant shifts in their own practice to better meet the needs of the students.</p> <p>Professional conversations within the learning hub between staff were well received, staff spoke freely about their concerns or struggles and needs of the teachers were focused on and met</p> <p>Using the spiral of inquiry in a repeated fashion allowed staff to keep reflecting on their practice and adapting it to suit the needs of the students</p> <p>The growth mindset shift in students has meant that they are more engaged and confident during class maths sessions and all feel they are mathematicians</p>	<p>Individual students were clearly identified, with teachers using the data in a more defined way. This had a significant impact on the success of individual teachers and mathematics programmes and student achievement levels.</p> <p>We will continue to monitor these students as they move to Year 5 next year</p> <p>The use of student voice to inform teachers as to ways they liked to learn the ability to confidently share their learning and has meant that the students are more engaged in maths tasks and students enthusiasm is much improved. This will be continued next year.</p> <p>Teachers benefitted from the</p>



<p>Mindset was put in place</p> <p>8. End of Year data will be used to analyse and track student progress</p>	<p>now</p>	<p>process of self-reflection. This reflective practice will be continued in next year's performance management system.</p>
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Planning for next year:

<p>Board Level</p> <p>Continued funding for curriculum to provide resources that support the teaching of strategy and problem solving</p> <p>Continued professional development funding to allow release for teachers to view practice and to take part in external professional development</p> <p>Approval of professional development opportunities applied for to get external providers working with staff</p> <p>At school level</p> <p>Teachers to use the accelerated learning format to help accelerate other students in other learning areas.</p> <p>Student progress to be monitored and tracked to ensure continued progress throughout 2018.</p> <p>Teachers to continue to use the problem solving approach in their full maths class lessons to continue practicing the practice of strategy teaching.</p> <p>Teachers to work alongside other teachers to help lift their strategy knowledge, develop the problem solving approach and provide professional development and mentorship.</p>
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Analysis of Variance Reporting



School Name:	Our Lady Star of the Sea School, Howick	School Number: 1514
Strategic Aim:	Strategic Goal 2 – to develop our curriculum and its delivery in order to respond to and prepare our students enabling them to engage and contribute to the needs of a changing global world	
Annual Aims:	Report and evaluate on the impact of interventions – i.e. teacher inquiry Further develop the new leadership model and team Support middle leadership in their new role	
Target:	Our school reading goal is to target nine (9) Year 6 students (2017), who are achieving AT National standards to progress to ABOVE National Standard	
Baseline Data:	<p>After 5 years of school OTJs, PAT Reading Comprehension raw scores, STAR vocabulary and cloze test raw scores, PAT Reading Vocabulary raw scores along with PROBE data and in class observations.</p> <p>The students selected were identified as having competence at decoding, which was getting them to AT the standard after 5 years at school, but were significantly weaker in the area of comprehension which was holding back their overall achievement development. Data presented suggested that if vocabulary was developed then the student's overall achievement level could also increase. Middle leaders led their hubs (3-4 teachers) to investigate their practice and share any ideas as to ways to lift vocabulary understanding. Middle leaders along with their team leader further developed their own understanding of the spiral of inquiry model and how this might assist in a change in practice which could lift student achievement.</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1. Assessment data (PAT, STAR, Year 5 OTJ) was reviewed with staff and the particular learning needs of target students was identified.</p> <p>2. Progress of target students was monitored on a regular basis informally and formally, this was shared with students</p> <p>3. Specific teaching workshops were put in place to target areas of weakness for target students especially focused on vocabulary building and the understanding of colloquial phrases</p> <p>4. Teachers evaluated their own progress and practice throughout the inquiry as well as learnt from each other through the use of hub inquiries and team participation lead by the hub leaders under the assistance of the team leader</p> <p>5. Student voice was collated in regards to how they felt about reading or what they discovered about their own comprehension during learning</p> <p>6. Teachers were encouraged to share their practice with one</p>	<p>The analysis of the end of year National Standards data showed very positive gains in levels of achievement in reading with all but 2 of the targeted Year 6 students shifting in their overall outcomes.</p> <p>7 students moved from AT to ABOVE in reading (75%) with 2 students remaining AT standard (15%) - one of these students was diagnosed with a SLD in the middle of the year and the other is a speaker of English at school and speaks another language at home.</p>	<p>Teachers embraced the challenge of shifting the students reading comprehension strategies and consolidated their own practice, especially in the specific teaching of vocabulary to better meet the needs of the students.</p> <p>Professional conversations within the learning hub amongst staff occurred, staff spoke about their concerns or struggles and the teachers collaborated on ways to address the problems encountered. This resulted in staff sharing of effective strategies employed to meet differing needs of students</p> <p>Using the spiral of inquiry iteratively allowed staff to keep reflecting on their practice and adapting it to suit the needs of the students</p> <p>The comprehension abilities of students has consolidated and the ability to ask about words or phrases that are misunderstood has developed</p>	<p>Individual students were clearly identified, with teachers using the data in a more defined way. This had a significant impact on the success of individual teachers literacy programmes and student achievement levels.</p> <p>The use of student voice to inform teachers as to subjects that students liked to learn about and words or phrases that were misunderstood has meant that the teacher adapted the learning programme which resulted in students being more engaged in literacy tasks.</p> <p>By sharing the ongoing monitoring data with students has supported them to better understand what they need to do next. Student self-efficacy was evident with their enthusiasm and buy in Something to build upon for the coming year.</p> <p>Teachers benefitted from the process of self-reflection at a personal and hub level. This reflective practice will be continued in next year's performance management system.</p>

another with a view to learning from each other			Staff reported that working within the smaller group of the hub meant that they felt more confident to freely express their thoughts, feelings, actions and next steps without feeling the pressure of the larger group
Planning for next year:			
At Board Level:			
Continued funding for curriculum resources that allow students to access resources that develop their vocabulary which prompt meaningful discussion and broaden areas of interest.			
Continued funding to allow for professional development for staff and release for staff to visit each other as critical friends to build their practice			
Continued provision of funding of external PLD for middle and senior leaders to build capacity and sustainability.			
At school level...			
Continued professional development at hub, team and staff level discussing practice and sharing ideas			
Continued focus of hub inquiries driven by data, using Teaching As Inquiry model			
Continued use by teachers of the TAI model, incorporating learning from their 2017 inquiry into their teaching practice for 2018			
Continue to seek professional development initiatives aimed at increasing reading comprehension for all students			

Board of Trustee Members - current as at December 2017

Name	Position	How position gained	Start Date	Term Expires	Occupation
Chay Andrews	ME	Elected	16/06/2016	Election 2019	
Alina Hooper	ME	Elected	11.08.17	Election 2019	Manager
Stephen McKenzie	Chair/ME	Elected	03/06/2016	Election 2019	Lawyer
Ian Olan	ME	Elected	03/06/2016	Election 2019	
Jacqueline White	ME	Elected	14/04/2009	Election 2019	Accountant
Carmel Platt	PR		20/04/2015	Election 2019	
Karen Noble-Campbell	SR	Elected	03/06/2016	Election 2019	Teacher
Jacqui Carston	Prop	Appointed	16/06/2016	Election 2019	
John Kuok	Prop	Appointed	16/06/2016	Election 2019	Manager
Fr John Fitzmaurice	PP	Appointed	28/02/2017	Election 2019	Priest

KIWISPORT 2017

Star of the Sea School spent a total of \$7120 from its Kiwisport ledger.

The Operational Grant allocation for 2017 was \$7044.16 in total.

Star of the Sea School spent over and above this amount on and/or by subsidising corporate school swimming, gymnastics local and interschool events and athletics skills.

Carmel Platt

Dear Students, Parents and the Wider School Community

It doesn't seem that long ago that we were starting the new school year. Time has flown, however, and here I am sitting down to write your Board of Trustees' report for our school's 2017 magazine already. As I think about what I am going to write, I take time to reflect on how lucky we all are to belong to our school community at He Whetu o te Moana Our Lady Star of the Sea School. We are blessed with a talented and hardworking leadership team, teachers, support staff, and the generous support of our wonderful PTA and wider community, all of whom enable our fantastic children to always strive to live out our school values and be the best that they can be. Ngā mihi nui ki a koutou katoa.

Your Board of Trustees remains focussed on ensuring He Whetu o te Moana Our Lady Star of the Sea continues to do everything it can to make sure our children are confident, connected, actively involved and lifelong learners living their lives based on the gospel values – justice / tika, service / āwhina, resilience / ngāwari, courage / māia and respect / manaaki. To achieve this, your Board has had a busy and exciting year – working on matters as diverse as reviewing our school's strategic goals, policies and plans and accessing specialist educational advice on various areas such as learning by design and special needs education. Beyond the regular reviews of our students' achievements against national standards, there are also ongoing reviews of special initiatives designed to improve the progress and achievement of targeted groups of students such as our hub inquiries and ALIM (advanced learning in mathematics) programmes. We have received some excellent feedback about the impact that these efforts have been having on our children's achievement outcomes. Your Board's intention is to continue to review, challenge and consolidate this work next year and the year after.

In addition to this work, your Board of Trustees has been progressing plans to create a modern learning environment for our students. Your Board commissioned experienced school architect Dave De La Mare to draw up a concept plan for what our school might look like in 25 years time and a short-term plan for more immediate changes to our school. These will benefit our children by making their learning environment more learner friendly. Dave De La Mare has now reviewed the initial concept and short-term plan based on our feedback and your Board will be looking at finalising and costing options for community input during the first part of next year. We have also been able to complete the replacement of our old desks and chairs (based on a design that is over 40 years old) in our senior classrooms with modern furniture thanks to our PTA's donated Gala funds raised for this purpose. Now all our senior children have the ability to choose furniture that suits their own particular learning needs. Feedback (admittedly from my own girls) tells me that there is quite some competition to sit on stools at the high tables.

Another exciting development that your Board of Trustees has been involved with this year is the growth and nurturing of our eastern faith based Kāhui Ako. Our Kāhui Ako brings together six eastern faith based schools – ourselves, St Marks Primary, Sancta Maria Primary, Kingsgate School, Sancta Maria College and Elim College – with the aim of building bridges, sharing knowledge and expertise, and stimulating innovation and improvement that will benefit all students of each school throughout their schooling. Next year your Board will build linkages with our partner schools through the Kāhui Ako, including developing and setting an achievement objective that will challenge us to collaborate, innovate and improve for the benefit of all our children.

Finally, as this year comes to a close and we look forward to the next, on behalf your Board of Trustees – Chay Andrews, Jacqui Carston, Father John Fitzmaurice, Alina Hooper, John Kuok, Karen Noble-Campbell, Ian Olan, Carmel Platt, Jacq White (Deputy Chairperson) and myself – I would like to take this opportunity to thank you all for your involvement and support of our school and wish

you all a joyous and restful Christmas and New Year. To those of you coming back, we will see you all next year. To those of you leaving, thank you for being part of our school community and may God bless you and keep you as you continue your journey to new schools in 2018.

Ka aru mātou i a Karaiti
Tui, tui, tuia mātou
Tuia ki te mamae
Tuia ki te tumanako
Tui, tui, tuia ki te ora.

Ngā mihi o te wā me te Tau Hou.

Stephen McKenzie
Chairperson
Board of Trustees

Welcome to the Our Lady Star of the Sea school 2017. The learning environment that has been established this year is quite remarkable; the following pages of this year book give a glimpse into some of the wonderful learning experiences that have taken place. I hope you enjoy it.

Thank you to all of the magazine contributors for their work in producing such an amazing book and a special thank you and acknowledgement to Ms Andrea Begunk, our editor.

As I write this article, we here at school, are into the final few weeks of the year with preparations well underway for the, Annual Prize Giving and nativity scene, Santa Parade float, house and certificate assemblies, end of year outings, the list goes on. It is a busy and satisfying time of year, a time to reflect and celebrate our successes and begin plans for the year ahead.

I congratulate our students for another remarkable year. Their achievements both individually and collectively are just amazing. You, their families and friends, should be very proud of each and every one of them. The leadership that our 2017 Year six students have displayed this year has been outstanding, they truly represent the attributes and dispositions that we expect and want for Star students.

Our Mission Statement asks us to nurture faith, build community, strive for excellence and promote the practices of service and justice. As you read this magazine you will see that the school is indeed in good heart, our Mission statement is alive and well with many brilliant examples of all of the above throughout the magazine. I am sure that you will enjoy sharing them with your children.

Thank you to everyone who has offered support, ideas and good will during the year, they all very much appreciated. A special thank you to all my colleagues whose commitment and energy is beyond praise.

I wish those who are leaving Our Lady Star of the Sea School; staff, students and families all the very best for your future.

May you all enjoy God's blessings during this coming Holy Season, I wish you well for the summer holidays and I look forward to welcoming you all back for a new and exciting year in 2018.

'For there is a child born for us, a son is given to us'

Carmel Platt
Principal