

SUNNYBRAE NORMAL PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:

Principal:

Lorene Hurd

School Address:

36 Sunnybrae Road, Hillcrest, Auckland 0627

School Postal Address:

36 Sunnybrae Road, Hillcrest, Auckland 0627

School Phone:

09 4435058

School Email:

office@sunnybrae.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired
Terry Sugrue	Chair Person	Elected	May-19
Lorene Hurd	Principal ex Officio		
Tony Ridley	Parent Rep	Elected	May-19
Kim Jones	Parent Rep	Elected	May-19
Rachel Howie	Parent Rep	Elected	May-19
Brandon Watts	Parent Rep	Elected	May-19
Stephen Simpson	Parent Rep	Co-Opted	May-19
Anna Blair	Staff Rep	Elected	May-19

Accountant / Service Provider:

Top Class Financial Management Services
Avril Denton

SUNNYBRAE NORMAL PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2018

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Sunnybrae Normal Primary School

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

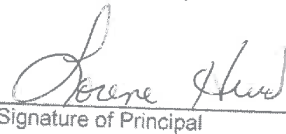
The School's 2018 financial statements are authorised for issue by the Board.

TERMI WINSTON-SUBAUF
Full Name of Board Chairperson


Signature of Board Chairperson

02/05/19
Date:

Lorene Evelyn Hurd
Full Name of Principal


Signature of Principal

May 2nd 2019
Date:

Sunnybrae Normal Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,881,905	3,499,759	3,689,880
Locally Raised Funds	3	275,801	157,750	267,646
Interest Earned		7,945	5,000	6,443
International Students	4	5,554	-	33,945
		<u>4,171,205</u>	<u>3,662,509</u>	<u>3,997,914</u>
Expenses				
Locally Raised Funds	3	127,480	3,750	121,520
International Students	4	676	-	2,724
Learning Resources	5	2,308,453	2,327,546	2,317,744
Administration	6	173,727	178,100	183,276
Finance		2,258	6,000	1,898
Property	7	1,315,784	1,046,635	1,262,991
Depreciation	8	115,370	103,000	111,318
Loss on Disposal of Property, Plant and Equipment		318	-	868
		<u>4,044,066</u>	<u>3,665,031</u>	<u>4,002,339</u>
Net Surplus / (Deficit) for the year		127,139	(2,522)	(4,425)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>127,139</u>	<u>(2,522)</u>	<u>(4,425)</u>

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

Sunnybrae Normal Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	595,946	595,947	600,371
Total comprehensive revenue and expense for the year	127,139	(2,522)	(4,425)
Capital Contributions from the Ministry of Education	6,059	-	-
Contribution - Furniture and Equipment Grant			
Equity at 31 December	729,144	593,425	595,946
Retained Earnings	729,144	593,425	595,946
Reserves	-	-	-
Equity at 31 December	729,144	593,425	595,946

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

Sunnybrae Normal Primary School Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	57,424	57,405	61,779
Accounts Receivable	10	151,337	134,173	154,436
GST Receivable		2,602	-	-
Prepayments		5,729	11,228	11,228
Inventories	11	11,795	11,879	11,879
Investments	12	300,000	103,000	100,000
		528,887	317,685	339,322
Current Liabilities				
GST Payable		-	3,661	3,661
Accounts Payable	14	153,960	150,003	150,003
Revenue Received in Advance	15	18,900	-	14,367
Provision for Cyclical Maintenance	16	-	10,000	-
Finance Lease Liability - Current Portion	17	12,359	12,400	11,391
Funds held for Capital Works Projects	18	-	-	-
		185,219	176,064	179,422
Working Capital Surplus/(Deficit)		343,668	141,621	159,900
Non-current Assets				
Property, Plant and Equipment	13	418,608	475,870	467,500
		418,608	475,870	467,500
Non-current Liabilities				
Provision for Cyclical Maintenance	16	26,392	17,326	17,326
Finance Lease Liability	17	6,740	6,740	14,128
		33,132	24,066	31,454
Net Assets		729,144	593,425	595,946
Equity				
		729,144	593,425	595,946

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

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

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash flows from Operating Activities				
Government Grants				
Locally Raised Funds		745,932	781,797	748,159
International Students		261,636	157,750	274,199
Goods and Services Tax (net)		24,248	(14,367)	22,945
Payments to Employees		(6,263)	-	(1,943)
Payments to Suppliers		(377,714)	(515,785)	(539,287)
Cyclical Maintenance Payments in the year		(388,135)	(292,019)	(448,883)
Interest Paid		-	-	-
Interest Received		(2,258)	(6,000)	(1,898)
		6,160	4,999	6,847
Net cash from / (to) the Operating Activities		263,607	116,375	60,139
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(61,617)	(111,370)	(160,922)
Purchase of Investments		(200,000)	(3,000)	-
Proceeds from Sale of Investments		-	-	1,880
Net cash from / (to) the Investing Activities		(261,617)	(114,370)	(159,042)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,059	-	-
Finance Lease Payments		(12,404)	(6,379)	(7,616)
Funds Administered on Behalf of Third Parties		-	-	(148,438)
Funds Held for Capital Works Projects		-	-	-
Net cash from Financing Activities		(6,345)	(6,379)	(156,054)
Net increase/(decrease) in cash and cash equivalents		(4,355)	(4,374)	(254,957)
Cash and cash equivalents at the beginning of the year	9	61,779	61,779	316,736
Cash and cash equivalents at the end of the year	9	57,424	57,405	61,779

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.

Sunnybrae Normal Primary School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The 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	10–20 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

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

p) Financial Assets and Liabilities

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

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	573,414	589,446	592,276
Teachers' salaries grants	2,037,897	1,892,939	1,866,559
Use of Land and Buildings grants	1,107,446	845,287	1,038,047
Other government grants	163,148	172,087	192,998
	<u>3,881,905</u>	<u>3,499,759</u>	<u>3,689,880</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	66,668	80,500	62,598
Activities	83,727	-	67,958
Trading	76,202	37,000	78,783
Fundraising	49,204	40,250	58,307
	<u>275,801</u>	<u>157,750</u>	<u>267,646</u>
Expenses			
Activities	86,179	2,500	73,672
Trading	34,055	-	37,961
Fundraising costs	7,246	1,250	9,887
	<u>127,480</u>	<u>3,750</u>	<u>121,520</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>148,321</u>	<u>154,000</u>	<u>146,126</u>

4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	5	0	3
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	5,554	-	33,945
Expenses			
Commissions	676	-	2,724
	<u>676</u>	<u>-</u>	<u>2,724</u>
<i>Surplus/ (Deficit) for the year International Students'</i>	<u>4,878</u>	<u>-</u>	<u>31,221</u>

5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	49,966	59,423	56,653
Information and communication technology	2,193	4,684	3,147
Extra-curricular activities	2,969	3,450	3,506
Library resources	1,780	1,000	395
Employee benefits - salaries	2,235,400	2,236,989	2,231,742
Staff development	16,145	22,000	22,301
	<u>2,308,453</u>	<u>2,327,546</u>	<u>2,317,744</u>

6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,923	5,923	5,192
Board of Trustees Fees	3,328	3,400	5,225
Board of Trustees Expenses	1,006	2,700	2,943
Communication	6,902	5,970	5,982
Consumables	17,478	17,100	17,328
Operating Lease	5,854	13,539	12,939
Other	14,434	13,770	16,003
Employee Benefits - Salaries	109,663	107,035	108,312
Insurance	3,889	4,163	4,352
Service Providers, Contractors and Consultancy	5,250	4,500	5,000
	<u>173,727</u>	<u>178,100</u>	<u>183,276</u>

7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,838	12,200	12,818
Consultancy and Contract Services	39,542	39,960	38,484
Cyclical Maintenance Expense	9,066	10,000	9,548
Grounds	4,635	1,650	1,958
Heat, Light and Water	43,274	42,000	41,593
Rates	88	322	344
Repairs and Maintenance	21,050	24,516	56,695
Use of Land and Buildings	1,107,446	845,287	1,038,042
Security	6,976	6,000	7,533
Employee Benefits - Salaries	67,869	64,700	55,976
	<u>1,315,784</u>	<u>1,046,635</u>	<u>1,262,991</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 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Buildings	15,526	13,866	19,101
Furniture and Equipment	48,268	43,107	42,376
Information and Communication Technology	38,587	34,461	41,069
Leased Assets	9,230	8,209	4,865
Library Resources	3,759	3,357	3,907
	<u>115,370</u>	<u>103,000</u>	<u>111,318</u>

9. Cash and Cash Equivalents

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Cash on Hand	150	150	150
Bank Current Account	57,274	57,255	61,629
Cash and cash equivalents for Cash Flow Statement	<u>57,424</u>	<u>57,405</u>	<u>61,779</u>

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

10. Accounts Receivable

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Receivables	9,943	9,939	9,939
Receivables from the Ministry of Education	10,894	-	20,264
Interest Receivable	2,447	663	662
Teacher Salaries Grant Receivable	128,053	123,571	123,571
	<u>151,337</u>	<u>134,173</u>	<u>154,436</u>
Receivables from Exchange Transactions	12,390	10,602	10,601
Receivables from Non-Exchange Transactions	138,947	123,571	143,835
	<u>151,337</u>	<u>134,173</u>	<u>154,436</u>

11. Inventories

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Stationery	444	574	574
School Uniforms	11,351	11,305	11,305
	<u>11,795</u>	<u>11,879</u>	<u>11,879</u>

12. Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset Short-term Bank Deposits	300,000	103,000	100,000

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Buildings	171,553	-	-	-	(15,526)	156,027
Furniture and Equipment	144,386	24,779	(358)	-	(48,268)	120,539
Information and Communication Technology	95,962	33,312	-	-	(38,587)	90,687
Leased Assets	28,319	6,021	-	-	(9,230)	25,110
Library Resources	27,280	3,526	(802)	-	(3,759)	26,245
Balance at 31 December 2018	467,500	67,638	(1,160)	-	(115,370)	418,608

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Buildings	447,620	(291,593)	156,027
Furniture and Equipment	652,200	(531,661)	120,539
Information and Communication Technology	528,892	(438,205)	90,687
Leased Assets	40,701	(15,590)	25,111
Library Resources	86,115	(59,871)	26,244
Balance at 31 December 2018	1,755,528	(1,336,920)	418,608

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings	128,951	61,703	-	-	(19,101)	171,553
Furniture and Equipment	125,202	62,027	(467)	-	(42,376)	144,386
Information and Communication Technology	106,165	31,267	(401)	-	(41,069)	95,962
Leased Assets	8,127	25,057	-	-	(4,865)	28,319
Library Resources	25,264	5,923	-	-	(3,907)	27,280
Balance at 31 December 2017	393,709	185,977	(868)	-	(111,318)	467,500

The net carrying value of equipment held under a finance lease is \$25,110 (2017: \$28,319)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Buildings	447,620	(276,067)	171,553
Furniture and Equipment	627,779	(483,393)	144,386
Information and Communication Technology	495,580	(399,618)	95,962
Leased Assets	34,717	(6,398)	28,319
Library Resources	85,088	(57,808)	27,280
Balance at 31 December 2017	1,690,784	(1,223,284)	467,500

14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	10,773	8,379	8,379
Accruals	6,684	6,924	6,924
Employee Entitlements - salaries	133,523	126,024	126,024
Employee Entitlements - leave accrual	2,980	8,676	8,676
	<u>153,960</u>	<u>150,003</u>	<u>150,003</u>
Payables for Exchange Transactions	153,960	150,003	150,003
	<u>153,960</u>	<u>150,003</u>	<u>150,003</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees	18,694	-	-
Other	206	-	14,367
	<u>18,900</u>	<u>-</u>	<u>14,367</u>

16. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	17,326	17,326	7,778
Increase/ (decrease) to the Provision During the Year	9,066	10,000	9,548
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>26,392</u>	<u>27,326</u>	<u>17,326</u>
Cyclical Maintenance - Current	-	10,000	-
Cyclical Maintenance - Term	<u>26,392</u>	<u>17,326</u>	<u>17,326</u>
	<u>26,392</u>	<u>27,326</u>	<u>17,326</u>

17. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	13,489	12,400	13,380
Later than One Year and no Later than Five Years	7,143	6,740	15,238
Later than Five Years	-	-	-
	<u>20,632</u>	<u>19,140</u>	<u>28,618</u>

18. Funds Held for Capital Works Projects

During the year the School had no new Capital Works Projects.

2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Block 2 & 3 Window Replacement <i>completed</i>	148,438	23,699	(210,215)	38,078	-
5 YA Project <i>completed</i>	-	41,073	(41,073)	-	-
Totals	148,438	64,772	(251,288)	38,078	-

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		
Full-time equivalent members	3,328	5,225
	-	0.25
<i>Leadership Team</i>		
Remuneration		
Full-time equivalent members	519,241	458,132
	5	4
Total key management personnel remuneration	522,569	463,357
Total full-time equivalent personnel	5.00	4.50

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

Principal

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

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

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	1	-
	1.00	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	2017 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities 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 had no capital commitments. (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 Chromebooks

	2018 Actual \$	2017 Actual \$
No later than One Year	3,660	5,326
Later than One Year and No Later than Five Years	-	8,541
Later than Five Years	-	-
	<u>3,660</u>	<u>13,867</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	57,424	57,405	61,779
Receivables	151,337	134,173	154,436
Total Loans and Receivables	<u>208,761</u>	<u>191,578</u>	<u>216,215</u>

Financial liabilities measured at amortised cost

Payables	153,960	150,003	150,003
Finance Leases	19,099	19,140	25,519
Total Financial Liabilities Measured at Amortised Cost	<u>173,059</u>	<u>169,143</u>	<u>175,522</u>

26. Events After Balance Date

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

27. Comparatives

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

Independent Auditor's Report

To the Readers of Sunnybrae Normal School Financial Statements For the Year Ended 31 December 2018

The Auditor-General is the auditor of Sunnybrae Normal School (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, 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 18, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 3 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

CHARTERED ACCOUNTANTS & ADVISORS

Level 4, 21 Queen Street
Auckland 1010, New Zealand
PO Box 106 090
Auckland 1143, New Zealand
Telephone: +64 9 366 5000
williambuck.co.nz

William Buck (NZ) Limited.

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 controls.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained

up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information in the Annual Report. The other information comprises the information included in the annual report being the Kiwisport Report, the Members of the Board of trustees and the Analysis of Variance, 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.

A handwritten signature in blue ink, appearing to read "D. Wright".

Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Sunnybrae Normal School		School Number:	1516						
Strategic Aim:	<p>Striving for excellence in teaching and learning with the aim of ensuring maximum achievement levels for all students is a key goal.</p> <p>Departing Year 6 students will view learning as purposeful, fun, life long, self-initiated and an integral part of their life. They will be balanced individuals, with strong basic skills, a confidence in their own ability to succeed, and positive in their outlook.</p>									
Annual Aim:	<p>Focus on professional development around effective teaching practice for mathematics. External Mathematics Facilitator has been contracted to work across the school to support and enhance teacher knowledge and instructional practices in mathematics. The aim is to raise student learning and achievement levels. Our next steps are to move as many students as possible from 'under-achieving' to 'achieving'.</p>									
Target:	<p>Reading: 80% of all students At or Above Expectation</p> <p>Writing: 75% of all students At or Above Expectation</p> <p>Mathematics: 80% of all students At or Above Expectation</p>									
Baseline Data:	<p>Assessments are teachers' judgements of 'on track' progress in relation to the expected levels of The New Zealand Curriculum.</p> <table border="1" data-bbox="489 1099 1656 1318"> <tr> <th colspan="3">Progress in relation to the New Zealand Curriculum</th> </tr> <tr> <td>At risk - At risk of not meeting the expected curriculum level</td> <td>On track - On track to meet the expected curriculum level</td> <td>Above - On track to be above the expected curriculum level</td> </tr> </table>				Progress in relation to the New Zealand Curriculum			At risk - At risk of not meeting the expected curriculum level	On track - On track to meet the expected curriculum level	Above - On track to be above the expected curriculum level
Progress in relation to the New Zealand Curriculum										
At risk - At risk of not meeting the expected curriculum level	On track - On track to meet the expected curriculum level	Above - On track to be above the expected curriculum level								

Reading:


- Results for all Year 1-6 students have improved from 2012 (70%), 2013 (71%), 2014 (70%) and 2015 (75%) to 80% in 2018.
- All boys' results for Year 1-6 have improved from 2013 (68%), 2014 (64%) and 2015 (72%) to 81% in 2018.
 - All girls' results for Year 1-6 have remained steady from 2013 (75%), 2014 (77%) and 2015 (77%) to 79% in 2018.
 - Results for our Māori students in Year 1-6 have improved from 2012 (62%), 2013 (61%), 2014 (61%) and 2015 (80%) to 83% in 2018.
 - Results for our Pasifika students in Year 1-6 remains around the same as 2012 (61%), 2013 (57%), 2014 (56%), 2015 (56%) and 57% in 2018.
 - Year 6 students results have improved from 63% in 2017 as Year 5's to 75% in 2018.
 - Year 5 students have improved from 74% in 2017 as Year 4's to 78% in 2018.

Writing:

- Results for all Year 1-6 students have improved from 2012 (65%), 2013 (64%), 2014 (65%) and 2015 (66%) to 75% in 2018.
- All boys' results for Year 1-6 have improved from 2013 (58%), 2014 (58%) and 2015 (58%) to 71% in 2018.
 - All girls' results for Year 1-6 have remained steady from 2013 (72%), 2014 (74%) and 2015 (75%) to 78% in 2018.
 - Results for our Māori students in Year 1-6 have improved from 2012 (53%), 2013 (59%), 2014 (54%) and 2015 65% to 69% in 2018.
 - Results for our Pasifika students in Year 1-6 continue to be of concern from 2012 (50%), 2013 (51%), 2014 (43%) and 2015 (42%) to 54% in 2018.
 - Year 6 students results have improved significantly from 57% in 2017 as Year 5's to 71% in 2018.
 - Year 5 students have dropped from 72% in 2017 as Year 4's to 64% in 2018. This is a drop of 8%; in 2017 there was a drop of 4%.

Mathematics:

- Results for all Year 1-6 students remain the same as 2015 at 79% in 2018.
- All boys' results for Year 1-6 remain the same as 2015 at 80%.
- All girls' results for Year 1-6 remain the same as 2015 at 78%.
- Results for our Māori students in Year 1-6 have dropped from 80% in 2015 to 74% in 2018. There remains an improvement from 2014 (72%), 2013 (59%) and 2012 (62%).

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- Results for our Pasifika students in Year 1-6 have slightly improved from 42% in 2015 to 48% in 2018. This result continues to be our lowest; 2014 (58%), 2013 (46%), 2012 (54%) and is of concern.
 - Year 6 students remain steady at 71%, having been at 70% in 2017 as Year 5's.
 - Year 5 students have dropped from 74% as Year 4's to 70%, a drop of 4%. This is similar to 2017 where there was a drop of 6% between students moving from Year 4 to Year 5.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading and Writing:</p> <ul style="list-style-type: none"> • Entry assessments will be used to collect data in order to identify children who require additional support in literacy. These students identified as requiring additional support become priority learners. • Priority learners to be tracked from entry with an individual profile that records their acquisition and automaticity of reading high-frequency words, anecdotal notes by classroom teacher and attendance rates. • Review all students' reading achievement and any students still reading at Emergent will be added to the priority learner group for closer monitoring. • Instructional reading levels of all students will be monitored during their first year of school. Any student reading below yellow at 20 weeks and below blue at 30 weeks will be added to the priority learner group for closer monitoring. • Observational survey data to be analysed at the end of each term with a report being generated that shows achievement in each of the 	<p>Reading and Writing:</p> <p>Entry assessments were used to identify students who required additional support in literacy and these students were added to the list of priority learners.</p> <p>Priority learners (Māori, Pasifika and Special Needs students) were tracked on entry to school and placed as soon as possible into the literacy support programmes.</p> <p>The following data was collected at 10 week intervals throughout a student's first year of school</p> <ul style="list-style-type: none"> • Instructional reading levels • Writing vocabulary scores (writing for 10 minutes) • Hearing and recording sounds in words <p>Any student not tracking to meet the National Standard in reading at the 10 week intervals was added to the priority group. Those who scored less than stanine 5 on the writing vocabulary and/or hearing and recording sounds in words assessments were added to the priority list.</p>	<p>Placing priority students into the literacy support programme has had a positive outcome on achievement levels in key areas of learning. Six of the seven students placed into the programme on entry to school were priority learners. These learners seem to thrive on a small group approach and for three of them having contact with someone who speaks their mother tongue. Throughout the year, Winnie Ngata (Tongan speaking Teacher aide) has joined the Literacy support programme for 40 minutes (Monday to Thursday) to support Pasifika students.</p> <p>As a result of analysing patterns within the monitoring of reading levels data it was noted that those identified at 10 weeks as not being on track to meet the expected level were more likely to be those not reaching the level at 40 weeks. It was decided that we would initiate the peer review process at 10 weeks rather than waiting until 20 weeks for all priority learners and those not tracking to meet the level.</p> <p>We have tracked both the hearing and recording sounds in words and written vocabulary of all students at 10 week intervals. Early indications show that our students are effectively recording sounds in words soon after starting school, which indicates the effective teaching of the Switched on to</p>	<p>Peer reviews be undertaken for priority students at 10/20/30 weeks instead of the initial 20/25 and 32 weeks.</p> <p>Continue to reflect on initiatives, in terms of their effectiveness to engage students and accelerate progress. Continue with in class observations for the first 6 months and look at how these could be undertaken without the funding from TLIF.</p> <p>The Year 1 team has identified 60 high-frequency words they would like their students to learn to write with automaticity within their first year of school. They have discussed ways to embed the teaching of these words within the classroom programmes and will make this a major focus. The lists have been split into three levels and will be shared with families so they can support their child in learning how to write these words.</p> <p>Explore different ways to introduce and reinforce the concepts about print to our Māori and Pasifika students as this is the subtest that they perform the lowest in. It is hoped that we can deliver this knowledge and understanding in a different way so that their understanding of these key concepts develop during their first year of school.</p>

<p>subtests. Patterns in achievement will be noted as well as a reflection on what this means for teacher practice.</p>	<p>Observational survey data was analysed at the end of each term and reported back to Year 1 teachers. In this report strengths were noted as were recommendations for teacher practice.</p>	<p>Spelling programme. The students' ability to write an increasing number of words within each 10 week interval is more variable and is an area of focus.</p> <p>Reading:</p> <p>2018 Programmes</p> <ul style="list-style-type: none"> • Joy Allcock's Switched Onto Spelling programme. (Years 1-6) • We subscribe to Joy Allcock's PLD website for spelling as this builds teachers' knowledge of the Switched Onto Spelling programme. • Teacher Aide support in each syndicate for a range of literacy support strategies and interventions being used to support underachieving students. • Steps to Literacy target groups during class time for Year 2, 4 and 5 students. • Weekly listening comprehension testing for all Year 2, 3 and 4 students. • Weekly listening comprehension testing 	<p>Continue to analyse in depth the progress of our Māori and Pasifika students, reflecting on ways to accelerate their progress and enhance home school partnerships.</p>
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		<p>for Year 5 and 6 Pasifika students.</p> <ul style="list-style-type: none"> • All students have a Reading Eggs account, these activities support the learning in class and can be accessed at school and at home. • Special Needs team meetings are held each term, with external agencies i.e. RTLB and Special Education personnel, to ensure that all avenues for support continue to be explored. • The Literacy Project funded by the Teacher Lead Innovation Fund (TLIF) targeted transition to school and progress made by students in literacy in their first year of school during Terms 1 and 2. • Reading Recovery is provided for identified students - 0.5 staffing. • Rainbow Reading for targeted Year 3 students before school with a teacher aide (20 minutes 3x per week for one group of 5 students and 	
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		<p>20 minutes 2x per week for another group of 5 students). These groups change each term.</p> <ul style="list-style-type: none"> Continue to refer those with needs that can't be met at school to the Resource Teacher of Literacy (RTLit). <p>Writing:</p> <p>2018 Programmes</p> <ul style="list-style-type: none"> Joy Allcock's Switched Onto Spelling programme. (Years 1-6) We subscribe to Joy Allcock's PLD website for spelling as this builds teachers' knowledge of the Switched Onto Spelling programme. Teacher Aide support in each syndicate for a range of literacy support strategies and interventions being used to support underachieving students. Steps to Literacy target groups during class time for Year 2, 4 and 5 students. 	
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		<ul style="list-style-type: none"> • Special Needs team meetings are held each term, with external agencies i.e. RTLb and Special Education personnel, to ensure that all avenues for support continue to be explored. • The Literacy Project funded by the Teacher Lead Innovation Fund (TLIF) targeted transition to school and progress made by students in literacy in their first year of school during Terms 1 and 2. • The literacy support programme targets writing skills for students at the Year 1 level who are at risk of underachieving. The aim of the programme is to accelerate their progress. • Continue to refer those with needs that can't be met at school to the Resource Teacher of Literacy (RTLit). • Closely analyse writing data to ensure that every child is being catered for 	
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		through our literacy support programmes.	
<p>Mathematics:</p> <p><i>The teaching and assessment of maths will be a particular focus for us this year. Our staff will be focusing on:</i></p> <ul style="list-style-type: none"> <i>Moderation of maths assessments.</i> <i>Further developing how to use Mathletics with all learning levels to enhance their programmes.</i> <i>Exploring the advantages of using mixed ability groups and the authentic problem solving approach.</i> <p>(SNS Professional Learning and Development Overview 2018)</p> <p>Whole staff Professional Development</p> <p>Term 1, Week 6: Mathletics - led by Mathletics facilitator</p> <p>This year we employed Marie Hirst from the Cognition Education Group</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> Year 1: Support as per the classroom Teacher Aide timetables across 4 classes Monday to Friday. Year 2: Support as per the classroom Teacher Aide timetables across 3 classes in Terms 1 and 2. In Terms 3 and 4 each class has daily targeted number knowledge with a teacher aide for their lowest maths students. Middle Syndicate: Support as per the classroom Teacher Aide timetables across 4 classes Monday to Friday. Year 4: One group of 6 targeted Year 4 students were withdrawn for 30 minutes each day for 10 weeks, receiving extra maths support with a teacher, one group in Term 1 and another during Term 2. Another 2 groups are being targeted for 10 weeks in Terms 3 and 4. 	<p>Mathematics:</p> <p>The focus on maths was high this year with all of the syndicates inquiring into effective maths programmes. Some outcomes were with flexible grouping and problem-solving with multiple entry points so mixed ability groups could all engage.</p> <ul style="list-style-type: none"> - Year 4 data remains steady with our 2016 Year 4's at (76%), 2017 Year 4's at (74%) and our 2018 Year 4's at 73%. - Year 3 data has improved over time with our 2015 Year 3's at (70%) and our 2018 Year 3's at 82%. - Year 2 data remains steady with our 2014 Year 2's at (84%), our 2015 Year 2's at (80%) and our 2018 Year 2's at 84%. - Year 1 data has improved with our 2013 Year 1's at (83%), 2014 Year 1's at (88%), our 2015 Year 1's at (92%) and our 2018 Year 1's at 98%. 	<p>Mathematics:</p> <p>Change in Maths Leadership structure for 2019 to further support teachers with their programmes and build leadership capacity.</p> <p>Continue to provide PLD through Math Team and outside facilitator to support the development of current staff. With a focus on problem-solving.</p> <p>Collaborative planning to be used to assist staff with planning.</p> <p>Teachers requiring support and observations identified and rostered to work with Maths Facilitator and Maths Leaders. Modelling and co-teaching alongside external facilitator so teachers will refine their own practice and have differentiated support.</p> <p>Maths information evening to be held for parents so that parents understand current teaching and learning approaches and so that home and school can work together in partnership.</p>

<p>Marie has over 15 years' experience as a facilitator specialising in providing quality professional learning and support in mathematics and statistics. She has worked extensively with many schools across Auckland to develop effective mathematics teaching, assessment, data analysis, leadership, and intervention programmes to accelerate learning in mathematics for a diverse range of students.</p> <p>Term 1, Week 11: Maths: Problem Solving for Y1-6 with Marie Hirst</p> <p>Term 2, Week 2: Maths: Y1-3 and Y4-6 with Marie Hirst</p> <p>Term 2, Week 9: Maths: Y1-3 and Y4-6 with Marie Hirst</p> <p>Term 3, Week 6: Maths: Y1-3 and Y4-6 with Marie Hirst</p> <p>School wide curriculum focus goal for every classroom teacher: Maths.</p>	<ul style="list-style-type: none"> • Senior Syndicate: Support as per the classroom Teacher Aide timetables across 5 classes Monday to Friday. • Senior Syndicate: 2 teacher aide groups of the 'just below' Maths students. They meet 2x per week and focus on the current class programme and number i.e. fractions, place value and basic facts. There is also another group of well below students who meet once a week with the same focus. All students in these groups are involved in their regular maths programmes as well as these withdrawal groups. • Extension Maths: Weekly GATE maths sessions focusing on problem-solving are held for identified students in Year 4, 5 and 6. • All students in Year 1-6 have a Mathletics account, this programme supports the learning in class and can be accessed at school and at home. 	<p>This could be due to the slightly different way of analysing National Standards data compared to The NZ Curriculum level data where Year 1 students have two years to meet Curriculum Level 1.</p>	<p>Areas to target further for particular focus: Pasifika Maths (48%)</p> <ul style="list-style-type: none"> • Students continue to be ability grouped in class to ensure that the maths programme is tailored to individual needs. Teachers monitor the progress of individual students in their class. • Maths results and programmes for individual students will be analysed along with teachers reflecting on their practice using the teacher as inquiry process. • Teachers to work on incorporating more whole class problem solving tasks, implementing Marie Hirst's PD. • Suggested on-going PD with Marie Hirst, Maths Consultant with a focus on consolidating the teaching of mathematics using problem solving and other shared resources.
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			<ul style="list-style-type: none"> • Provide professional development for our Teacher Aides. • Peer reviews will be completed for our priority learners (Māori, Pasifika and those needing further support). • Continue to use Mathletics across the school. • Continue to schedule moderation of OTJ judgements into PLD meetings before Mid-Year and End of Year reporting. • Data and analysis to be shared across syndicates from PAT Maths (Y3-6).
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Planning for next year:

Reading:

Areas to target further for particular focus: Pasifika reading (57%)

- Individual profiles for priority learners (Māori, Pasifika and those requiring further support). The profiles include teacher peer reviews; this includes results of literacy data and programmes. Teachers reflect on their practice using the teacher as inquiry process.
- Continue to schedule moderation of OTJ judgements into PLD meetings before Mid-Year and End of Year reporting.
- Closely analyse reading data to ensure that every child is being catered for through our literacy support programmes.
- Data and analysis to be shared across syndicates from STAR (Y3/4), PAT listening (Y3-6) and e-asTTle Reading (Y4-6).
- Share results and findings from the Teacher Lead Innovation Fund (TLIF) with all staff.

Writing:

Areas to target further for particular focus: Pasifika writing (54%), Māori writing (69%)

- Individual profiles for priority learners (Māori, Pasifika and those requiring further support). The profiles include teacher peer reviews; this includes results of literacy data and programmes. Teachers reflect on their practice using the teacher as inquiry process.
- Closely analyse writing data to ensure that every child is being catered for through our literacy support programmes.
- Continue to schedule moderation of OTJ judgements into PLD meetings before Mid-Year and End of Year reporting.
- Share results and findings from the Teacher Lead Innovation Fund (TLIF) with all staff.
- Data and analysis to be shared across syndicates from PAT Grammar and Punctuation (Y4-6).

Mathematics:

Areas to target further for particular focus: Pasifika Maths (48%)

- Students continue to be ability grouped in class to ensure that the maths programme is tailored to individual needs. Teachers monitor the progress of individual students in their class.
- Maths results and programmes for individual students will be analysed along with teachers reflecting on their practice using the teacher as inquiry process.
- Teachers to work on incorporating more whole class problem solving tasks, implementing Marie Hirst's PD.
- Suggested on-going PD with Marie Hirst, Maths Consultant with a focus on consolidating the teaching of mathematics using problem solving and other shared resources.
- Provide professional development for our Teacher Aides.
- Peer reviews will be completed for our priority learners (Māori, Pasifika and those needing further support).
- Continue to use Mathletics across the school.
- Continue to schedule moderation of OTJ judgements into PLD meetings before Mid-Year and End of Year reporting.
- Data and analysis to be shared across syndicates from PAT Maths (Y3-6).

Sunnybrae Normal School

Annual Report 2018: Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2018, the school received total Kiwisport funding of **\$5693.00** (excluding GST). We have spent **\$5686.70** on sport throughout the year.

The funding was spent in the following ways to promote participation in sports:

\$3206.09	In-class swimming lessons with Skills4Life (across school)
\$1186.95	Sports fees subsidy for families in financial need
\$683.63	Inter-school competitions (venue, transport, etc)
\$123.04	Sports prizegiving/promoting participation in sport
\$486.99	Netball & basketball: umpires, courses, competition fees

TOTAL spent: \$5686.70

\$5693 - \$5686.70 = \$6.30 left over

'Free' coaches (soccer, diving, cricket and rugby) continued to come into school to run promotional classes with all students.

2018 Sport

The number of **students across the whole school** participating in organised sport is 64% this year, up from 55% last year.

The number of **senior syndicate students** engaged in 'out of school' sport was 73%, up from 72% last year.

It is pleasing to see that more children are participating in organised sport. These lower figures compared to 2011/2012 could be due to the rising costs involved with participating in a sports activity.

Year	Organised sport participation (% of roll)	Senior sport participation
2009	45%	
2010	60%	
2011	57%	82%
2012	61%	82%
2013	62%	70%
2014	62%	72%
2015	59%	59%
2016	64%	74%
2017	55%	72%
2018	64%	73%