

St Martins School

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	Albert Terrace, St Martins, Christchurch
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ST MARTIN'S SCHOOL

Financial Statements - For the year ended 31 December 2017

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St Martin's 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.

Jo Malcolm

Full Name of Board Chairperson



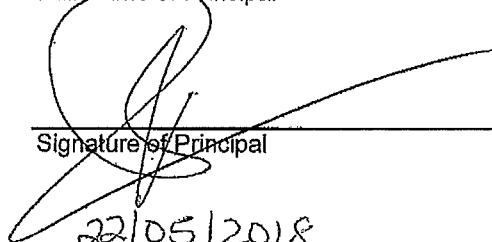
Signature of Board Chairperson

22/05/2018

Date:

Rob Callaghan

Full Name of Principal



Signature of Principal

22/05/2018

Date:

St Martin's School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,338,886	3,523,009	3,390,634
Locally Raised Funds	3	337,958	304,198	272,813
Interest Earned		6,032	10,000	11,099
		<u>3,682,876</u>	<u>3,837,207</u>	<u>3,674,545</u>
Expenses				
Locally Raised Funds	3	225,268	193,110	152,101
Learning Resources	4	2,615,001	2,640,356	2,668,468
Administration	5	249,978	280,588	258,453
Finance Costs		2,690	-	4,830
Property	6	534,346	637,186	658,073
Depreciation	7	90,176	72,000	81,500
Loss on Disposal of Property, Plant and Equipment		-	-	4,026
		<u>3,717,459</u>	<u>3,823,240</u>	<u>3,827,450</u>
Net (Deficit) / Surplus		(34,583)	13,967	(152,905)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(34,583)</u>	<u>13,967</u>	<u>(152,905)</u>

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

St Martin's School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	524,086	524,086	676,991
Total comprehensive revenue and expense for the year	(34,583)	13,967	(152,905)
Equity at 31 December	489,503	538,053	524,086
Retained Earnings	489,503	538,053	524,086
Equity at 31 December	489,503	538,053	524,086

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

St Martin's School

Statement of Financial Position

As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	98,827	147,804	61,837
Accounts Receivable	9	126,971	120,184	120,184
GST Receivable		10,410	14,796	14,796
Prepayments		13,388	18,904	18,904
Inventories	10	25,412	18,897	18,897
Investments	11	60,336	117,263	117,263
		<u>335,344</u>	<u>437,848</u>	<u>351,881</u>
Current Liabilities				
Accounts Payable	13	167,019	192,755	192,755
Revenue Received in Advance	14	26,451	26,123	26,123
Finance Lease Liability - Current Portion		13,652	12,428	12,428
		<u>207,122</u>	<u>231,306</u>	<u>231,306</u>
Working Capital Surplus/(Deficit)		128,222	206,542	120,575
Non-current Assets				
Property, Plant and Equipment	12	368,091	351,973	423,973
		<u>368,091</u>	<u>351,973</u>	<u>423,973</u>
Non-current Liabilities				
Finance Lease Liability		6,810	20,462	20,462
		<u>6,810</u>	<u>20,462</u>	<u>20,462</u>
Net Assets		<u>489,503</u>	<u>538,053</u>	<u>524,086</u>
Equity		<u>489,503</u>	<u>538,053</u>	<u>524,086</u>

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

St Martin's 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		767,466	750,283	780,723
Locally Raised Funds		327,083	313,427	282,043
International Students		18,261	-	-
Goods and Services Tax (net)		4,386	(1,129)	(1,129)
Payments to Employees		(539,210)	(419,501)	(500,059)
Payments to Suppliers		(554,981)	(678,971)	(612,665)
Interest Received		6,467	11,415	12,513
Net cash from / (to) the Operating Activities		29,472	(24,476)	(38,574)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(4,026)
Purchase of PPE (and Intangibles)		(34,291)	(143,468)	(126,825)
Purchase of Investments		56,927	221,021	221,021
Net cash from / (to) the Investing Activities		22,636	77,553	90,170
Cash flows from Financing Activities				
Finance Lease Payments		(15,118)	32,890	(11,006)
Net cash from Financing Activities		(15,118)	32,890	(11,006)
Net increase/(decrease) in cash and cash equivalents		36,990	85,967	40,590
Cash and cash equivalents at the beginning of the year	8	61,837	61,837	21,247
Cash and cash equivalents at the end of the year	8	98,827	147,804	61,837

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.

St Martin's School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

1.1. Reporting Entity

St Martin's 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.

1.2. 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.

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 15.

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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. 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.

1.9. 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.

1.10. Investments

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

1.11. 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense, except for sets of like items with a collective worth exceeding \$500.

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 – Crown	10–40 years
Furniture and equipment	5–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1.12. 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.

1.13. 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.

1.14. Employment 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

1.15. Revenue Received in Advance

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

1.16. 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).

1.17. 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.

1.18. 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.

1.19. Budget Figures

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

1.20. Services received in-kind

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

2. Government Grants

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	655,479	643,635	645,431
Teachers' salaries grants	2,206,720	2,309,400	2,152,090
Use of Land and Buildings grants	359,000	461,826	456,321
Resource teachers learning and behaviour grants	2,830	1,000	-
Other MoE Grants	114,857	107,148	134,684
Other government grants	-	-	2,108
	<u>3,338,886</u>	<u>3,523,009</u>	<u>3,390,634</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	93,276	101,800	82,613
Fundraising	697	5,000	3,122
Other revenue	23,480	29,588	37,443
Transport Revenue	11,492	9,000	9,542
Trading	47,716	46,300	39,753
Activities	156,284	108,310	96,240
Curriculum Recoveries	5,013	4,200	4,100
	<u>337,958</u>	<u>304,198</u>	<u>272,813</u>
Expenses			
Activities	142,378	115,410	81,474
Trading	56,329	43,200	37,158
Fundraising (costs of raising funds)	9,378	13,000	13,921
Transport (local)	9,445	9,000	9,498
Other Locally Raised Funds Expenditure	7,738	12,500	10,050
	<u>225,268</u>	<u>193,110</u>	<u>152,101</u>
<i>Surplus for the year Locally raised funds</i>	<u>112,690</u>	<u>111,088</u>	<u>120,712</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	57,181	62,211	135,277
Equipment repairs	840	1,500	6,436
Information and communication technology	24,217	27,000	-
Library resources	5,058	3,910	2,058
Employee benefits - salaries	2,507,113	2,537,735	2,498,129
Staff development	20,592	8,000	26,568
	<u>2,615,001</u>	<u>2,640,356</u>	<u>2,668,468</u>

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,528	4,800	3,476
Board of Trustees Fees	3,810	5,060	4,785
Board of Trustees Expenses	10,502	12,318	59,393
Communication	5,709	8,500	-
Consumables	23,455	28,300	41,656
Operating Lease	13,466	37,280	18,569
Legal Fees	339	1,000	-
Other	9,549	14,220	10,613
Employee Benefits - Salaries	166,634	155,500	107,551
Insurance	8,508	9,500	8,545
Service Providers, Contractors and Consultancy	4,478	4,110	3,865
	<u>249,978</u>	<u>280,588</u>	<u>258,453</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,946	15,510	24,852
Consultancy and Contract Services	63,218	61,500	61,481
Grounds	3,524	4,350	4,995
Heat, Light and Water	30,225	23,500	24,321
Rates	4,802	4,800	4,762
Repairs and Maintenance	8,330	12,500	24,537
Use of Land and Buildings	359,000	461,826	456,321
Security	7,287	7,200	-
Employee Benefits - Salaries	43,014	46,000	56,802
	<u>534,346</u>	<u>637,186</u>	<u>658,073</u>

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

7. Depreciation of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	5,376	6,000	7,232
Furniture and Equipment	21,728	20,000	22,155
Information and Communication Technology	42,289	38,000	40,310
Leased Assets	13,020	3,000	4,855
Library Resources	7,763	5,000	6,947
	<u>90,176</u>	<u>72,000</u>	<u>81,500</u>

8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	95,265	142,804	54,288
Bank Call Account	3,562	5,000	7,549
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>98,827</u>	<u>147,804</u>	<u>61,837</u>

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

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	1,358	1,358
Interest Receivable	150	585	585
Teacher Salaries Grant Receivable	<u>126,821</u>	<u>118,241</u>	<u>118,241</u>
	<u>126,971</u>	<u>120,184</u>	<u>120,184</u>
Receivables from Exchange Transactions	150	1,943	1,943
Receivables from Non-Exchange Transactions	<u>126,821</u>	<u>118,241</u>	<u>118,241</u>
	<u>126,971</u>	<u>120,184</u>	<u>120,184</u>

10. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	25,412	18,897	18,897
	<u>25,412</u>	<u>18,897</u>	<u>18,897</u>

11. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	60,336	117,263	117,263

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	19,629	-	-	-	(5,376)	14,253
Furniture and Equipment	206,779	-	-	-	(21,728)	185,051
Information and Communication	114,721	20,825	-	-	(42,289)	93,257
Leased Assets	34,212	-	-	-	(13,020)	21,192
Library Resources	48,632	13,469	-	-	(7,763)	54,338
Balance at 31 December 2017	423,973	34,294	-	-	(90,176)	368,091

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	111,224	(96,971)	14,253
Furniture and Equipment	430,065	(245,014)	185,051
Information and Communication	279,608	(186,351)	93,257
Leased Assets	39,067	(17,875)	21,192
Library Resources	129,593	(75,255)	54,338
Balance at 31 December 2017	989,557	(621,466)	368,091

The net carrying value of equipment held under a finance lease is \$21,192 (2016: \$34,212)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Building Improvements	26,861	-	-	-	(7,232)	19,629
Furniture and Equipment	142,149	86,785	-	-	(22,155)	206,779
Information and Communication	121,693	33,339	-	-	(40,310)	114,721
Leased Assets	-	39,067	-	-	(4,855)	34,212
Library Resources	48,878	10,806	(4,104)	-	(6,947)	48,632
Balance at 31 December 2016	339,581	169,996	(4,104)	-	(81,500)	423,973

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Building Improvements	111,224	(91,594)	19,629
Furniture and Equipment	430,065	(223,286)	206,779
Information and Communication	258,785	(144,063)	114,721
Leased Assets	39,067	(4,855)	34,212
Library Resources	116,125	(67,492)	48,632
Balance at 31 December 2016	955,264	(531,291)	423,973

13. Accounts Payable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	27,006	32,213	32,213
Accruals	3,137	3,077	3,077
Employee Entitlements - salaries	126,821	140,983	140,983
Employee Entitlements - leave accrual	10,055	16,482	16,482
	<u>167,019</u>	<u>192,755</u>	<u>192,755</u>
Payables for Exchange Transactions	167,019	192,755	192,755
	<u>167,019</u>	<u>192,755</u>	<u>192,755</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,000	7,700	7,700
International Student Fees	18,261	-	-
Other	6,190	18,423	18,423
	<u>26,451</u>	<u>26,123</u>	<u>26,123</u>

15. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	15,118	15,119	15,119
Later than One Year and no Later than Five Years	7,083	22,202	22,202
Later than Five Years	-	-	-
	<u>22,201</u>	<u>37,321</u>	<u>37,321</u>

16. Funds Held for Capital Works

During the year the School received and applied funding from the Ministry of Education for the following capital works projects: 2017 (nil)

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2016	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
Special Needs Fencing	<i>Completed</i>	(1,580)	2,131	551	-	-
Totals		(1,580)	2,131	551	-	-

17. 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.

18. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,810	4,785
Full-time equivalent members	-	0.50
<i>Leadership Team</i>		
Remuneration	352,688	331,529
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	356,498	336,314
Total full-time equivalent personnel	3.00	3.50

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	140-150
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	1	-
	1	-

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

19. 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:

	2017 Actual \$	2016 Actual \$
Total	-	-
Number of People	-	-

20. Contingencies

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

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, building and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuild in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the school cannot make a reliable estimate of the maintenance required on the schools buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

21. Commitments

(a) Capital Commitments

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

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has not entered into any operating contracts:

(a) operating lease of a photocopier;

	2017 Actual \$	2016 Actual \$
No later than One Year	-	5,749
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>5,749</u>

22. 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.

23. Financial Instruments

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

Loans and Receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	98,827	147,804	61,837
Receivables	126,971	120,184	120,184
Investments - Term Deposits	60,336	117,263	117,263
Total Cash and Receivables	<u>286,134</u>	<u>385,251</u>	<u>299,284</u>

Financial liabilities measured at amortised cost

Payables	167,019	192,755	192,755
Finance Leases	20,462	32,890	32,890
Total Financial Liabilities Measured at Amortised Cost	<u>187,481</u>	<u>225,645</u>	<u>225,645</u>

24. Events After Balance Date

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

ST MARTINS SCHOOL – BOARD OF TRUSTEES

NAME:	POSITION:
Jo Malcolm	Chair
Rob Callaghan	Principal
Becky Ellis	Elected Member
Mike Greenslade	Elected Member
Kate Hodgins	Elected Member
Mark Broughton	Elected Member
Gabrielle Wall	Elected Member
Bernadette May	Staff Representative
Will Kereru	Whānau Representative
Michele Stephens	Board Secretary

**INDEPENDENT AUDIT REPORT TO THE READERS OF
ST MARTINS SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017**

The Auditor-General is the auditor of St Martins School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on her 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 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:
 - financial position as at 31 December 2017; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 22 May 2018. This is the date at which our opinion is expressed.

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

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Kiwisport notice and Board of trustees listing, 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

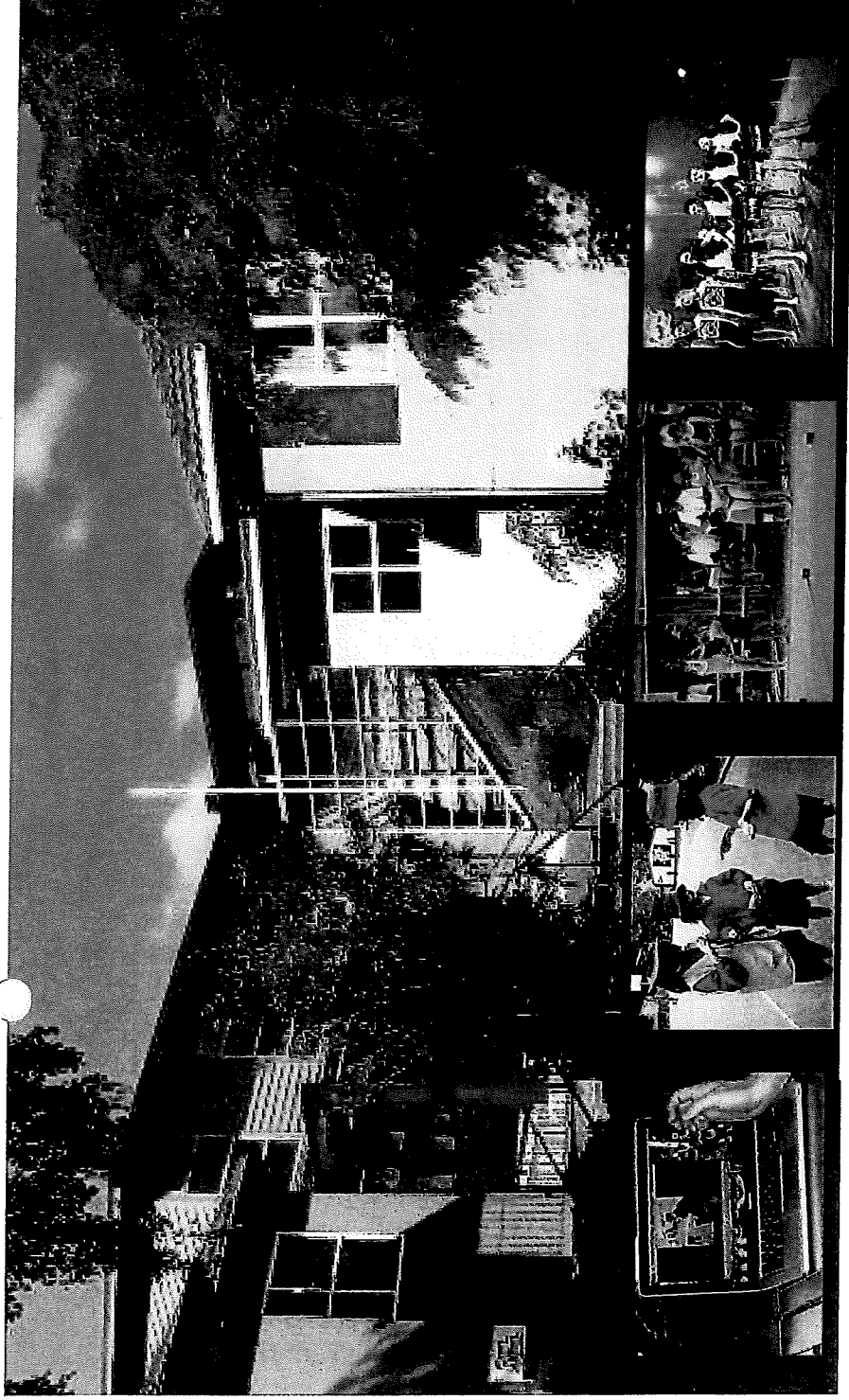
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing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

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



Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand



St Martins School

St Martins School

'Inspiring a Passion for Learning'

Last updated: March
2018

2018 - 2020

Charter and Strategic Plan

St Martins School Charter

ST MARTINS SCHOOL VISION

"Our best always"

ST MARTINS SCHOOL MISSION STATEMENT

"Inspiring a passion for learning"

ST MARTINS SCHOOL VALUES

The values below are deeply held beliefs highlighting what our school community considers most important for our learners so that they will thrive in diverse communities. These values will be reflected in all actions and interactions within our school.

"Our learning community is built on the foundation of RESPECT and CARING, providing opportunities to participate and contribute, to be RESPONSIBLE actively involved global citizens. We aim high to achieve PERSONAL BEST in all areas of our LEARNING."

RESPECT

At St Martins all learners will show RESPECT for others, the environment and ourselves.

CARING

At St Martins we value CARING as a way of relating to each other, our environment and ourselves.

RESPONSIBILITY

At St Martins we value learners who are RESPONSIBLE, active citizens.

PERSONAL BEST

At St Martins we value a community in which all learners strive for PERSONAL BEST.

LEARNING

At St Martins we value LEARNING. We believe learning is building on what we know and moving forward

ST MARTINS SCHOOL VALUES AND BELIEFS

At St Martins School we believe that learners must be:

- ▶ Literate - (written, oral and visual language)
- ▶ Global citizens - able to respect and appreciate individual differences
- ▶ Future focused
- ▶ Technology savvy
- ▶ Ready and able to have instant access to information, ideas and people.
- ▶ Curious by nature
- ▶ Digital learners
- ▶ Independent
- ▶ Environmentally aware
- ▶ Motivated engaged learners

- ▶ Numerate
- ▶ Self-directing
- ▶ Knowledgeable about their own and others learning
- ▶ Multi Domain Fluent
- ▶ Lifelong learners
- ▶ Active learners
- ▶ Critical thinkers
- ▶ Interdependent
- ▶ Thinkers - critical, analytical concise thinkers
- ▶ Effective communicators

- ▶ Knowledgeable about their rights and responsibilities
- ▶ Inquiry thinkers
- ▶ Problem solvers
- ▶ Digital Learners
- ▶ Creators of change
- ▶ Connected learners
- ▶ Collaborative learners
- ▶ Constructors of knowledge
- ▶ Resilient
- ▶ Able to discuss how they learn and think (meta-cognition)

- ▶ Have high respect for students
- ▶ Build positive relationships with students and their whānau
- ▶ Have current and clear understanding of pedagogy
- ▶ Have deeper representation about teaching and learning
- ▶ Develop mastery learning opportunities
- ▶ Can anticipate, plan and improvise as required
- ▶ Have positive influences on students' achievement
- ▶ Make connections to students' prior knowledge and interests

- ▶ Monitor student understanding and progress closely
- ▶ Create an optimal classroom climate for learning
- ▶ Engage students in new learning
- ▶ Enhance self-efficacy and self-esteem in their learners
- ▶ Are passionate about teaching and learning
- ▶ Are reflective practitioners
- ▶ Co-construct learning opportunities with their students

- ▶ Provide relevant and useful feedback and next steps
- ▶ Adopt a problem-solving stance to their work
- ▶ Develop self-regulation in their learners
- ▶ Have a multi-layered complex view of classroom situations
- ▶ Enhance surface and deep learning
- ▶ Develop a culture of thinking and enquiry
- ▶ Provide a range of opportunities for students to learn
- ▶ Have a high ability to motivate and engage students
- ▶ Show a commitment to Professional Learning, Teacher Inquiry and Problem Based Learning.
- ▶ Foster a culturally responsive approach

- ▶ Active Learning.
- ▶ - Inquiry Based Learning
- ▶ - Problem Based Learning
- ▶ - Numeracy across the curriculum
- ▶ - Literacy across the curriculum
- ▶ Allow for student freedom and informed risk taking.
- ▶ Mutual respect / high level of motivation.
- ▶ Achievement based on what was learned.
- ▶ Co-constructed learning outcomes
- ▶ Co-constructed success criteria
- ▶ Curriculum and teaching and learning programmes are connected to students interests, prior learning, experiences, talents and the real world

- ▶ Learners working collaboratively with classmates and others from around the world - the Global classroom.
- ▶ Assessment for Learning (self, peer and other assessments; public audience and authentic assessments)
- ▶ Multiple literacies of the 21st Century - aligned to living and working in a globalized new millennium
- ▶ Integrated and Interdisciplinary Curriculum
- ▶ Performances, projects and multiple forms of media being used for learning and assessment
- ▶ High expectations - all students succeed at high levels
- ▶ Student centered learning: Teacher as a facilitator of learning / coach
- ▶ Develop concepts through authentic and relevant/meaningful contexts

- ▶ Curriculum programmes that address student diversity and that are culturally responsive
- ▶ Teaching and Learning programmes that are based on research
- ▶ Understanding that the learning process is as important as the learning outcome intended
- ▶ Learning designed to enhance higher order thinking
 - ▶ -synthesis
 - ▶ - analysis
 - ▶ - and evaluation
- ▶ Knowledge of students' prior learning and interests
- ▶ Focus on developing values, key competencies and creativity

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

St Martins Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognising the unique position of the Māori culture, St Martins Primary School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language) for all students.

At St Martins Primary School We:

- ▶ Value our legal, ethical and moral obligation to giving effect to the provisions of the Treaty of Waitangi; participation, protection and partnership
- ▶ Deliver a levelled programme for Te Reo Māori and Tikanga across the school and provide support
- ▶ Provide a multi-levelled Kapahaka programme
- ▶ Expect participation in our local Cultural festival each year
- ▶ Monitor the achievement of, and promote success for, our Māori students in the spirit contained with Ka Hikitia (Managing for Success).
- ▶ Monitor cultural competencies of staff inline with Tātaiako.

Māori Responsiveness Plan

Our whānau have requested a higher level of Tikanga, Te Reo Māori, and information around success for Māori than is at present evident in our school's Cultural Responsiveness programme. The BOT and senior management, in collaboration with Whānau, have established a process to open dialogue and establish partnership. This includes:

- ▶ Establishment of a Whānau working group
- ▶ Ongoing monitoring of Māori student engagement and achievement
- ▶ Explanation and communication of existing and proposed programmes
- ▶ Possibilities for extending existing programmes can be explored
- ▶ Providing school support and resources to further enhance Te Reo Māori and Tikanga within the classroom and wider school environment
- ▶ Professional Development programme to support Tikanga and Te Reo Māori
- ▶ Māori representation on the BOT
- ▶ Establishing communication protocols between Māori and BOT
- ▶ Acknowledging and use of the importance of Iwi knowledge and understanding of local environments and history.

Other Cultures Plan

- ▶ ESOL teacher and support staff
- ▶ ESOL programme
- ▶ ESOL support programme to follow up ESOL work in class

ST MARTINS SCHOOL WILL DETERMINE ITS PRIORITIES BY FOCUSING ON THE NATIONAL PRIORITIES.

National Priorities are currently determined to be:

- ▶ High Standard of student achievement for all learners through implementation of high quality teaching and learning programmes
- ▶ Monitoring and reporting of student achievement through implementation of National Standards
- ▶ Equality of access to learning for all learners
- ▶ Focus on development of knowledge, understanding and competencies for all learners that allow full participation and make positive contributions in a modern, ever-changing world with particular focus on Māori and Pasifika achievement (Tākaiaako and Ka Hikitia)
- ▶ The strengthening assessment and monitoring systems that enhance students' achievement and teaching and learning programmes
- ▶ Targeting Learning Support programmes to ensure all needs are identified and learning programmes developed to ensure success for all learners.

Local Priorities identified through community survey include:

- ▶ Sharing of school's assessment data and targets within St Martins learning community
- ▶ Reporting to parents in line with National Standards
- ▶ Access to e-Learning tools for all learners in our community
- ▶ Support to Performing Arts and Sport
- ▶ Clear, concise informative communication to our learning community around important changes such as the introduction of Restorative Practices, our school values/culture and changes to the curriculum.
- ▶ Environmental sustainability - Year 3-4 Garden to Table; Year 5-6 Eco Warriors; Year 7-8 Using the Environment for Recreational Challenges.
- ▶ Review of the St Martins' curriculum with a particular focus on Mathematics, Inquiry Based Learning, and the Performance Arts.

National Administration Goals:

- ▶ In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework

Other Goals:

- ▶ Review of Collaborative Teaching Practices, Delivery of Mathematics and Performance Arts
- ▶ Continue the Re-build process
- ▶ Development of the Community of Learning and associated management structures.

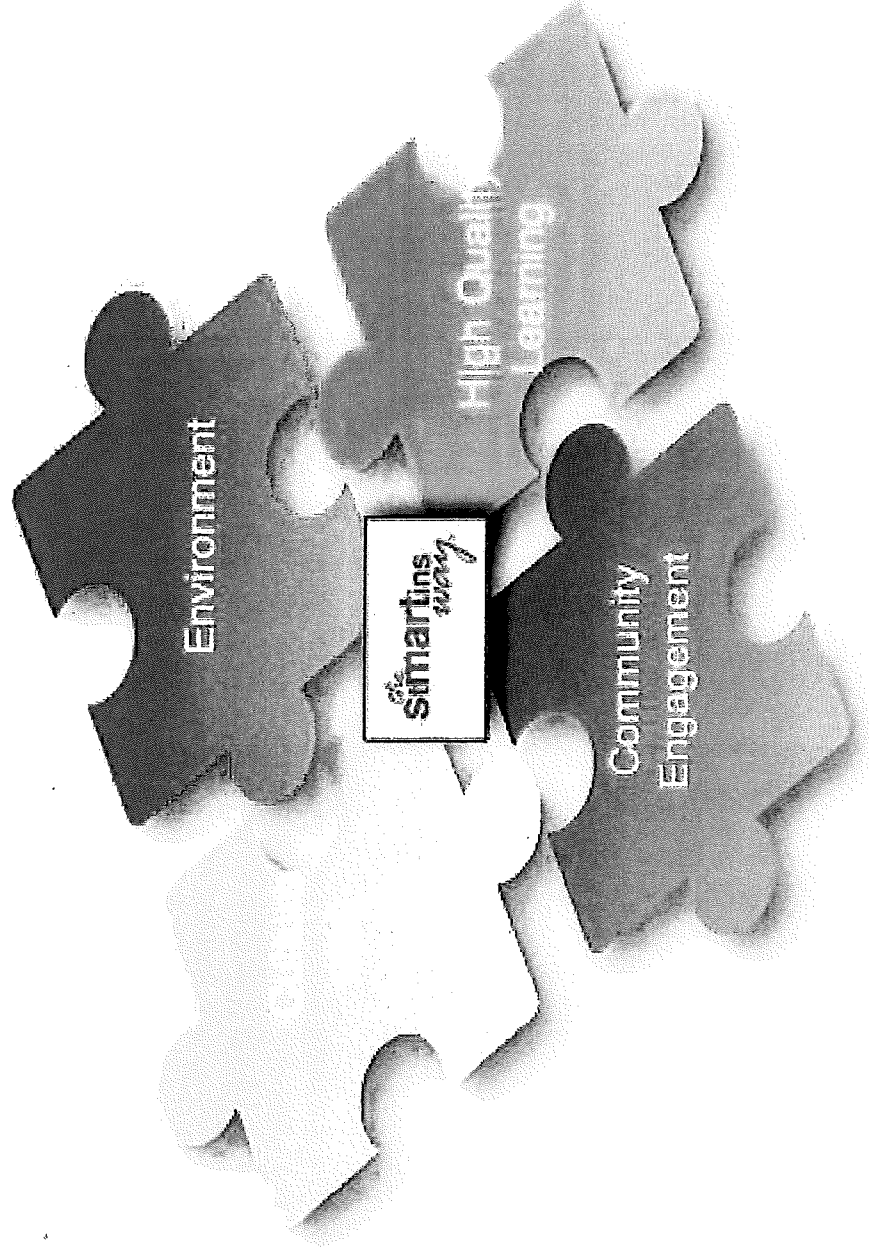


St Martins School

Strategic Direction

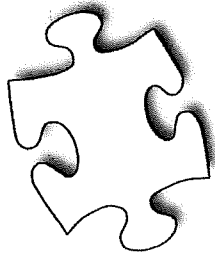
National Administration Goals

In order to meet our Mission and Visions statements we are focusing our strategic direction in the four main areas - Culture
St Martins School and Identity, Community Engagement, Environment and High Quality Learning.



Kia Maiangi awe ake te mātauranga

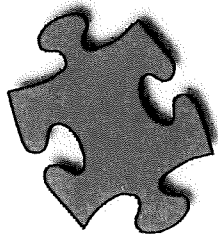
Inspiring a passion for learning



Culture and Identity

Strategic Goal 1: Maintain and grow a shared understanding of our culture and identity so that it meets the needs of the "St Martins Learner" and "Learning Community" while honouring the Treaty of Waitangi.

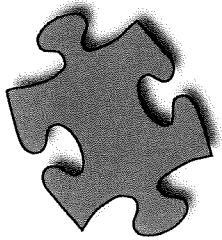
1.1 St Martins School will celebrate and respect cultural diversity of its community			
2018	2019	2020	
<ul style="list-style-type: none"> Review our current practices to ensure we celebrate and respect the cultural diversity of our community. Practices include: <ul style="list-style-type: none"> Celebrations of Learning Conferences/Reporting Performance Arts Curriculum programmes Design a set of guidelines for practices and programmes to ensure respect is given to cultural diversity. 	<ul style="list-style-type: none"> Implement changes to practices and programmes Implement guidelines for practices and programmes to ensure respect is given to cultural diversity. 	<ul style="list-style-type: none"> Embed practices and programmes Embed guidelines for practices and programmes to ensure respect is given to cultural diversity. 	
1.2 "The SMARTins Way" is visible, recognisable, know and understood in our community of learning through our shared values and restorative practices.			
2018	2019	2020	
<ul style="list-style-type: none"> Continue to implement the St Martins School Learning Model through all aspects of school operation. Continue to review the 'St MARTins Way' learning model. Include Māori Definitions. Continue to ensure the SMART Values are used to support our restorative practices to manage learnings relationships and interactions. Ensure all new staff, through induction, have a clear understanding of our school values and restorative practices. 	<ul style="list-style-type: none"> Embed the St Martins School Learning Model through all aspects of school operation. Continue to review the 'St MARTins Way' learning model. Including the use and pronunciation of the Māori Definitions. Embed the use of SMART Values to support our restorative practices to manage learnings relationships and interactions. Ensure all new staff, through induction, have a clear understanding of our school values and restorative practices 	<ul style="list-style-type: none"> Embed the St Martins School Learning Model through all aspects of school operation. Continue to review the 'St MARTins Way' learning model. Including the use and pronunciation of the Māori Definitions. Embed the use of SMART Values to support our restorative practices to manage learnings relationships and interactions. Ensure all new staff, through induction, have a clear understanding of our school values and restorative practices 	
1.3 St Martins School will define its graduate profile.			
2018	2019	2020	
<ul style="list-style-type: none"> Finalise the design of a St Martins School graduate profile through our SMART Learners Profiles and associated learning pathways across the year groups. 	<ul style="list-style-type: none"> Implement the St Martins School graduate profile through our SMART Learners Profiles and associated learning pathways across the year groups. 	<ul style="list-style-type: none"> Embed the St Martins School graduate profile through our SMART Learners Profiles and associated learning pathways across the year groups. 	
1.4 St Martins School will give meaningful effect to the principles of the Treaty of Waitangi.			
2018	2019	2020	
<ul style="list-style-type: none"> Investigate development of the Kaumatua role, develop relationships with Ngāi Tahu, develop a cultural narrative. Add Māori text to branding posters Access to professional development in Te Reo. Continuation of understanding of and action toward greater understanding of being culturally responsive for all. 	<ul style="list-style-type: none"> Continue to develop role of a Kaumatua, relationships with Rāpaki, and use a cultural narrative within school context. Continue to promote and share a school brand with staff, students and community. Access to professional development in Te Reo. Continuation of understanding of and action toward greater understanding of being culturally responsive for all. 	<ul style="list-style-type: none"> Embed role of a Kaumatua, relationship with Ngāi Tahu, and use a cultural narrative within the wider community context. Continue to promote and share a school brand with staff, students and community. Access to professional development in Te Reo. Continuation of understanding of and action toward greater understanding of being culturally responsive for all. 	



Community Engagement


Strategic Goal 2: To foster rich partnerships between our family, whānau, community and school.

2.1 Develop and manage clear two-way communication pathways for our school community.			
2018	2019	2020	
<ul style="list-style-type: none"> Continue to communicate student learning: development of a coordinated system for communication student learning to family and whānau (student conferences, written reports, parent information evenings and workshops). Continued use and review of website, school docs, school links, class blogs/wikis, newsletters. Ongoing review through seeking feedback by survey and analysis. Ongoing reflection and review of Collaborative Teaching and Learning practices and environments. 			<ul style="list-style-type: none">
2.2 St Martins School will continue to provide rich opportunities to celebrate our values, strengthen community engagement and participate within the learning process.			
2018	2019	2020	
<ul style="list-style-type: none"> Goal Setting and Reporting conferences redesigned to enhance collaborative teaching and learning practices. 			<ul style="list-style-type: none">
2.3: Strengthen community engagement through the provision of opportunities to participate in areas of school life.			
2018	2019	2020	
<ul style="list-style-type: none"> Ongoing Identification and provision of opportunities through performing arts, sports, celebration of learning events, SMART Start, Curriculum workshop parent expertise and assemblies 			<ul style="list-style-type: none">
2.4: Working in partnership with our Whanau group.			
2018	2019	2020	
<ul style="list-style-type: none"> Continue to promote the Whānau Group, determine the operational parameters and develop an ongoing relationship. Continue to Consult with Māori / Pasifika and other cultural groups: Engaging with the Māori community to determine community goals and aspirations. 	<ul style="list-style-type: none"> Use the Whānau group to influence strategic direction as it relates to Māori. 	<ul style="list-style-type: none"> Use the Whānau group to influence strategic direction as it relates to Māori. 	
2.5: Support and engage with the S'Mart Community.			
2018	2019	2020	
<ul style="list-style-type: none"> Allow access to relevant information that the S'MART communication can utilise to engage with the wider community Ongoing promotion and support of the S'MART Community through the BOT Trustees. 			<ul style="list-style-type: none">

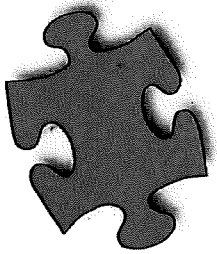


Community Engagement

Strategic Goal 2: To foster rich partnerships between our family, whānau, community and school.

* 2.6: Fostering students' social responsibility beyond the school gates.		
2018	2019	2020
Continue to review, develop and implement of: - Collaborative Practices - Mathematics Curriculum - Performance Arts Curriculum		
2.7: Seek and use skills and knowledge from within our school community.		
2018	2019	2020
Build a register of community based skills and knowledge for future reference.	Utilise the register in such a way that supports our learning community.	Utilise the register in such a way that supports our learning community.

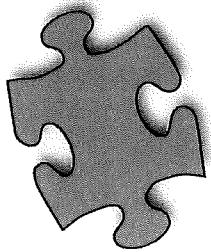
* The S'Mart Community is the PTA and Fundraising part of the school.



Environment

Strategic Goal 3: Create a supportive and sustainable environment that enhances the learning and well-being of our school community.

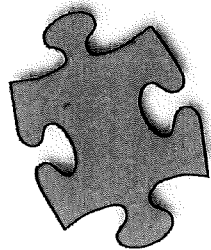
3.1 To create an environment that enhances "best practice". 3.1.1 The rebuild plan will be developed with consideration given to physical, social, cultural and emotional well-being.		
2018	2019	2020
<ul style="list-style-type: none">• Future focused learning environment that support collaborative teaching and learning practices.• Planning of the environment encourages community engagement, participation and use.• Investigation ways of using Google apps to support teaching and learning (LMS)• The environment supports the advancements of technology.• Continue delivery of Pastoral Care Programme while conducting an evaluation and review.	<ul style="list-style-type: none">• To reflect and review on learning environments to help shape the detailed planning for rebuild.• Planning process begins.• Investigation ways of using Google apps to support teaching and learning (LMS).• Implement the use of Harpara to support the use of Google apps within the teaching and learning process (LMS).	<ul style="list-style-type: none">• Building process concludes.• Implement the use of Google apps and Harpara across all levels of the school.
3.2 A greater focus is given to sustainable practices within all aspects of the school, including ongoing monitoring and review.		
2018	2019	2020
<ul style="list-style-type: none">• Investigate sustainable practices that may impact on the design process.	<ul style="list-style-type: none">• Incorporate into the building process sustainable practices.	<ul style="list-style-type: none">• Ensure on going maintenance of sustainable practices
3.3 Enable Māori to live as Māori within Te Ao Māori, within New Zealand and within the wider world. (Whānau group - Input is currently being sought by this group.)		
2018	2019	2020



High Quality Learning

Strategic Goal 4: Ensuring high quality teaching and learning at St Martins School.

Enhance student achievement through the "SMARTins WAY."		
2018	2019	2020
<ul style="list-style-type: none"> Develop a shared understanding of 'Collaborative Teaching and Learning' model for St Martins School. Assessment practice and tools will be used to inform student learning and teaching programmes. Continue students ownership of their learning and know what to do to progress toward, and achieve personalised learning goals. Progress and achievement will be determined in relation to the New Zealand Curriculum, learning progression and National Standards. Sustainability of effective pedagogy in Reading, Writing and Mathematics. Communicating student learning: development of a coordinated system for communication student learning to family and whānau (student led conferences, Mutukaroa Programme and written reports). Continued refinement of the Curriculum achievement Plan 	<p>Implement a shared understanding of 'Collaborative Teaching and Learning' model for St Martins School. Assessment practice and tools will be used to inform student learning and teaching programmes</p> <hr/> <hr/> <ul style="list-style-type: none"> Sustainability of the following key initiatives and programmes: student led conferences, Mutukaroa Programme and Accelerating Learning Programmes (formally tagged as MST, LST). <hr/>	<p>Embed a shared understanding of 'Collaborative Teaching and Learning' model for St Martins School. Assessment practice and tools will be used to inform student learning and teaching programmes</p> <hr/> <hr/> <ul style="list-style-type: none"> Review of the following key initiatives and programmes: student led conferences, Mutukaroa Programme and Accelerating Learning Programmes (formally tagged as MST, LST) to ensure continued effectiveness. <hr/>
Enhance student achievement through the recruitment of high quality teachers.		
2018	2019	2020
<ul style="list-style-type: none"> Employing teachers whose skills and attributes match the value and beliefs of St Martins School. An effective induction programmes that aligns teachers to the beliefs and practices of St Martins School 		
Enhance student achievement through effective professional development.		
2018	2019	2020
<ul style="list-style-type: none"> Develop an effective professional development programme focused on collaborative teaching and learning pedagogy that enhances student engagement and achievement. 	<p>Implement effective collaborative teaching and learning practice/pedagogy with ongoing monitoring and reflection to ensure enhanced student achievement</p>	<p>Ongoing monitoring and reflection of collaborative teaching and learning practices to ensure continuing student achievement</p>
St Martins School will give special emphasis to The Arts, Performance Arts, Physical Education and Sports programmes.		
2018	2019	2020
<ul style="list-style-type: none"> St Martins School will have scheduled within the curriculum programme regular rich opportunities for: The Arts and Performance Arts celebrations for all learners. St Martins School will have scheduled within the curriculum programme for regular rich opportunities for: Sporting and Physical Education opportunities for all learners. 	<ul style="list-style-type: none"> Specialised teachers and community are fully utilised and special programmes are implemented to promote high quality Performance Arts and Arts opportunities for all learners. Specialised teachers and community are fully utilised and special programmes are implemented to promote high quality sporting and Physical Education opportunities for all learners. 	<ul style="list-style-type: none"> St Martins is recognised for its excellence in the area of The Arts, Performance Arts within and beyond the local community. St Martins is recognised for its excellence in the area of Sports and Physical Education within and beyond the local community.



High Quality Learning

Strategic Goal 4: Ensuring high quality teaching and learning at St Martins School.

4.5: Identify, define, develop and embed the most appropriate pedagogical approaches to meet the diverse needs of our learners, including our priority learners.		
2018	2019	2020
<ul style="list-style-type: none"> Ongoing targeted groups of students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement. Progress and achievement will be determined in relation to the New Zealand Curriculum, learning progression and National Standards. (Targeted Groups - priority groups - students achieving below and well below, GATE, Māori and Pasifika.) Target Group/ Priority Students Assessment information is used effectively to support improvement in student outcomes. Target assessment and learning programmes developed and monitored by SENCO for students on Learning Support Register. SENCO to develop and implement learning and support philosophy for, and with teachers. Accelerated Learning Programmes (formally tagged as MST, LST)- Develop and implement of programmes specifically targeting students who are achieving below / Well below the expected National Standards for their age. 	<ul style="list-style-type: none"> Sustain and Review SENCO support and learning philosophy for, and with teachers. ie effectiveness of programme. Sustain and Review MST/ALL programme for and with learners and teachers. ie effectiveness of programme. 	
4.6: Develop culturally appropriate communication pathways, policies, plans, targets and initiatives for the achievement of our Māori students through appropriate consultation processes.		
2018	2019	2020
Continue Māori Consultation: Engaging with the Māori community to determine community goals and aspirations.	Develop and implement pathways, policies and plans to enhance Māori engagement and achievement	Continued Implementation and review of pathways, policies and plans to enhance Māori engagement and achievement
4.7: St Martins School will give further emphasis to future focussed learning.		
2018	2019	2020
<ul style="list-style-type: none"> Prepare learners with the knowledge, skills and digital competencies to actively participate and determine their current and future learning through: <ul style="list-style-type: none"> Review of Inquiry and Problem Based Learning Programmes Review the delivery of Mathematics SMART Learners Profiles - Key competencies, Habits of Mind and Growth Mind Set 	Implement changes as a result of review and Professional Learning programmes.	Review
4.8: St Martins School will participate in a Community of Learning (COL)		
2018	2019	2020
<ul style="list-style-type: none"> Establishment of the COL, initially to develop practices to support 'Mathematical Inquiry Communities', formation of management structures, development of COL philosophy 		

Kiwi Sport Funding Report 2017

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$8248.69 (excluding GST).

The funding was spent on Water Polo competition, Basketball Club, Leaders Workshop, Swimming Sports, equipment for Netball, Basketball, Soccer, Dodgeball. Certificates, and Sports Badges, and donation for use of grounds.

The number of students that participated in organised sport was 308.