



# **St Martins School**

## **ANNUAL REPORT**

**FOR THE YEAR ENDED 31 DECEMBER 2018**

Ministry Number:	3534
Principal:	Rob Callaghan
School Address	Albert Terrace, St Martins, Christchurch
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# ST MARTIN'S SCHOOL

Annual Report - For the year ended 31 December 2018

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# St Martin's 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.

Jo Malcolm

Full Name of Board Chairperson

Rob Callaghan

Full Name of Principal

J. Malcolm

Signature of Board Chairperson

[Signature]

Signature of Principal

30 May 2019

Date:

30 May 2019

Date:

# **St Martin's School**

## **Members of the Board of Trustees**

For the year ended 31 December 2018

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>
Jo Malcolm	Chairperson	Co-opted	2019
Rob Callaghan	Principal		
Becky Ellis	Parent Rep	Elected	May 2019
Mike Greenslade	Parent Rep	Elected	May 2019
Kate Hodgins	Parent Rep	Elected	May 2019
Mark Broughton	Parent Rep	Elected	May 2019
Gabrielle Wall	Parent Rep	Elected	May 2019
Will Kereru	Whanau Rep		
Bernadette May	Staff Rep	Elected	May 2019

# St Martin's School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	3,452,900	3,514,726	3,338,886
Locally Raised Funds	3	268,387	326,073	337,958
Interest Earned		9,213	5,000	6,032
International Students	4	11,943	9,150	-
		<u>3,742,443</u>	<u>3,854,949</u>	<u>3,682,876</u>
<b>Expenses</b>				
Locally Raised Funds	3	182,931	238,120	225,268
International Students	4	303	-	-
Learning Resources	5	2,460,980	2,664,863	2,615,001
Administration	6	230,492	241,620	249,978
Finance Costs		2,759	-	2,690
Property	7	656,549	641,726	534,346
Depreciation	8	94,861	90,000	90,176
Loss on Disposal of Property, Plant and Equipment		5,814	-	-
		<u>3,634,689</u>	<u>3,876,329</u>	<u>3,717,459</u>
<b>Net Surplus / (Deficit)</b>		107,754	(21,380)	(34,583)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>107,754</u>	<u>(21,380)</u>	<u>(34,583)</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 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<b>489,503</b>	<b>489,503</b>	<b>524,086</b>
Total comprehensive revenue and expense for the year	107,754	(21,380)	(34,583)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	104,722	-	-
<b>Equity at 31 December</b>	<b>701,979</b>	<b>468,123</b>	<b>489,503</b>
Retained Earnings	701,979	468,123	489,503
<b>Equity at 31 December</b>	<b>701,979</b>	<b>468,123</b>	<b>489,503</b>

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 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	367,572	167,447	98,827
Accounts Receivable	10	119,471	126,971	126,971
GST Receivable		11,302	10,410	10,410
Prepayments		13,955	13,388	13,388
Inventories	11	22,405	25,412	25,412
Investments	12	75,566	60,336	60,336
		<u>610,271</u>	<u>403,964</u>	<u>335,344</u>
<b>Current Liabilities</b>				
Accounts Payable	14	158,178	167,019	167,019
Revenue Received in Advance	15	67,729	26,451	26,451
Finance Lease Liability - Current Portion	16	11,897	13,652	13,652
		<u>237,804</u>	<u>207,122</u>	<u>207,122</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>372,467</b>	<b>196,842</b>	<b>128,222</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	335,099	278,091	368,091
		<u>335,099</u>	<u>278,091</u>	<u>368,091</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	16	5,587	6,810	6,810
		<u>5,587</u>	<u>6,810</u>	<u>6,810</u>
<b>Net Assets</b>		<u><b>701,979</b></u>	<u><b>468,123</b></u>	<u><b>489,503</b></u>
<b>Equity</b>		<u><b>701,979</b></u>	<u><b>468,123</b></u>	<u><b>489,503</b></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 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		839,173	743,500	767,466
Locally Raised Funds		269,957	326,073	327,083
International Students		14,552	9,150	18,261
Goods and Services Tax (net)		(892)	-	4,386
Payments to Employees		(366,723)	(421,440)	(539,210)
Payments to Suppliers		(511,981)	(558,663)	(554,981)
Interest Received		8,587	5,000	6,467
Net cash from / (to) the Operating Activities		252,673	103,620	29,472
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(52,379)	(35,000)	(34,291)
Purchase of Investments		(15,230)	-	56,927
Net cash from / (to) the Investing Activities		(67,609)	(35,000)	22,636
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		104,722	-	-
Finance Lease Payments		(21,041)	-	(15,118)
Net cash from Financing Activities		83,681	-	(15,118)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>268,745</b>	<b>68,620</b>	<b>36,990</b>
Cash and cash equivalents at the beginning of the year	9	98,827	98,827	61,837
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>367,572</b>	<b>167,447</b>	<b>98,827</b>

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

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





# St Martin's School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2018

#### 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 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.

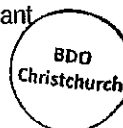
##### *Critical Accounting Estimates And Assumptions*

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 16.

#### ***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 of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment 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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	666,834	652,000	655,479
Teachers' salaries grants	2,192,732	2,309,400	2,206,720
Use of Land and Buildings grants	457,896	461,826	359,000
Resource teachers learning and behaviour grants	277	1,000	2,830
Other MoE Grants	135,161	90,500	114,857
	<u>3,452,900</u>	<u>3,514,726</u>	<u>3,338,886</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	47,518	57,200	98,289
Fundraising	-	800	697
Bequests & Grants	8,000	32,000	-
Other revenue	29,957	27,173	23,480
Transport Revenue	11,354	12,000	11,492
Trading	40,211	51,500	47,716
Activities	131,347	145,400	156,284
	<u>268,387</u>	<u>326,073</u>	<u>337,958</u>
<b>Expenses</b>			
Activities	126,969	154,920	142,378
Trading	41,280	55,400	56,329
Fundraising (costs of raising funds)	2,957	5,800	9,378
Transport (local)	9,027	12,000	9,445
Other Expenses	2,698	10,000	7,738
	<u>182,931</u>	<u>238,120</u>	<u>225,268</u>
<i>Surplus for the year Locally raised funds</i>	<u>85,456</u>	<u>87,953</u>	<u>112,690</u>

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	1	0	0
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
International student fees	11,943	9,150	-
<b>Expenses</b>			
International student levy	103	-	-
Other Expenses	200	-	-
	<u>303</u>	<u>-</u>	<u>-</u>
<i>Surplus for the year International Students</i>	<u>11,640</u>	<u>9,150</u>	<u>-</u>

## 5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	60,974	73,063	57,181
Equipment repairs	172	-	840
Information and communication technology	25,018	27,600	24,217
Library resources	3,798	7,000	5,058
Employee benefits - salaries	2,358,108	2,536,300	2,507,113
Staff development	12,910	20,900	20,592
	<u>2,460,980</u>	<u>2,664,863</u>	<u>2,615,001</u>

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,092	4,800	3,528
Board of Trustees Fees	4,065	5,000	3,810
Board of Trustees Expenses	4,939	6,860	10,502
Communication	5,566	5,700	5,709
Consumables	28,051	21,850	23,455
Operating Lease	5,598	18,150	13,466
Legal Fees	678	-	339
Other	8,453	12,720	9,549
Employee Benefits - Salaries	154,701	151,040	166,634
Insurance	9,409	10,000	8,508
Service Providers, Contractors and Consultancy	4,940	5,500	4,478
	<u>230,492</u>	<u>241,620</u>	<u>249,978</u>

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,951	15,000	14,946
Consultancy and Contract Services	59,693	59,700	63,218
Grounds	2,069	3,500	3,524
Heat, Light and Water	29,933	29,200	30,225
Rates	5,353	5,500	4,802
Repairs and Maintenance	32,224	15,500	8,330
Use of Land and Buildings	457,896	461,826	359,000
Security	9,211	8,000	7,287
Employee Benefits - Salaries	45,219	43,500	43,014
	<u>656,549</u>	<u>641,726</u>	<u>534,346</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.



## 8. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	5,369	5,000	5,376
Furniture and Equipment	20,899	21,000	21,728
Information and Communication Technology	44,161	42,000	42,289
Leased Assets	17,662	14,000	13,020
Library Resources	6,770	8,000	7,763
	<u>94,861</u>	<u>90,000</u>	<u>90,176</u>

## 9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	100,771	162,447	95,265
Bank Call Account	3,568	5,000	3,562
Short-term Bank Deposits	263,233	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>367,572</u>	<u>167,447</u>	<u>98,827</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	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	198	-	-
Interest Receivable	776	150	150
Teacher Salaries Grant Receivable	118,497	126,821	126,821
	<u>119,471</u>	<u>126,971</u>	<u>126,971</u>
Receivables from Exchange Transactions	974	150	150
Receivables from Non-Exchange Transactions	118,497	126,821	126,821
	<u>119,471</u>	<u>126,971</u>	<u>126,971</u>

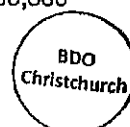
## 11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	22,405	25,412	25,412
	<u>22,405</u>	<u>25,412</u>	<u>25,412</u>

## 12. Investments

The School's Investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	75,566	60,336	60,336





### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	14,253	-	-	-	(5,369)	8,884
Furniture and Equipment	185,051	3,389	-	-	(20,899)	167,541
Information and Communication	93,257	43,355	-	-	(44,161)	92,451
Leased Assets	21,192	15,304	-	-	(17,662)	18,834
Library Resources	54,338	5,635	(5,814)	-	(6,770)	47,389
<b>Balance at 31 December 2018</b>	<b>368,091</b>	<b>67,683</b>	<b>(5,814)</b>	<b>-</b>	<b>(94,861)</b>	<b>335,099</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	111,223	(102,339)	8,884
Furniture and Equipment	433,456	(265,915)	167,541
Information and Communication	322,962	(230,511)	92,451
Leased Assets	54,371	(35,537)	18,834
Library Resources	121,361	(73,972)	47,389
<b>Balance at 31 December 2018</b>	<b>1,043,373</b>	<b>(708,274)</b>	<b>335,099</b>

The net carrying value of equipment held under a finance lease is \$18,834 (2017: \$21,192)

	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
<b>Balance at 31 December 2017</b>	<b>423,973</b>	<b>34,294</b>	<b>-</b>	<b>-</b>	<b>(90,176)</b>	<b>368,091</b>

	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
<b>Balance at 31 December 2017</b>	<b>989,557</b>	<b>(621,466)</b>	<b>368,091</b>



#### 14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	27,497	27,006	27,006
Accruals	3,556	3,137	3,137
Employee Entitlements - salaries	118,497	126,821	126,821
Employee Entitlements - leave accrual	8,628	10,055	10,055
	<u>158,178</u>	<u>167,019</u>	<u>167,019</u>
Payables for Exchange Transactions	158,178	167,019	167,019
	<u>158,178</u>	<u>167,019</u>	<u>167,019</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	38,901	2,000	2,000
International Student Fees	20,870	18,261	18,261
Other	7,958	6,190	6,190
	<u>67,729</u>	<u>26,451</u>	<u>26,451</u>

#### 16. 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	13,007	15,118	15,118
Later than One Year and no Later than Five Years	5,923	7,083	7,083
Later than Five Years	-	-	-
	<u>18,930</u>	<u>22,201</u>	<u>22,201</u>

#### 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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,065	3,810
Full-time equivalent members	0.29	-
<i>Leadership Team</i>		
Remuneration	380,638	352,688
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	384,703	356,498
Total full-time equivalent personnel	3.29	3.00

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	170 - 180	160-170
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	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	1.00	1.00
	1.00	1.00

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:

	2018 Actual \$	2017 Actual \$
Total	-	-
Number of People	-	-



## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

### Cyclical maintenance

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 2018 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2017: nil)

### (b) Operating Commitments

As at 31 December 2018 the Board has not entered into any operating contracts:

(a) operating lease of a photocopier;

No later than One Year  
Later than One Year and No Later than Five Years  
Later than Five Years

2018 Actual \$	2017 Actual \$
-	-
-	-
-	-
-	-

## 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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	367,572	167,447	98,827
Receivables	119,471	126,971	126,971
Investments - Term Deposits	75,566	60,336	60,336
Total Loans and Receivables	<u>562,609</u>	<u>354,754</u>	<u>286,134</u>

#### Financial liabilities measured at amortised cost

Payables	158,178	167,019	167,019
Finance Leases	17,484	20,462	20,462
Total Financial Liabilities Measured at Amortised Cost	<u>175,662</u>	<u>187,481</u>	<u>187,481</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

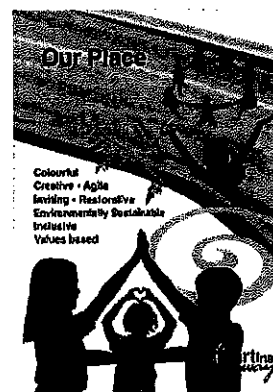
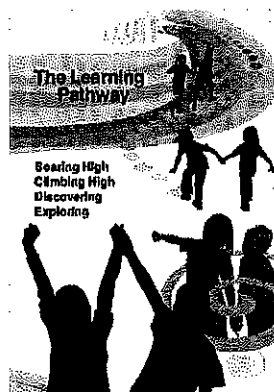
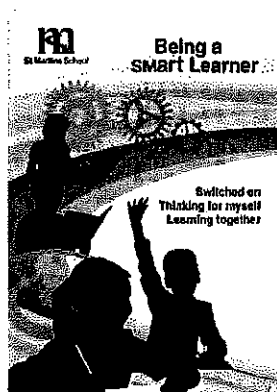


# *St Martins School*



**St Martins School**

*Kia Maiangi awe ake te mātauranga*  
Inspiring a passion for learning



## **End of 2018 Variance Report**

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**S'mart**  
*way*

The Overall Teacher Judgements and curriculum levels represented in this student achievement variance report are based on the following assessment tools and practices for the three main core learning areas of Reading, Writing and Mathematics:

#### Year 1-2 Tools:

- Junior Writing Rubric
- Essential Words
- Running Records – PM and Probe
- JAM, School Based Problems
- GLoSS
- Observations Survey
- 6 Year Net
- In class Observations
- Student Conferences
- Student bodies of work

#### Year 3-8 Tools:

- E-AsTTLe Reading
- Running Records
- E-AsTTLe Writing
- Essential Word Lists
- E-AsTTLe Mathematics
- PATs
- In class Observations
- Student Conferences
- Student bodies of work

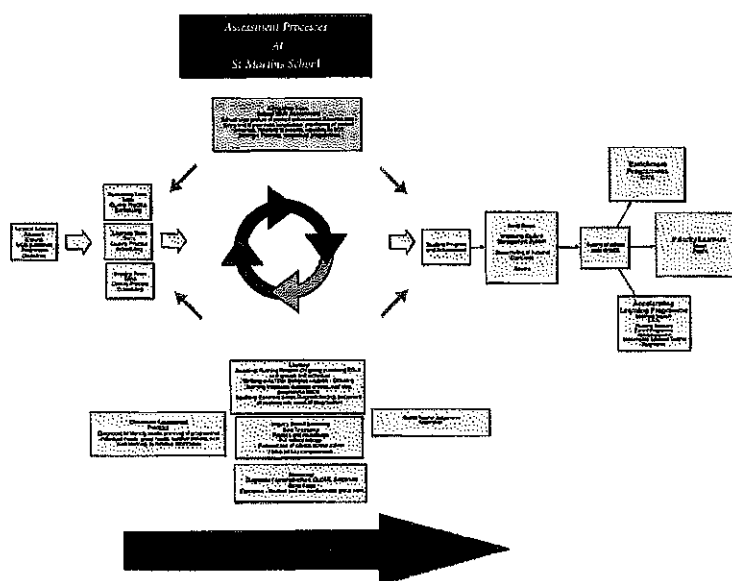
#### Year 1-8 Assessment Practices:

##### Assessment for learning

*The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning. (OECD)*

- The Learning environment needs to be very clear about what is expected, what learners are doing, and WHY. Otherwise, motivation decreases, students are less able to fit discrete activities into larger knowledge frameworks, and they are less likely to become self-regulated learners.

Formative assessment should be substantial, regular and provide meaningful feedback; as well as feeding back to individual learners, this knowledge should be used constantly to shape direction and practice in the learning environment.



#### Direction

At St Martins School, learners are assessed in ways which reflect their growth and progress as whole people. We use methods of assessment that identifies learners progress against their goals, set learning outcomes and national standards. The primary purpose of assessment is to enhance learning. It is expected

that at St Martins School assessment will provide information that will contribute to improving educational outcomes for all students through better teaching and learning programmes. Assessment information will also be used to help learners identify their own learning goals, for reporting achievement to parents and for assuring the Board of Trustees that the school is meeting the requirements of NAG1 and the goals of the school's strategic plan.

These guidelines are intended to provide direction for teachers for assessing, and in particular, how assessment is expected to be used to improve teaching and learning.

### Purpose

- To improve learning.
- To identify the learning needs of individuals, groups and whole class.
- To provide an individual learning profile and information on the progress of each student identifying areas of next step learning.
- To improve the quality of teaching programmes by analysing the data gathered, identifying areas of need and planning strategies and allocation of resources to meet these.
- To improve the quality of students' learning programmes by evaluating the methods used in teaching and their effectiveness within the programme.
- To facilitate the reporting to students, parents and other professionals.
- To assist in the preparation of class and school reviews and reporting on school effectiveness.

### Principles

The assessment practices are used are:

- In a form that can be recorded easily and lead to analysis that aids future learning.
- Meaningful
- Purposeful and relevant
- Manageable and efficient
- Non-repetitious
- Directly linked to the learning intentions
- Related to what has been taught
- Built into the teaching programme
- Focused on promoting teaching and learning
- Able to be carried out as part of the learning process
- Able to be used to identify next step learning

There is a match between the assessment tool used and:

- the purpose of which the assessment is conducted
- the learning intention(s) and success criteria

When using assessment tools teachers make sure all students:

- understand the purpose of the assessment
- know the curriculum content well enough to clearly understand what is being assessed and that it is being assessed appropriately
- consider the difficulty of the assessment so that it fairly matches the level of the student
- know how to select an assessment tool, administer it and interpret the outcomes
- support students to understand what is being assessed and why
- know how to respond to assessment outcomes in a way that benefits student learning.

### Making Overall Teacher Judgements (OTJs)

An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgment about a student's progress and achievement.

No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to National Standards, teachers need to bring together a range of evidence in order to form an overall teacher judgment.

Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

- **Observing** the process a student uses to complete a learning task.
- **Conversing** with the student to find out what they know, understand and can do.
- **Gathering** results from formal assessments, including standardised tools.

### Moderation of Assessment Evidence

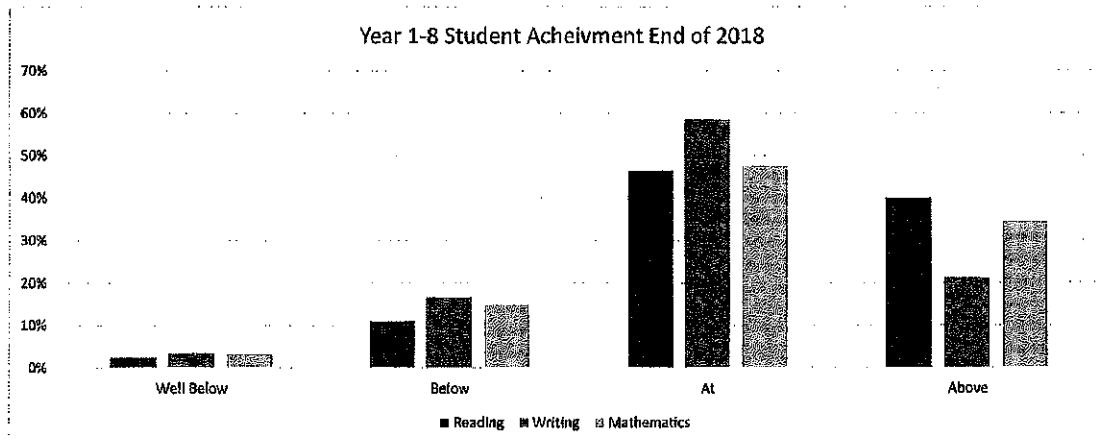
All assessment is taken through a school wide moderation process.

Please note: the data below excludes New Entrants with less than 6 months of school at St Martins and 'High-level Learning Needs'.



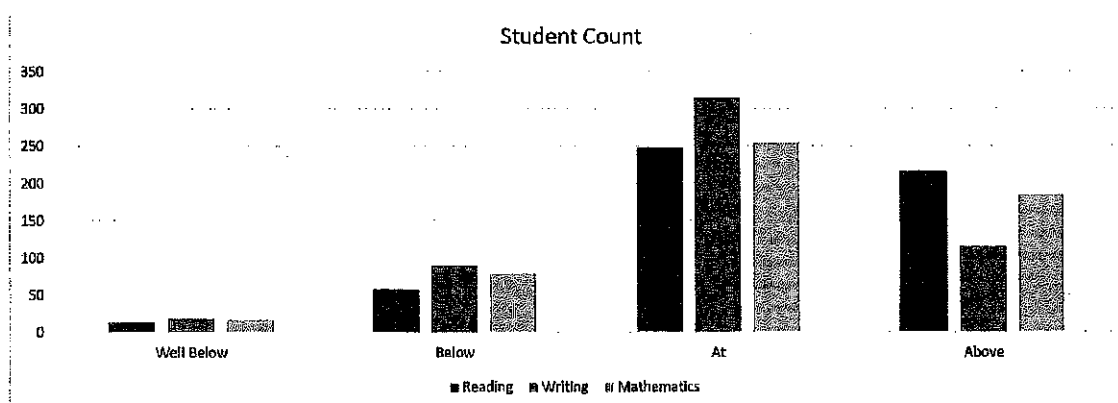
## Summary of student achievement at St Martins School – End of 2018

Year 1-8 Overall student Achievement in reading, writing and mathematics (Percentage).



Assessment Title	Property Title	Well Below	Below	At	Above	Total
Year 1-8 OTJ and Curriculum Levels 2018	Reading	2.5%	11%	46.5%	40%	100%
	Writing	3.5%	16.7%	58.5%	21.3%	100%
	Mathematics	3.3%	14.8%	47.5%	34.4%	100%
Total						100%

Year 1-8 Overall student Achievement in reading, writing and mathematics (Count).



Year 1-8 Overall student Achievement in reading, writing and mathematics (Count).

Assessment Title	Property Title	Well Below	Below	At	Above	Total
Year 1-8 OTJ and Curriculum Levels 2018	Reading	14	58	249	216	537
	Writing	19	90	315	115	539
	Mathematics	17	79	254	184	536
Total						

### Commentary:

**Reading:** 87% (465 of 537) of all students are achieving at or above the expected curriculum levels. 11% (58 of 537) of all students are achieving below expected level and 2% (14 of 537) achieving well below expected level.

Table

Reading	2018	2017	2016	2015	2014
At or Above Expected curriculum level	87% (465 of 537)	86.4 % (490 of 567)	85.9% (453 of 525)	89% (450 of 509)	87% (430 of 495)

Student achievement in reading has held steady over the past 5 years. The number of students at the 'well below' level has also decrease at only 2%, these students moving to the below category. During 2018 there has been upheaval to the school with of a major build and disruption to the school site and playing grounds. The school has seen a major roll growth during 2018 with students around the 600 mark. Traditionally reading achievement has always been strong at St Martins School. It is good to see that despite the disruption of the rebuild of the school, Reading is still in a strong position.

**Writing:** 80% (430 of 539) of all students are achieving at or above the expected curriculum levels. 17% (90 of 539) of all students are achieving below expected levels and 3% (19 of 539) are well below expected levels. The number of students at well below has a decreased at only 3%.

Writing	2018	2017	2016	2015	2014
At or Above Expected curriculum level	80% (430 of 539)	85.1% (480 of 564)	81.2% (426 of 525)	77% (391 of 509)	76% (380 of 495)

Student achievement in writing over the past 5 years has steadily improved. The number of students at the 'well below' level has also decrease to only 3%. However, at the end of 2018 we have experience an overall 5% decrease in student achievement in in at or above.

On closer analysis of both reading and writing data, it appears that our year 1- 2 are a sub group who continue to arrive at school as New Entrants with less literacy skills and that the achievement over the first 80 weeks of school reflects this. However, we also have a group of students in the year 5, 6 and 7 students who are also fall below the overall school trend.

**Mathematics:** 82% (438 of 536) of all students are achieving at or above the expected curriculum levels. 15% (79 of 536) of all students are achieving below expected level and 3% (17 of 536) achieving well below expected level.

Mathematics	2018	2017	2016	2015	2014
At or Above Expected curriculum level,	82% (438 of 536)	81.7% (456 of 558)	79.8% (419 of 525)	85% (432 of 509)	85% (418 of 495)

Student achievement in mathematics has held steady over the past 2-13 years. The number of students at the 'well below' level has also decrease at only 3%, these students moving to the 'below' category. During 2018 there has been upheaval to the school with of a major build and disruption to the school site and playing grounds. The school has seen a major roll growth during 2018 with students around the 600 mark. All staff have also participated in the development of a new mathematics delivery programme, DMIC, developed by Roberta Hunter, Associate Professor at Massey University. When analysing the PAT Mathematics' data we have noted an improvement in students' ability to problem solve, use mathematical language to communicate, justify and evidence learning and effectively collaborate with other students. (Anecdotal evidence.)

## Year Group Variations:

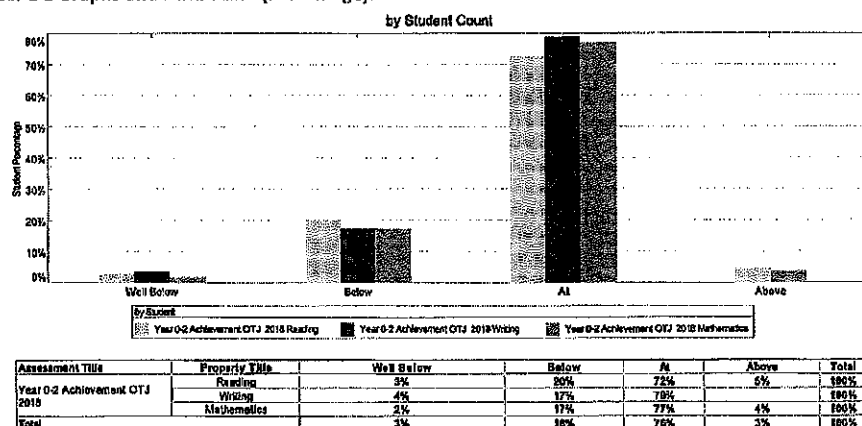
Reading Year 1-2: 79% at or above, 20% below and 3% well below,

Writing Year 1-2: 79% at or above, 17 below and 4% well below,

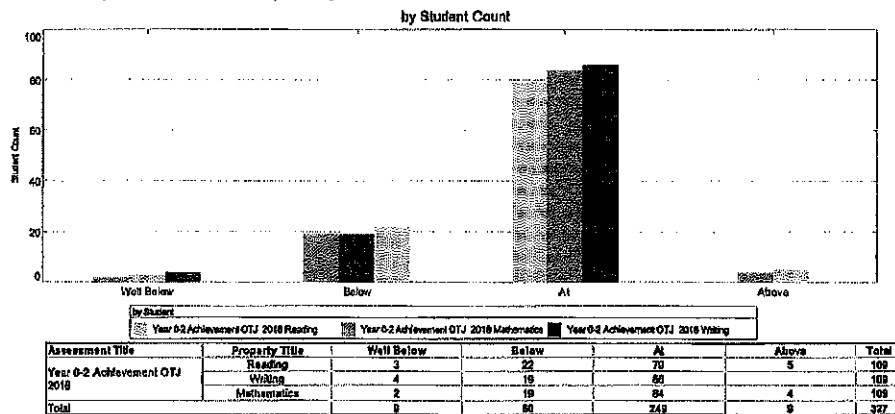
Mathematics Year 1-2: 81% at or above, 17% below and 2% well below.

(See graphs and data tables below)

### Year 1-2 Graphs and Data Table (Percentage):



# Year 1-2 Graphs and Data Table (Count):



Compared to the year 3-8 group:

Reading Year 3-8:

Year 3: 88% at or above, 7% below and 5% well below,  
 Year 4: 92% at or above, 8% below and 0% well below,  
 Year 5: 88% at or above, 9% below and 4% well below,  
 Year 6: 89% at or above, 10% below and 0% well below,  
 Year 7: 86% at or above, 8% below and 6% well below,  
 Year 8: 91% at or above, 8% below and 1% well below.

Writing Year 3-8:

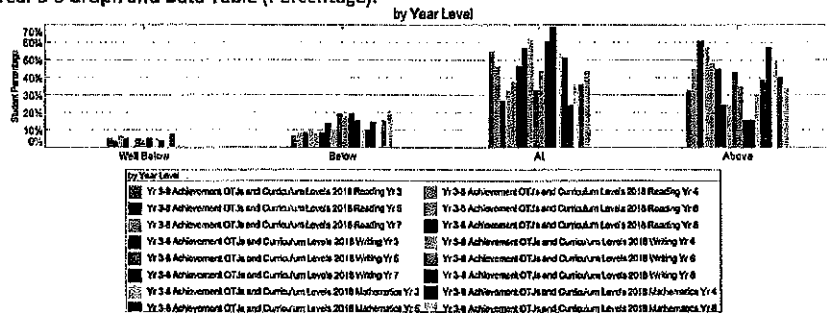
Year 3: 81% at or above, 14% below and 5% well below,  
 Year 4: 87% at or above, 11% below and 2% well below,  
 Year 5: 76% at or above, 20% below and 4% well below,  
 Year 6: 79% at or above, 17% below and 4% well below,  
 Year 7: 75% at or above, 20% below and 5% well below,  
 Year 8: 85% at or above, 15% below and 0% well below.

Mathematics Year 3-8:

Year 3: 84% at or above, 11% below and 5% well below,  
 Year 4: 90% at or above, 10% below and 0% well below,  
 Year 5: 81% at or above, 15% below and 4% well below,  
 Year 6: 86% at or above, 11% below and 2% well below,  
 Year 7: 76% at or above, 16% below and 8% well below,  
 Year 8: 78% at or above, 21% below and 1% well below.

(See graphs and data tables below)

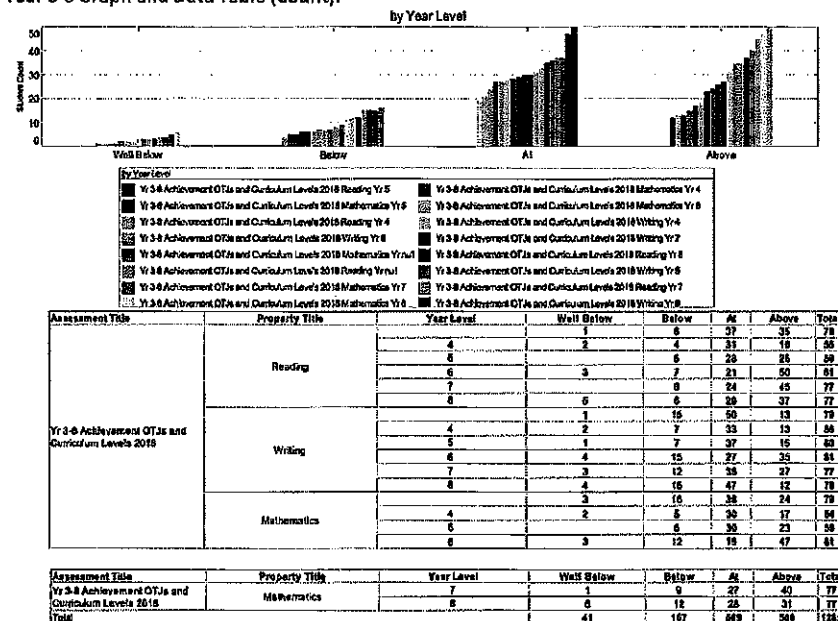
Year 3-8 Graph and Data Table (Percentage):



Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJ and Curriculum Levels 2018	Reading	3	5%	7%	88%	33%	100%
		4	0%	8%	92%	46%	100%
		5	4%	9%	88%	61%	100%
		6	0%	10%	89%	67%	100%
		7	6%	8%	86%	48%	100%
		8	0%	8%	86%	45%	100%
	Writing	3	5%	14%	81%	29%	100%
		4	2%	11%	87%	35%	100%
		5	0%	20%	76%	43%	100%
		6	4%	17%	79%	43%	100%
		7	0%	16%	76%	35%	100%
		8	0%	15%	85%	35%	100%
	Mathematics	3	5%	11%	84%	36%	100%
		4	0%	10%	90%	38%	100%
		5	4%	15%	81%	36%	100%
		6	2%	11%	86%	37%	100%
		7	8%	16%	76%	30%	100%
		8	1%	21%	78%	30%	100%

Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Mathematics	7	8%	10%	30%	40%	100%
		8	1%	1%	21%	34%	100%
		Total	3%	13%	44%	40%	100%

Year 3-8 Graph and Data Table (Count):



## Gender Achievement Variations:

### Year 1-2

Reading Year 1-2: 83% (50 of 60) of boys compared to 69% (34 of 49) of girls are achieving at or above the expected curriculum levels. 15% (9 of 60) of boys compared to 27% (13 of 49) girls are achieving below expected level and 2% (1 of 60) boys compared to 4% (2 of 49) girls achieving well below expected level.

A 14% variation between boys and girls achievement in Reading at Year 1 – 2, with girls underachieving compared to boys.

Writing Year 1-2: 80% (48 of 60) of boys compared to 78% (38 of 49) of girls are achieving at or above the expected curriculum levels. 17% (10 of 60) of boys compared to 18% (9 of 49) girls are achieving below expected level and 3% (2 of 60) boys compared to 4% (2 of 49) girls achieving well below expected level.

A 2% variation between boys and girls achievement in Writing at Year 1 – 2

Mathematics Year 1-2: 83% (50 of 60) of boys compared to 77% (38 of 49) of girls are achieving at or above the expected curriculum levels. 15% (9 of 60) of boys compared to 20% (10 of 49) girls are achieving below expected level and 2% (1 of 60) boys compared to 2% (1 of 49) girls achieving well below expected level.

A 6% variation between boys and girls achievement in Mathematics at Year 1 – 2, with girls underachieving compared to boys.

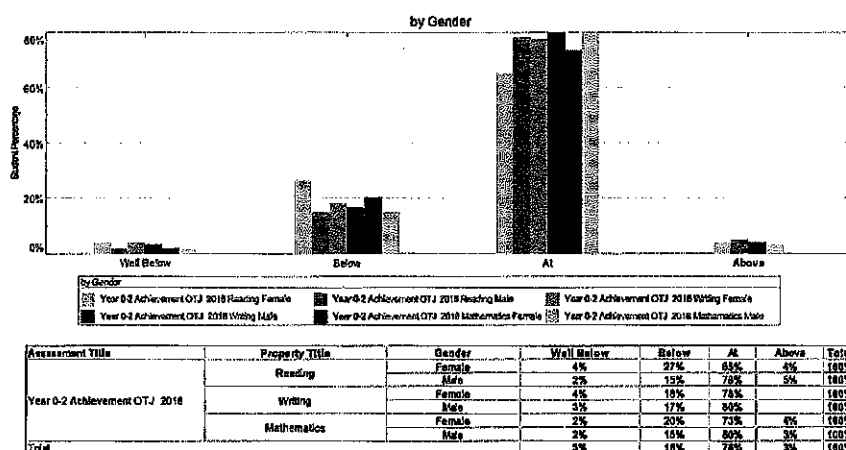
#### Note:

The gender variation in reading is of concern as literacy is the gateway into all areas of curriculum learning. The lower reading levels for girls could produce barriers to learning in other curriculum areas.

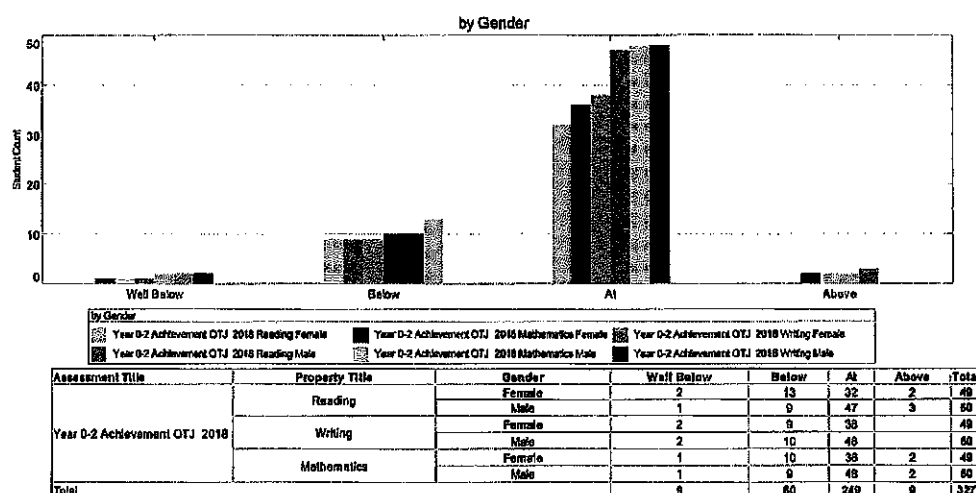
#### Action:

A closer look at the individual assessment tools and wider attendance, wellbeing and pastoral care of these groups will be a goal for the Student Achievement Team's and Literacy / Numeracy Team's action plan for 2019.

Year 1-2 Gender Graph and Data Table (Percentage):



Year 1-2 Gender Graph and Data Table (Count):



## Year 3-8

**Reading Year 3-8:** 87% (184 of 211) of boys compared to 91% (197 of 217) of girls are achieving at or above the expected curriculum levels. 10% (21 of 211) of boys compared to 7% (15 of 217) girls are achieving below expected level and 3% (6 of 211) boys compared to 2% (5 of 217) girls achieving well below expected level.

A 4% variation between boys and girls achievement in Reading at Year 3-8

**Writing Year 3-8:** 77% (163 of 212) of boys compared to 83% (181 of 218) of girls are achieving at or above the expected curriculum levels. 20% (42 of 212) of boys compared to 13% (29 of 218) girls are achieving below expected level and 3% (7 of 212) boys compared to 4% (8 of 218) girls achieving well below expected level.

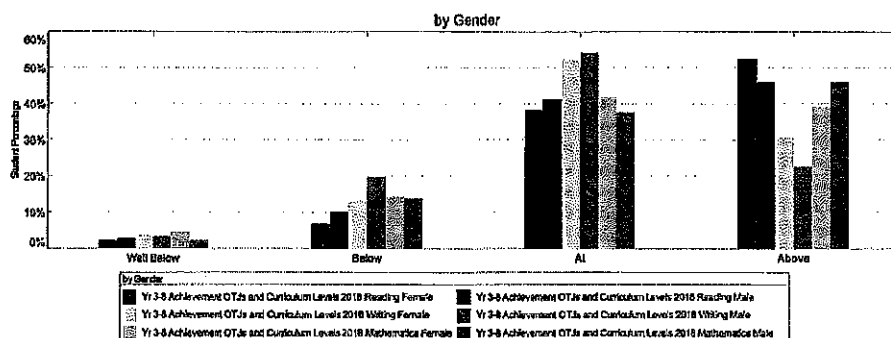
A 6% variation between boys and girls achievement in Writing at Year 3-8

**Mathematics Year 3-8:** 84% (176 of 210) of boys compared to 81% (176 of 217) of girls are achieving at or above the expected curriculum levels. 14% (29 of 210) of boys compared to 14% (31 of 217) girls are achieving below expected level and 2% (5 of 210) boys compared to 5% (10 of 217) girls achieving well below expected level.

A 3% variation between boys and girls achievement in Mathematics at Year 3-8

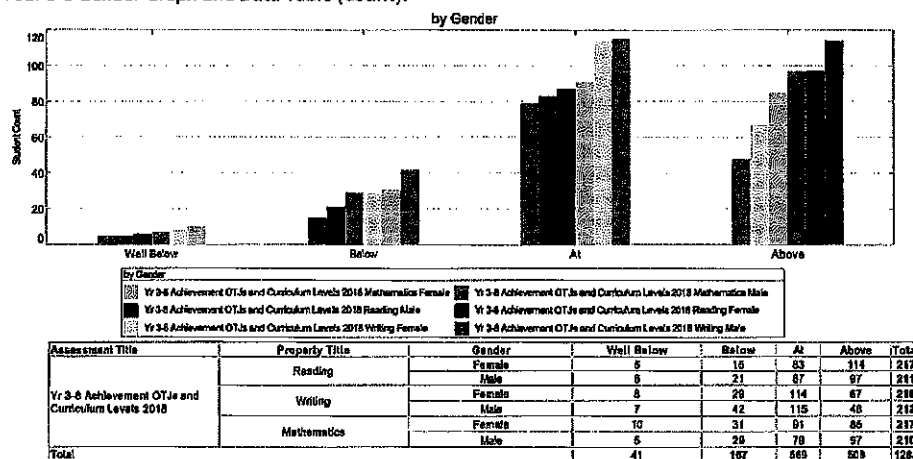
*Note: Interesting to note that we have a large proportion of students in the 'above' achievement band, this is a shift from previous years where the majority of students sat in the 'at' band. See graphs and tables below.*

Year 3-8 Gender Graph and Data Table (Percentage):



Assessment Title	Property Title	Gender	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Female	2%	7%	38%	53%	100%
		Male	3%	10%	41%	46%	100%
	Writing	Female	4%	13%	32%	51%	100%
		Male	3%	20%	54%	23%	100%
	Mathematics	Female	6%	14%	42%	38%	100%
		Male	2%	14%	38%	46%	100%
Total			3%	13%	44%	40%	100%

Year 3-8 Gender Graph and Data Table (Count):



Assessment Title	Property Title	Gender	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Female	5	15	83	114	217
		Male	6	21	67	97	211
	Writing	Female	8	29	114	67	218
		Male	7	42	115	48	212
	Mathematics	Female	10	31	91	85	217
		Male	6	29	78	97	210
	Total		41	167	569	508	1285

## Māori Achievement Variations:

### Year 1-8

Reading Year 1-8: 74.5% (19 of 39) of Māori compared to 87.6% (436 of 498) of Non Māori are achieving at or above the expected curriculum levels. 20.5% (8 of 39) of Māori compared to 10% (50 of 498) Non Māori are achieving below expected level and 5% (2 of 39) Māori compared to 2.4% (12 of 498) Non Māori achieving well below expected level.

A 13.1% variation between Māori and Non Māori achievement in Reading at Year 1 – 8

Māori Achievement					
Reading	2018	2017	2016	2015	2014
At or Above Curriculum Levels	74.5% (29 of 39)	83.8% (35 of 42)	78.8% (26 of 33)	77% (26 of 34)	67% (24 of 36)

Writing Year 1-8: 70% (28 of 40) of Māori compared to 80.6% (402 of 499) of Non Māori are achieving at or above the expected curriculum levels. 20% (8 of 40) of Māori compared to 16.4% (82 of 499) Non Māori are achieving below expected level and 10% (4 of 40) Māori compared to 3% (15 of 499) Non Māori achieving well below expected level.

A 10.6% variation between Māori and Non Māori achievement in Writing at Year 1 – 8

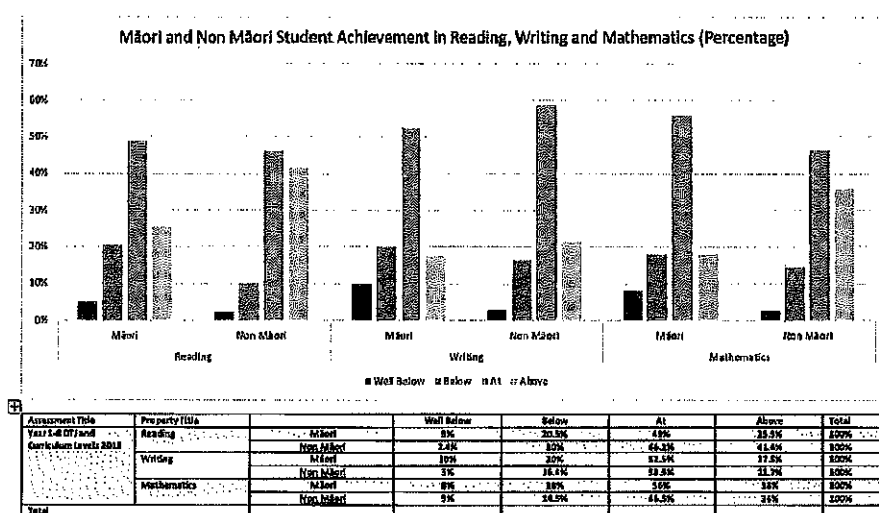
Māori Achievement					
Writing	2018	2017	2016	2015	2014
At or Above Curriculum Levels	70% (28 of 40)	86.0% (37 of 43)	63.6% (21 of 33)	62% (21 of 34)	47% (13 of 36)

Mathematics Year 1-8: 74% (29 of 39) of Māori compared to 82.5% (411 of 497) of Non Māori are achieving at or above the expected curriculum levels. 18% (7 of 39) of Māori compared to 14.5% (72 of 497) Non Māori are achieving below expected level and 8% (3 of 39) Māori compared to 3% (14 of 497) Non Māori achieving well below expected level.

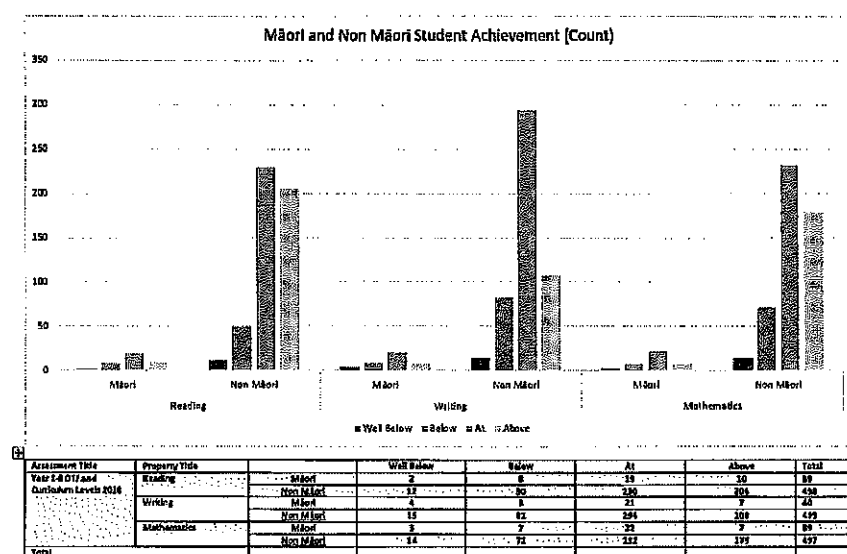
A 8.5% variation between Maori and Non Maori achievement in Mathematics at Year 1 – 8

Māori Achievement					
Mathematics	2018	2017	2016	2015	2014
At or Above Curriculum Levels	74% (29 of 39)	78.1% (32 of 41)	60.6% (20 of 33)	65% (22 of 34)	62% (22 of 36)

Year 1-8 Māori Graph and Data Table (Percentage):



Year 1-8 Māori Graph and Data Table (Count):



## Ongoing action to be taken in 2019 to support the learners and learning community at St Martins School:

### Overall focuses to support the diverse learners at St Martins:

- To further develop our understanding of differentiation of learning to meet the needs of diverse learners.
- To develop an understanding of the term 'diverse learners'.
- To focus on and gain an understanding of the gender differences at the year 1-2 age group.
- To ensure there is wide and deep analysis of all variables that impact on learning – attendance, well, being and pastoral care, relationships, gender, ethnicity, timetabling, authenticity of content and relevance of learning to learners.
- To gain a better understanding of wellbeing and the concept of "making a difference" to support learners and learning as a guiding theme for 2019.
- To develop a deeper understanding of collaborative practices to support learning across the curriculum, whilst retaining a focus on Literacy and Numeracy.
- Cross curricular literacy and numeracy demands to ensure equal access to content and process adapting delivery of programme to support all learners – this includes inquiry-based learning, performance arts and sports and outdoor education programmes.
- Review the Inquiry based learning programme to ensure a depth and richness of programme across the curriculum.

### Reading – and literacy across the curriculum.

#### Actions - All Students – Diverse Learners

Actions to be continued during 2019 will include:

- Learning Support programmes reviewed and adapted to support 'at risk' learners.
- Continue to develop and support target students just below expected standard by each teacher developing an in class acceleration programme.
- Team leaders to continue to identify and monitor students achieving below expected levels throughout the year and make referrals for learning support through the St Martins School Curriculum Achievement Plan.
- Continue to hold regular fortnightly Student Achievement Team meetings to support student achievement, develop effective programmes and monitor progress.
- Literacy Learning Team / Within School COL leader to reviewing and developing school wide assessment tools and teacher practice for reading.
- Continue regular meetings with the Student Achievement team to develop action plan for 2019 to meet the needs of our diverse learners, to look beyond the achievement to other factors that also effect learning – attendance, well-being and pastoral care register.
- Equality of access to across curriculum programmes - classroom programmes include the literacy demands required across the curriculum and are include in all planning to ensure students can access and be successful regardless of reading level.
- To ensure students who are above and well above needs are being meet through the GATE programme.
- Restructure of class descriptions to reflect our student and curriculum achievement plan – to better ensure consistent criteria for support and differentiation across PODs.

#### Actions to improve the achievement of student in the Year 1 -2 Sub Group.

Actions to be continued during 2019 will include:

- More intensive classroom reading programmes to meet the needs of students on entry and over the first 80 weeks at school.
- Students below and well below will receive Teacher Aide support in the classrooms to support literacy learning.
- Targeting reading programmes for individual students – peer tutoring, volunteer programmes, Reading Recovery, and parent reading programme
- Continuation of the Mutukaroa programme to support and engage family and whānau to understand support their child's learning at home.
- Make use of the Community of Learning 'Across the COL' ECE Lead teacher to support transition to school and the new Diverse Learners Across COL lead.

#### Actions to improve the achievement of students who are 'well below' Expected Curriculum Level.

Actions to be continued during 2019 will include:

- Students achieving well below in Reading are referred to the SENCO, (Tier 3 Intervention Programme)
- Each student will receive a support package that includes: Teacher Aide in class support, ongoing monitoring of progress, IEP development to better meet needs.
- Supported reading programme taken by voluntary parents trained by reading recovery teacher to provide reading mileage and practice reading strategies.
- Reading Recovery Programme.

#### Actions – Māori and Pasifika



Actions to be continued during 2019 will include:

- Whānau Group to support student learning and complete the final work on School Strategic Plan to ensure Māori learn as Māori.
- Activities that support and develop Māori culture and identity.
- Access of priority students to the targeted learning programmes.
- Mutukaroa programme to support parents at home.
- ILP (Independent Learning Plan) for students below and well below.
- Ensure culturally appropriate resources and contexts included with programme design.
- At classroom level teachers to ensure that selection, purchase and use of reading material that is appealing to individual readers to ensure engagement, with specific focus of contexts and topics that are culturally responsive to all students, including Maori and Pasifika students.

Actions – Gender difference

- At classroom level teachers to ensure that selection, purchase and use of reading material that is appealing to individual readers to ensure engagement, with specific focus of contexts and topics of high interest to boys, boys topics, authors while also balancing topics of high interest to girls and that are culturally responsive to all students.

## Writing – and literacy across the curriculum

Actions - Our Diverse Learners

Continued actions to address the needs of all students include:

- Learning support programmes adjusted to support well below and well above achievers in order to provide appropriate support.
- Set up support programmes targeting students just below the National Standard for writing.
- Provide continued professional development around effective teaching strategies for writing
- Classroom teacher's focus on the deliberate teaching of writing skills as developed through the professional learning programme.
- Team leaders to identify and monitor students achieving below expected levels throughout the year.
- Literacy Learning Team to develop school wide programme overview based on the Writing Learning Progressions / National Standards to clarify expectations and effective teaching strategies.
- Continue to maintain Tier 2 Intervention Programmes through sustainable funding and systems.
- Continue regular meetings with the Student Achievement team to develop action plan for 2019 to meet the needs of our diverse learners, to look beyond the achievement to other factors that also effect learning – attendance, well-being and pastoral care register.
- Equality of access to across curriculum programmes - classroom programmes include the literacy demands required across the curriculum and are include in all planning to ensure students can access and be successful regardless of reading level.
- To ensure students who are above and well above needs are being met through the GATE programme.
- Restructure of class descriptions to reflect our student and curriculum achievement plan – to better ensure consistent criteria for support and differentiation across PODs.

Actions to improve the achievement of student in 1 -2 Year Sub Group.

Actions to be continued during 2019 will include:

- More intensive classroom Writing programmes to meet the needs of students on entry and over the first 80 weeks at school.
- Students below and well below will receive Teacher Aide support in the classrooms to support literacy learning.
- Targeting reading programmes for individual students – peer tutoring
- Continuation of the Mutukaroa programme to support and engage family and whānau to understand support their child's learning at home.
- Make use of the Community of Learning 'Across the COL' ECE Lead teacher to support transition to school and the new Diverse Learners Across COL lead.

Actions to improve the achievement of student in Year 5,6 and 7 Sub Group.

- More intensive classroom Writing programmes to meet the specific needs of the group.
- Students below and well below will receive Teacher Aide support in the classrooms to support literacy learning.
- Targeting writing programmes for individual students – peer tutoring
- Targeted writing programmes to support literacy across the curriculum
- Review of timetabling and hours spent on literacy at this year group.

Actions – Māori (Sustainability of achievement) and Pasifika (Improvement of achievement)

Continued actions to address the needs of Maori and Pasifika students include:

- Whānau Group to support student learning and complete the final work on School Strategic Plan to ensure Māori learn as Māori.
- Targeting resource purchases that reflect needs and is culturally inclusive.
- Māori and Pasifika students have priority access to the Target Students programmes.
- ILP (Independent Learning Plan) for students below and well below. -- with a specific focus on Pasifika students.

Actions – Gender (Sustainability of achievement)

Continued actions to address the needs of gender differences include:

- Target boys who are just underachieving standard through planned classroom interventions

- Boys have priority access to Tier 2 Intervention Programmes

#### **Actions - Senior School Focus (Sustainability of achievement gains)**

- Ensuring students have consistent timetabling of Reading and Writing while reducing interruptions to the learning programmes.
- Literacy Team Leaders to work alongside the Senior school to support teaching learning programmes and student engagement and achievement.
- Student Achievement Team to plan and implement ongoing monitoring systems for track students engagement, progress and achievement in writing.

#### **Actions - Junior School (Sustainability of achievement gains)**

- Continuation of the Mutukaroa programme to support and engage family and whānau to understand support their child's learning at home. (Tier 2 Intervention Programme).
- Make use of the Community of Learning (COL) across school ECE teacher to support transitions to school.
- Student Achievement Team to look at ways to support students over the first 40 weeks at school in line with the Mutukaroa programme.

### **Mathematics – and numeracy across the curriculum**

#### **Whole School Action – for our Diverse Learners**

Continued actions to address the needs of all students include:

- Continue to monitor and analyse school wide achievement data through the Student Achievement Team and Learning Support. Continued identification and monitoring of students below curriculum level - development of ILP (Individual Learning Plans for priority students)
- Implementation of short intensive learning programmes, specifically focusing raising student's achievement in Mathematics - delivered through Target Students Programme
- Strengthen parental engagement to support student learning - regular meetings with parents of students participating in the Target Students programme.
- Ongoing mentoring from Bobby Hunter's DMIC Mathematics Mentoring Team each term.
- Ongoing monitoring of target students at classroom level, team level and school level through the Student Achievement Team.
- Use of Teacher Inquiry as monitoring tools for review of Target Student Programme and the introduction of the 'Lesson Study' process to develop the capacity of our teachers to mentor others in mathematics.
- Community of Learning Across School and Within School leaders to support and review ongoing professional learning and achievement challenges in Mathematics.
- Continue professional development focus for 2018 for Mathematics. – Teaching strategies, assessment tools and moderation assessment practices, through engagement of Bobby Hunter and the DMIC Team.
- Ongoing review and redesign of mathematics delivery programme
- Team leaders facilitate ongoing monitoring of target students.
- Make ongoing use of the expertise of the COL Across School Mathematics Lead
- Make use of the new COL Across School Lead in Diverse Learners. – This may include looking wider to attendance, well being and pastoral care

#### **Actions to improve the achievement of student in Year 7 and 8 Sub Group.**

#### **Actions to improve the achievement of student across the school who are well below ('at risk') National Standard.**

Continued actions to address the needs of well below, 'at risk' students include:

- Students achieving well below in Mathematics are referred to Learning Support.
- Each student will receive a support package that includes: Teacher Aide in class support, ongoing monitoring of progress, IEP development to better meet needs.
- Continue to strengthen the monitoring of students.

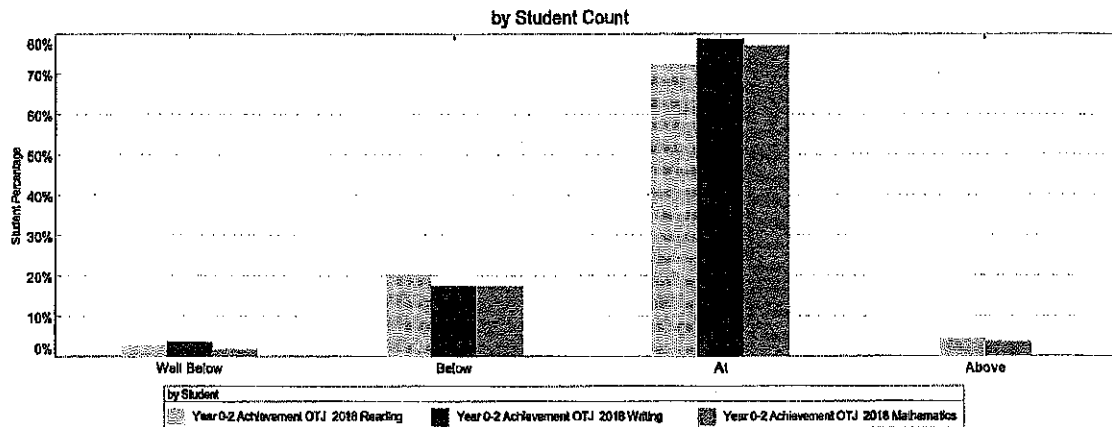
#### **Actions – Māori and Pasifika**

Continued actions to address the needs of Māori and Pasifika students include:

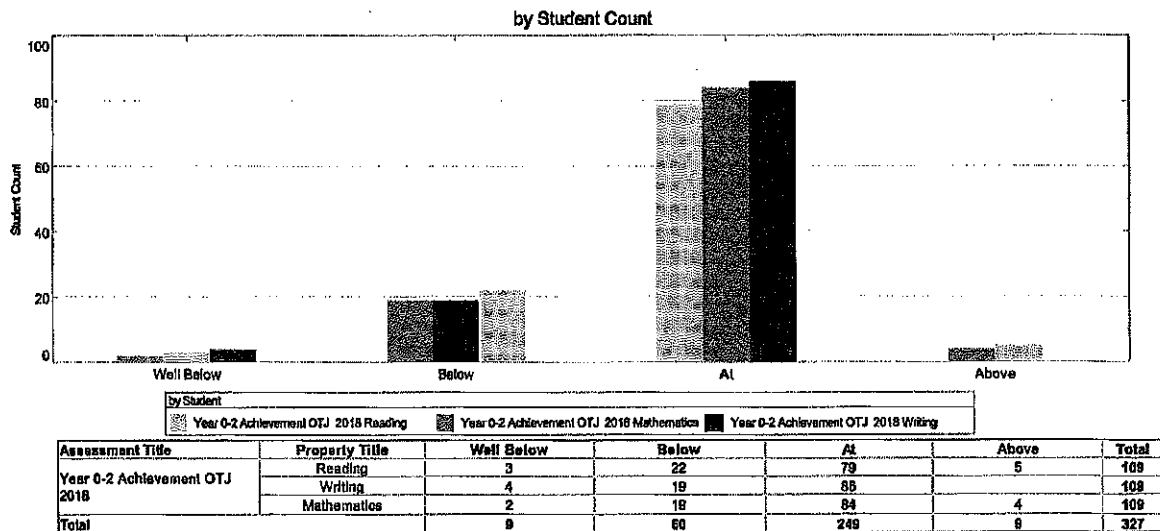
- Whānau Group to support student learning
- Activities that support and develop Māori culture and identity
- Access to learning support programmes – priority
- ILP (Independent Learning Plan) for students below and well below.
- Teacher pedagogy around cultural responsiveness with Bobby Hunter's Team of Mentors

## Year 1-2 Student Achievement Graphs and Data Tables

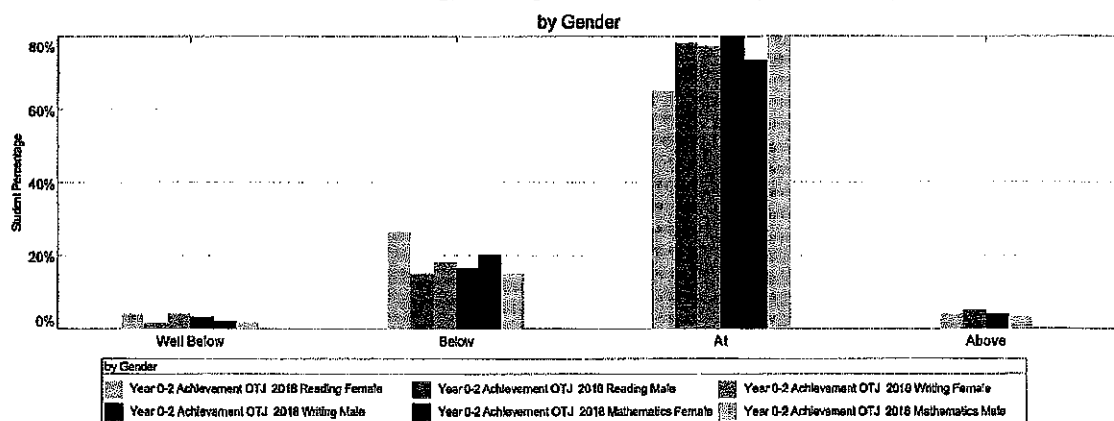
Year 1-2 Overall student achievement in reading, writing and mathematics (Percentage).



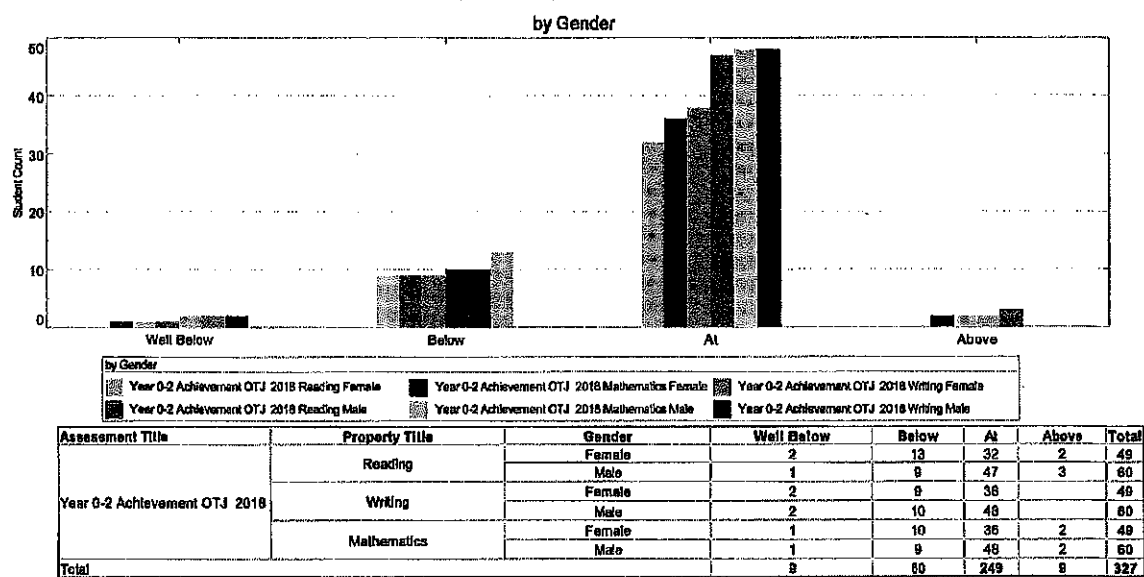
Year 1-2 Overall student achievement in reading, writing and mathematics (Count).



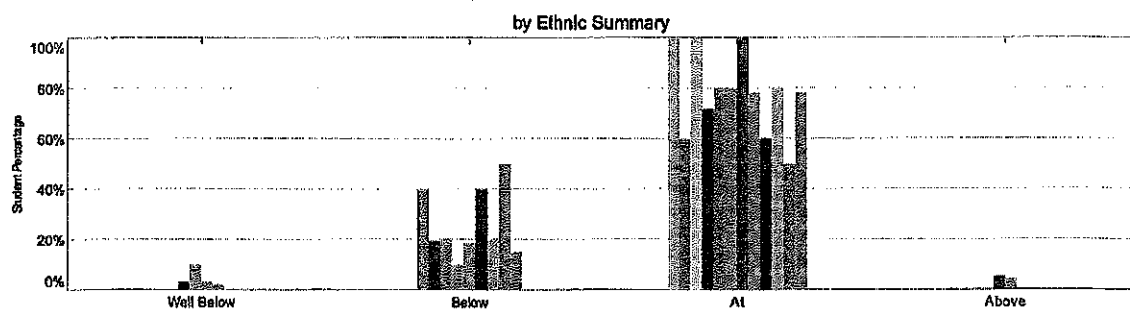
### Year 1-2 Gender - achievement in reading, writing and mathematics (Percentage).



### Year 1-2 Gender - achievement in reading, writing and mathematics (Count).



## Year 1-2 Ethnicity - achievement in reading, writing and mathematics (Percentage).

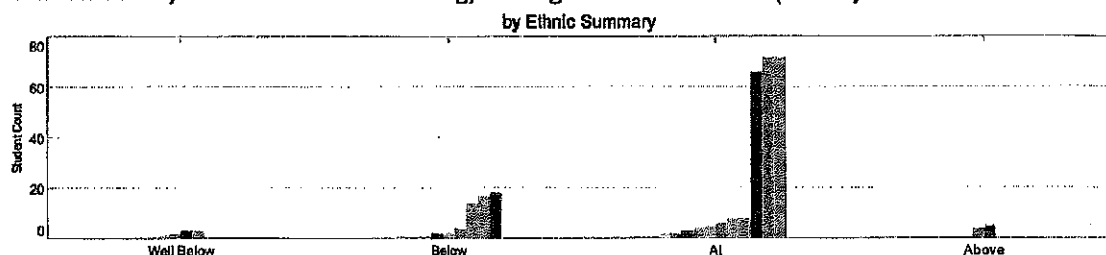


by Ethnic Summary

Year 0-2 Achievement OTJ 2018 Reading Asian	Year 0-2 Achievement OTJ 2018 Reading Māori	Year 0-2 Achievement OTJ 2018 Reading MELAA
Year 0-2 Achievement OTJ 2018 Reading NZ European/Pākehā/Other European	Year 0-2 Achievement OTJ 2018 Writing Asian	Year 0-2 Achievement OTJ 2018 Writing Māori
Year 0-2 Achievement OTJ 2018 Writing MELAA	Year 0-2 Achievement OTJ 2018 Writing NZ European/Pākehā/Other European	Year 0-2 Achievement OTJ 2018 Mathematics Asian
Year 0-2 Achievement OTJ 2018 Mathematics Māori	Year 0-2 Achievement OTJ 2018 Mathematics MELAA	Year 0-2 Achievement OTJ 2018 Mathematics NZ European/Pākehā/Other European

Assessment Title	Property Title	Ethnic Summary Group	Well Below	Below	At	Above	Total
Year 0-2 Achievement OTJ 2018	Reading	Asian		100%			100%
		Māori		40%	60%		100%
		MELAA			100%		100%
		NZ European/Pākehā/Other European	3%	20%	72%	5%	100%
	Writing	Asian		20%	80%		100%
		Māori	10%	10%	80%		100%
		MELAA			100%		100%
		NZ European/Pākehā/Other European	3%	18%	78%		100%
	Mathematics	Asian		40%	60%		100%
		Māori		20%	80%		100%
		MELAA		60%	50%		100%
		NZ European/Pākehā/Other European	2%	15%	78%	4%	100%
Total			3%	18%	78%	3%	100%

## Year 1-2 Ethnicity - achievement in reading, writing and mathematics (Count).

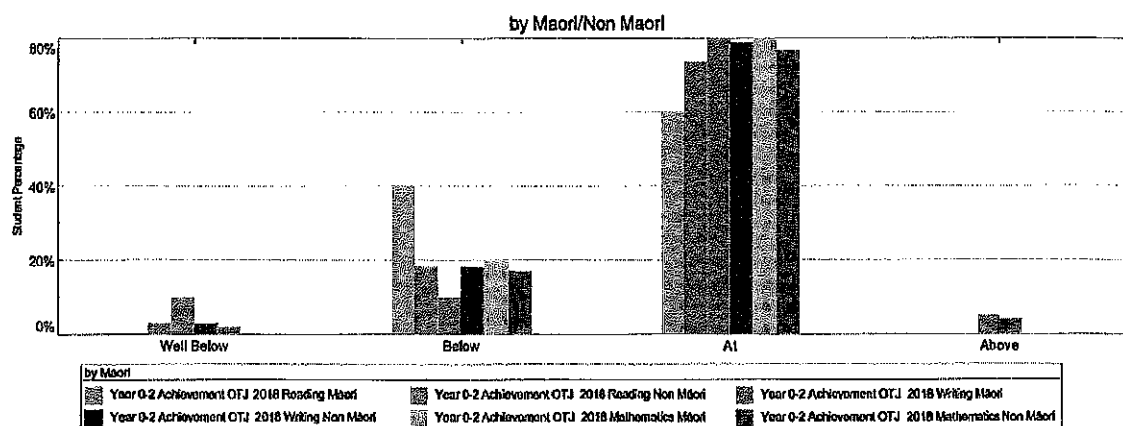


by Ethnic Summary

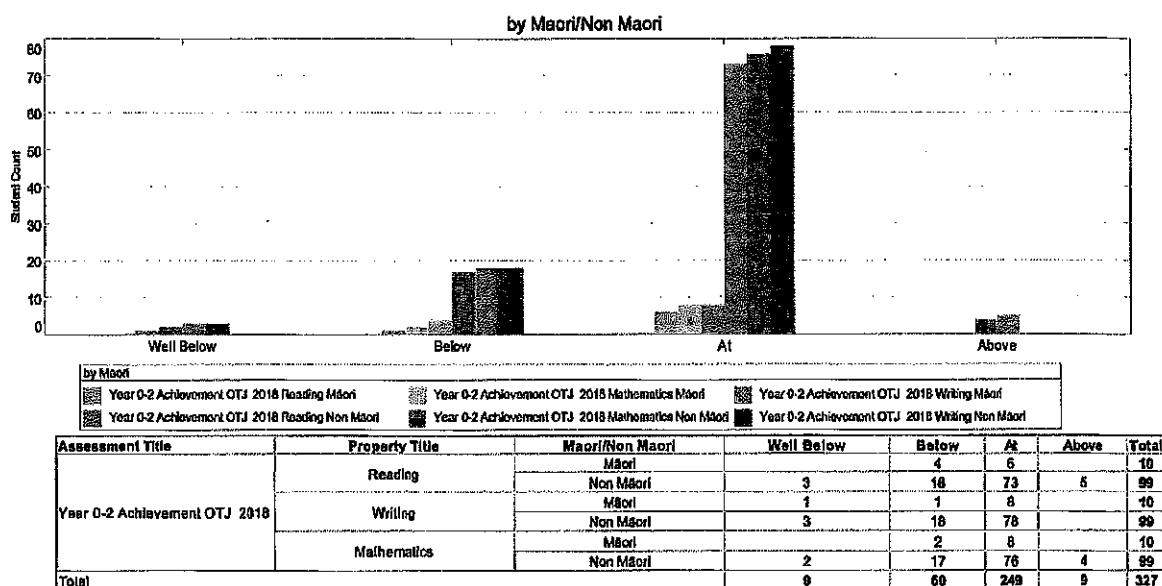
Year 0-2 Achievement OTJ 2018 Mathematics MELAA	Year 0-2 Achievement OTJ 2018 Reading MELAA
Year 0-2 Achievement OTJ 2018 Writing MELAA	Year 0-2 Achievement OTJ 2018 Mathematics Asian
Year 0-2 Achievement OTJ 2018 Writing Asian	Year 0-2 Achievement OTJ 2018 Reading Asian
Year 0-2 Achievement OTJ 2018 Reading Māori	Year 0-2 Achievement OTJ 2018 Mathematics Māori
Year 0-2 Achievement OTJ 2018 Writing Māori	Year 0-2 Achievement OTJ 2018 Reading NZ European/Pākehā/Other European
Year 0-2 Achievement OTJ 2018 Mathematics NZ European/Pākehā/Other European	Year 0-2 Achievement OTJ 2018 Writing NZ European/Pākehā/Other European

Assessment Title	Property Title	Ethnic Summary Group	Well Below	Below	At	Above	Total
Year 0-2 Achievement OTJ 2018	Reading	Asian			5		5
		Māori		4	6		10
		MELAA			2		2
		NZ European/Pākehā/Other European	3	18	68	6	92
	Writing	Asian		1	4		5
		Māori	1	1	8		10
		MELAA			2		2
		NZ European/Pākehā/Other European	3	17	72		92
	Mathematics	Asian		2	3		5
		Māori		2	8		10
		MELAA		1	1		2
		NZ European/Pākehā/Other European	2	14	72	4	92
Total			9	60	249	9	327

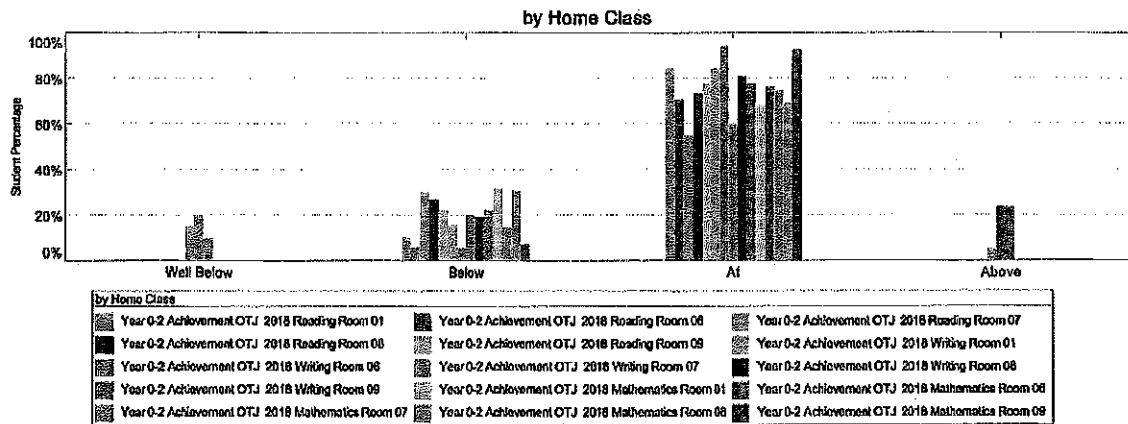
# Year 1-2 Māori - achievement in reading, writing and mathematics (Percentage).



# Year 1-2 Māori - achievement in reading, writing and mathematics (Count).

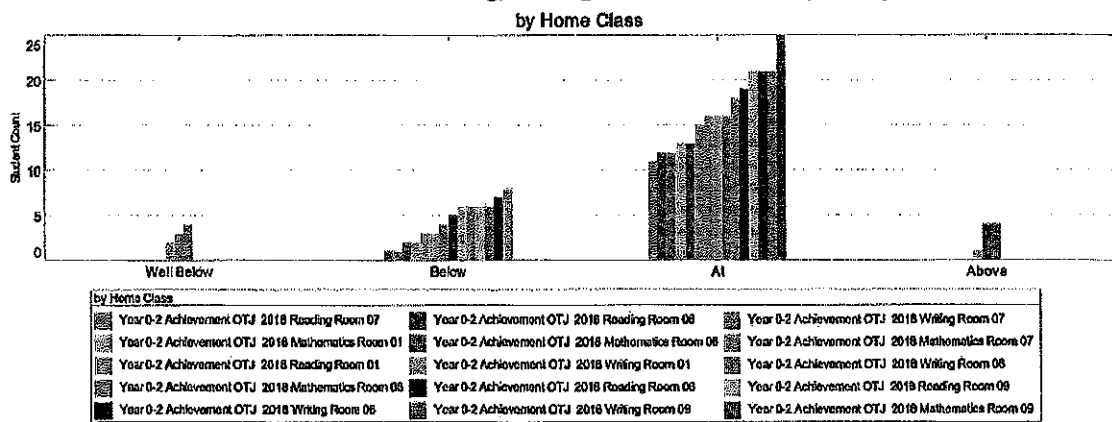


# Year 1-2 Home Class- achievement in reading, writing and mathematics (Percentage).



Assessment Title	Property Title	Home Class	Well Below	Below	At	Above	Total
Year 0-2 Achievement OTJ 2018	Reading	Room 01		11%	84%	5%	100%
		Room 06		6%	71%	24%	100%
		Room 07	15%	30%	55%		100%
		Room 08		27%	73%		100%
		Room 09		22%	78%		100%
	Writing	Room 01		16%	84%		100%
		Room 06		6%	94%		100%
		Room 07	20%	20%	60%		100%
		Room 08		18%	81%		100%
		Room 09		22%	78%		100%
	Mathematics	Room 01		32%	68%		100%
		Room 06			76%	24%	100%
		Room 07	10%	15%	75%		100%
		Room 08		31%	69%		100%
		Room 09		7%	93%		100%
Total			3%	18%	78%	3%	100%

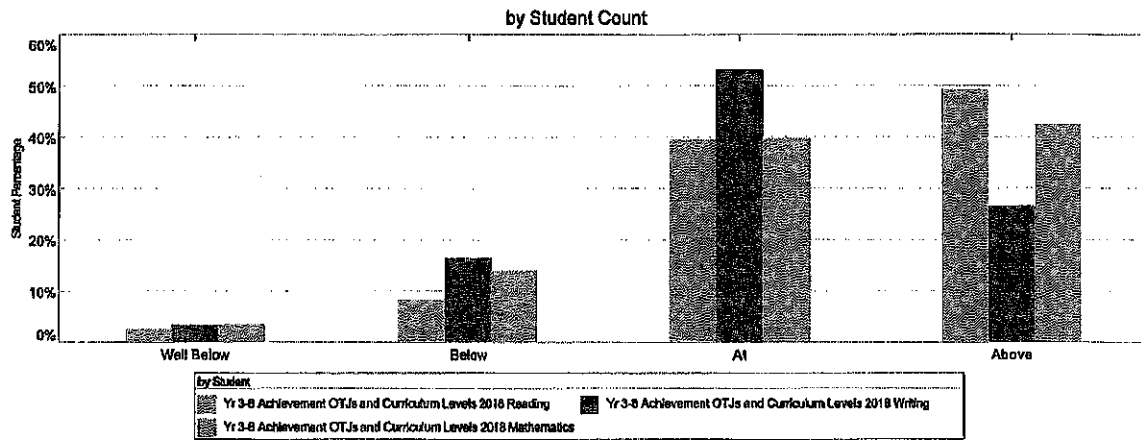
# Year 1-2 Home Class- achievement in reading, writing and mathematics (Count).



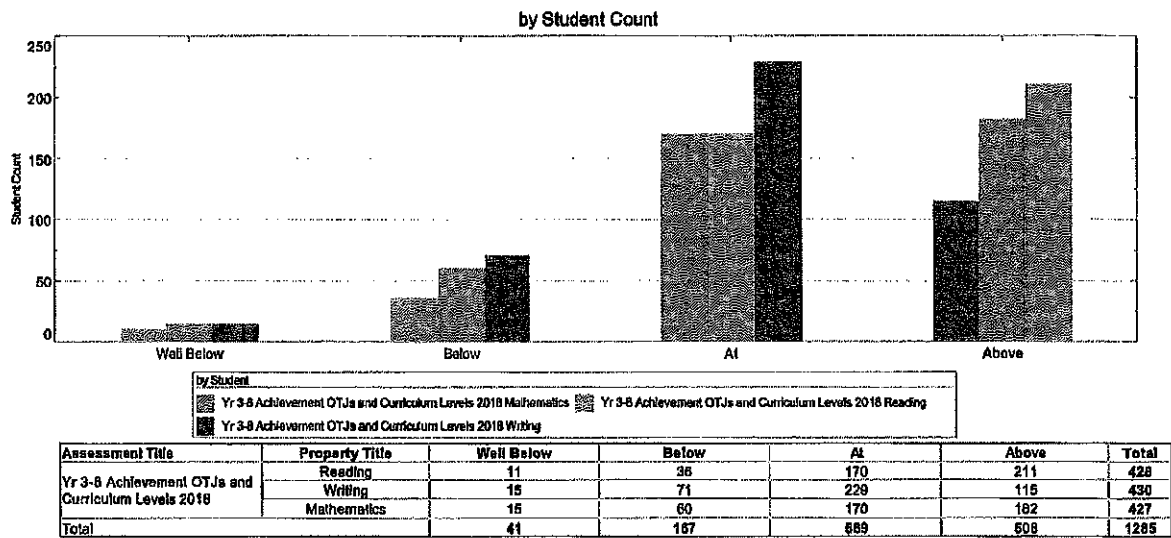
Assessment Title	Property Title	Home Class	Well Below	Below	At	Above	Total
Year 0-2 Achievement OTJ 2018	Reading	Room 01		2	16	1	19
		Room 06		1	12	4	17
		Room 07	3	6	11		20
		Room 08		7	19		26
		Room 09		6	21		27
	Writing	Room 01		3	16		19
		Room 06		1	16		17
		Room 07	4	4	12		20
		Room 08		5	21		26
		Room 09		6	21		27
	Mathematics	Room 01		6	13		19
		Room 06			13	4	17
		Room 07	2	3	15		20
		Room 08		6	16		26
		Room 09		2	25		27
Total			9	60	249	9	327

## Year 3-8 Student Achievement Graphs and Data Tables

Year 3-8 Overall student achievement in reading, writing and mathematics (Percentage).

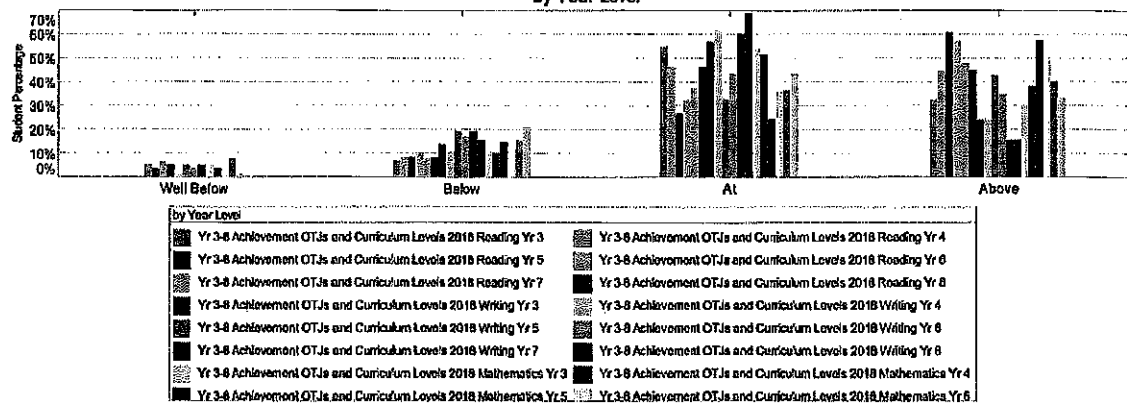


Year 3-8 Overall student achievement in reading, writing and mathematics (Count).





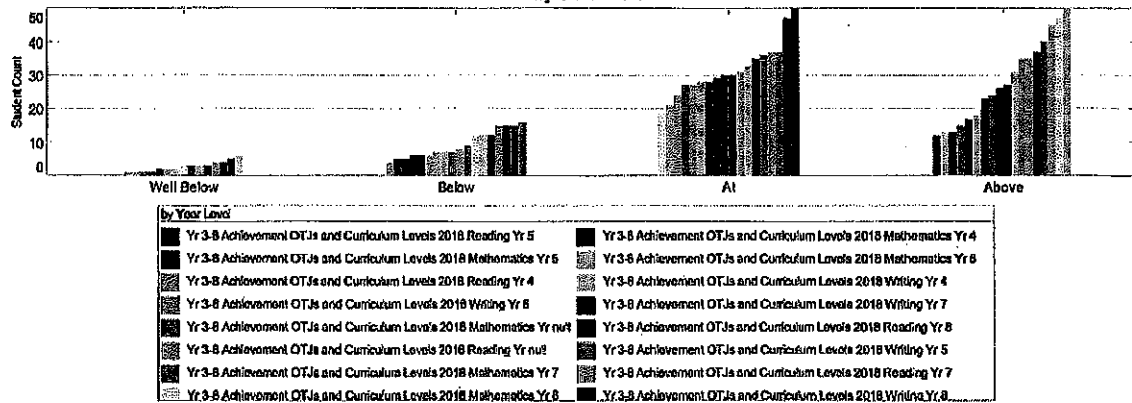
Year 3-8 Year Groups - achievement in reading, writing and mathematics (Percentage).  
by Year Level



Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	3	5%	7%	55%	33%	100%
		4		8%	47%	45%	100%
		5	4%	9%	27%	61%	100%
		6		10%	32%	57%	100%
		7	6%	8%	38%	48%	100%
		8		8%	46%	45%	100%
	Writing	3	5%	14%	57%	24%	100%
		4	2%	11%	62%	25%	100%
		5	5%	20%	33%	43%	100%
		6	4%	18%	44%	35%	100%
		7	5%	19%	60%	15%	100%
		8		15%	69%	15%	100%
	Mathematics	3	5%	11%	64%	20%	100%
		4		10%	62%	38%	100%
		5	4%	15%	24%	57%	100%
		6	2%	11%	38%	50%	100%

Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Mathematics	7	8%	16%	38%	40%	100%
Total		8	1%	21%	44%	34%	100%
			3%	13%	44%	40%	100%

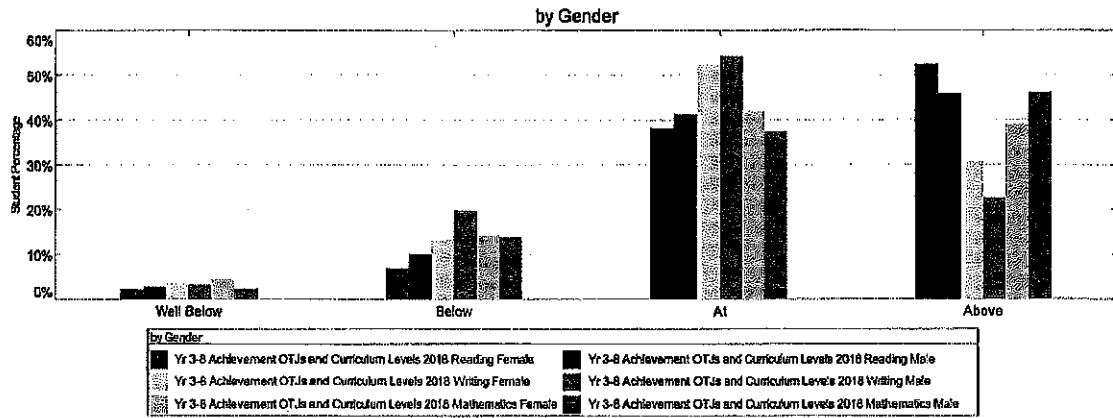
Year 3-8 Year Groups - achievement in reading, writing and mathematics (Count).  
by Year Level



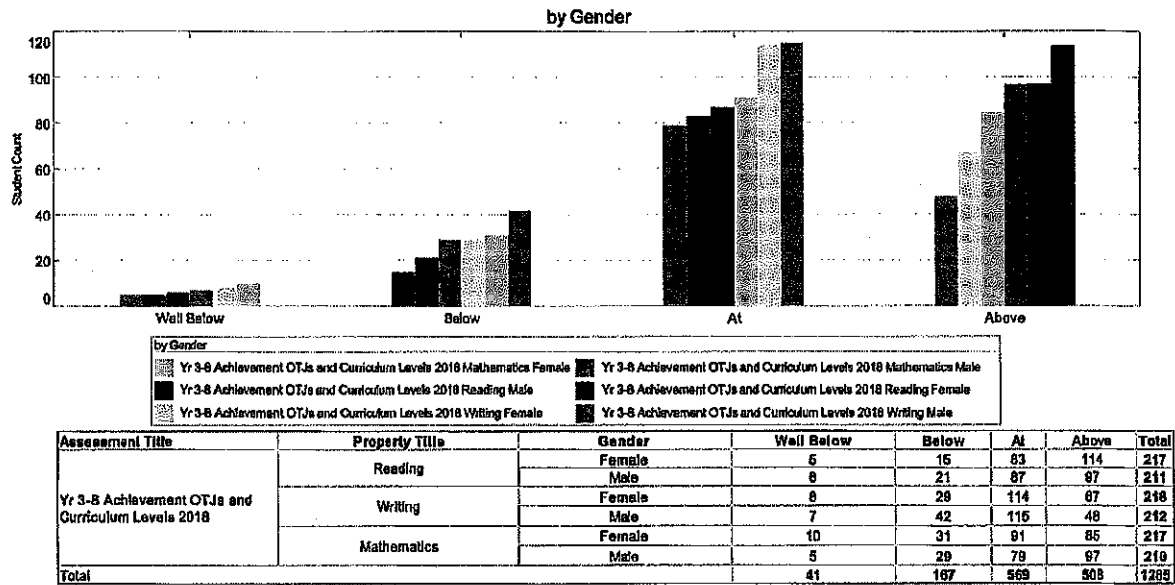
Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	1	1	6	37	35	79
		4	2	4	31	18	55
		5		5	28	25	59
		7	3	7	21	50	81
		8		8	24	45	77
		8	5	5	28	37	77
	Writing	1	1	15	50	13	79
		4	2	7	33	19	59
		5	1	7	37	15	60
		6	4	15	27	35	81
		7	3	12	35	27	77
		8	4	15	47	12	78
	Mathematics	3	3	16	36	24	79
		4	2	5	30	17	54
		5		6	30	23	59
		6	3	12	19	47	81

Assessment Title	Property Title	Year Level	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Mathematics	7	1	9	27	40	77
Total		8	6	12	28	31	77
			41	167	589	508	1285

Year 3-8 Gender - achievement in reading, writing and mathematics (Percentage).

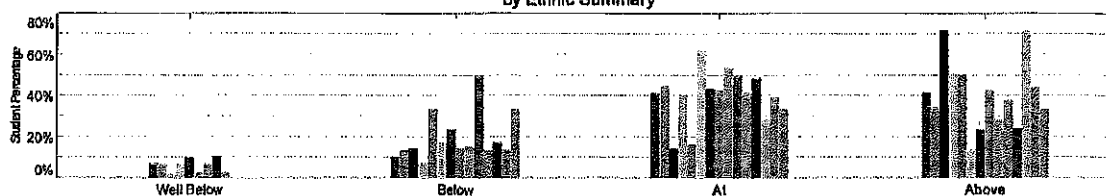


Year 3-8 Gender - achievement in reading, writing and mathematics (Count).



## Year 3-8 Ethnicity - achievement in reading, writing and mathematics (Percentage).

by Ethnic Summary



by Ethnic Summary

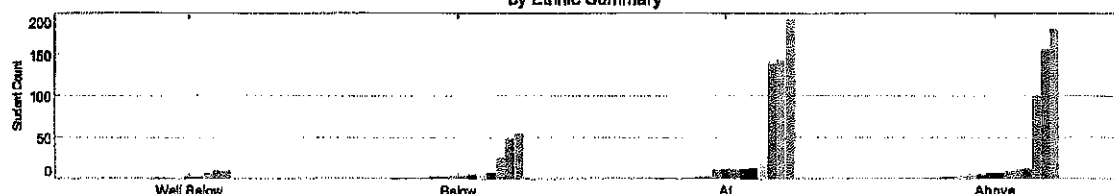
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Asian	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Māori
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading MELAA	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading NZ European/Pakehā/Other European
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Pacific peoples	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Asian
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Asian	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Māori
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing MELAA	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing NZ European/Pakehā/Other European
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Pacific peoples	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Asian
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Māori	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics MELAA
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics NZ European/Pakehā/Other European	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Pacific peoples

Assessment Title	Property Title	Ethnic Summary Group	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Asian	7%	10%	41%	41%	100%
		Māori	7%	14%	45%	34%	100%
		MELAA		14%	14%	71%	100%
		NZ European/Pakehā/Other European	2%	7%	40%	51%	100%
	Writing	Pacific peoples		33%	17%	50%	100%
		Asian	7%	17%	62%	14%	100%
		Māori	10%	23%	43%	23%	100%
		MELAA		14%	43%	43%	100%
	Mathematics	NZ European/Pakehā/Other European	3%	15%	54%	28%	100%
		Pacific peoples		50%	50%		100%
		Asian	7%	14%	41%	38%	100%
		Māori	10%	17%	45%	24%	100%
		MELAA			29%	71%	100%
		NZ European/Pakehā/Other European	3%	14%	39%	44%	100%

Assessment Title	Property Title	Ethnic Summary Group	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Mathematics	European	3%	14%	35%	44%	100%
		Pacific peoples		33%	33%	33%	100%
		Total	3%	13%	44%	40%	100%

## Year 3-8 Ethnicity - achievement in reading, writing and mathematics (Count).

by Ethnic Summary

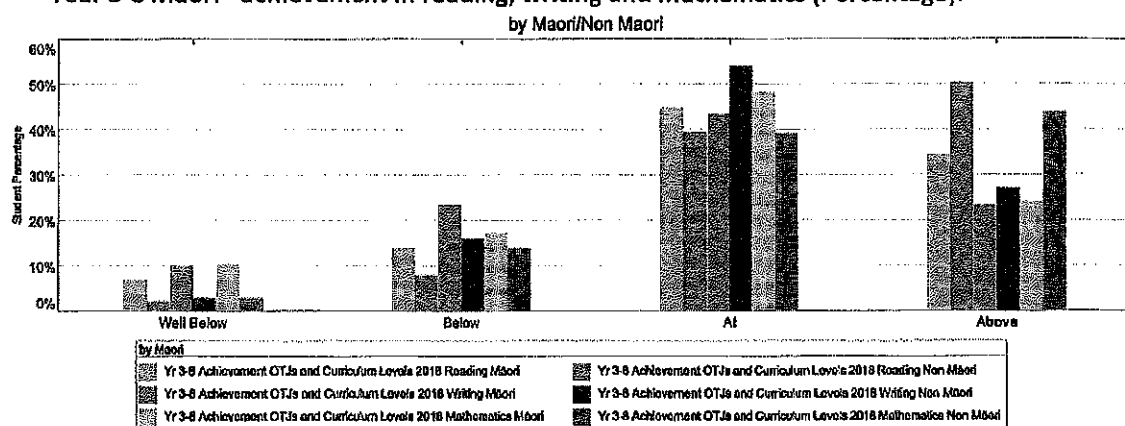


by Ethnic Summary

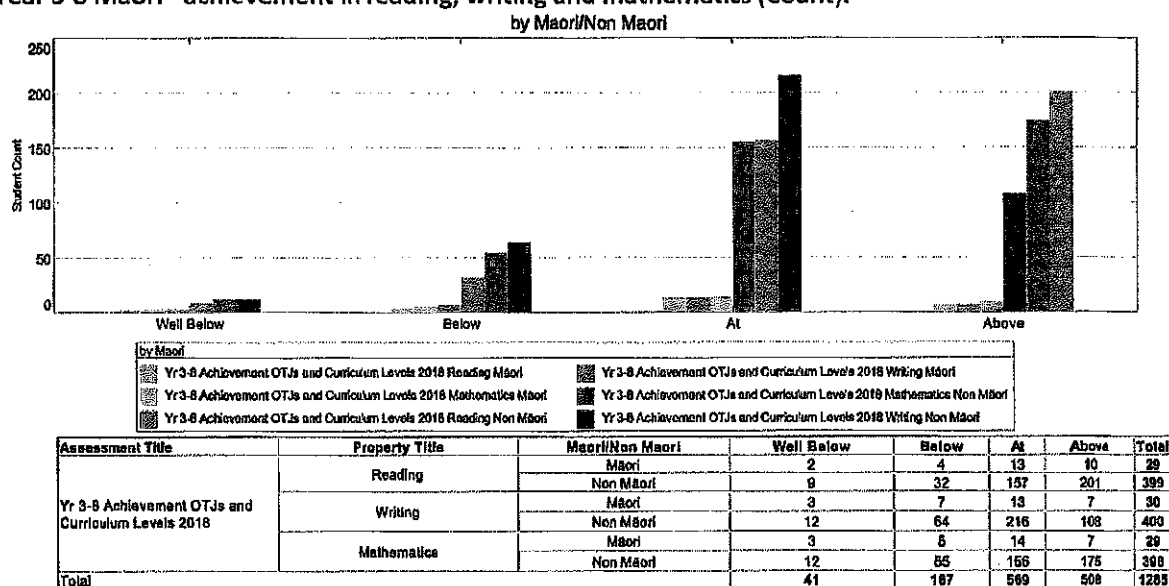
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Pacific peoples	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Pacific peoples
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing MELAA	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Pacific peoples
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics MELAA	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading MELAA
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Asian	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Asian

Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Data								
Assessment Title	Property Title	Ethnic Summary Group	Well Below	Below	At	Above	Total	
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Asian	2	3	12	12	29	
		Māori	2	4	13	10	29	
		MELAA		1	1	6	7	
		NZ European/Pākehā/Other European	7	28	143	181	357	
	Writing	Pacific peoples		2	1	3	6	
		Asian	2	5	18	4	29	
		Māori	3	7	13	7	30	
		MELAA		1	3	3	7	
	Mathematics	NZ European/Pākehā/Other European	10	55	192	101	358	
		Pacific peoples		3	3		6	
		Asian	2	4	12	11	29	
		Māori	3	5	14	7	29	
		MELAA			2	5	7	
		NZ European/Pākehā/Other European	10	48	140	157	356	
Assessment Title		Property Title	Ethnic Summary Group	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018		Mathematics	Pacific peoples		2	2	2	6
Total				41	167	569	508	1285

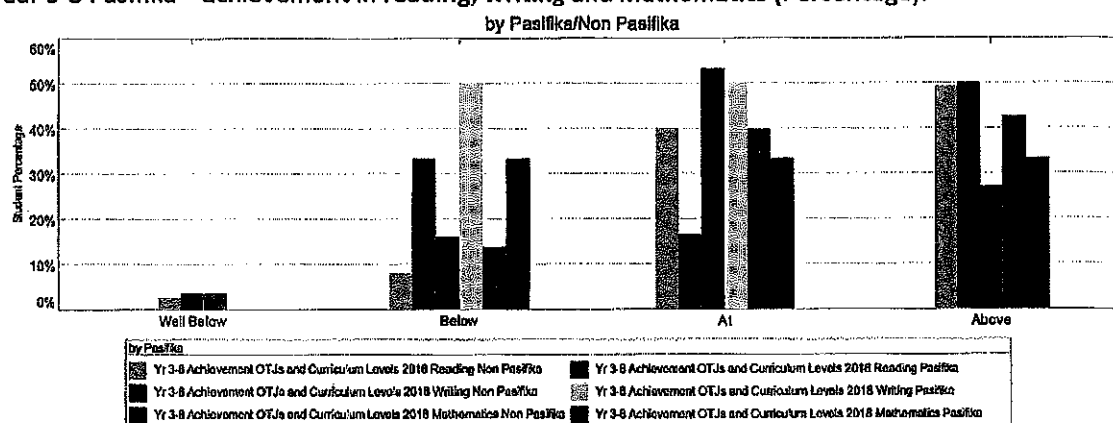
# Year 3-8 Māori - achievement in reading, writing and mathematics (Percentage).



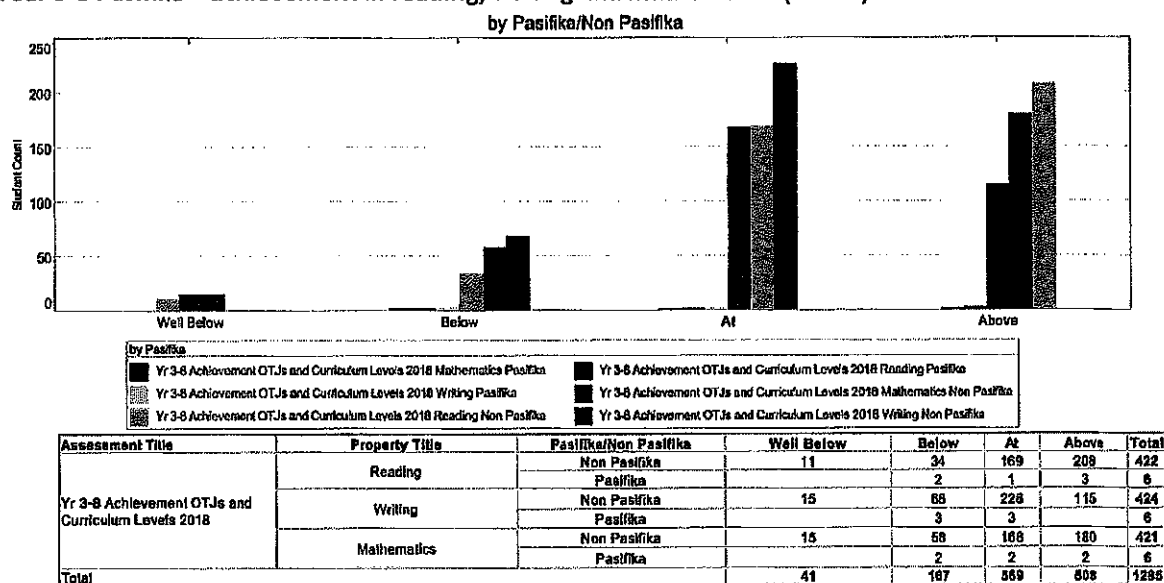
# Year 3-8 Māori - achievement in reading, writing and mathematics (Count).



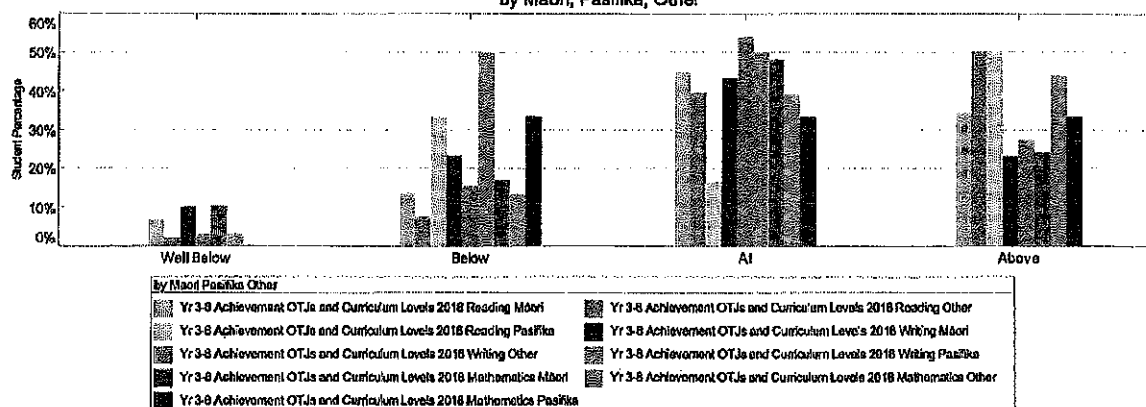
### Year 3-8 Pasifika – achievement in reading, writing and mathematics (Percentage).



### Year 3-8 Pasifika – achievement in reading, writing and mathematics (Count).

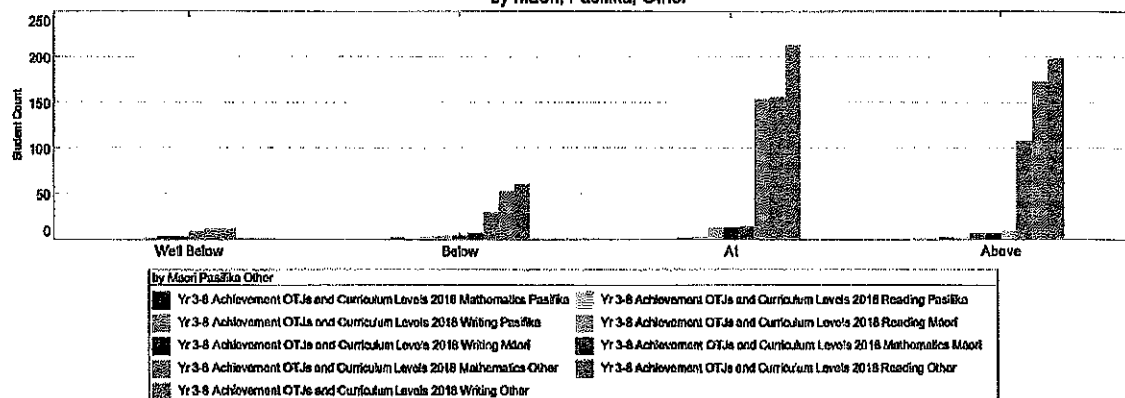


Year 3-8 Māori, Pasifika and Other- achievement in reading, writing and mathematics (Percentage).  
by Maori, Pasifika, Other



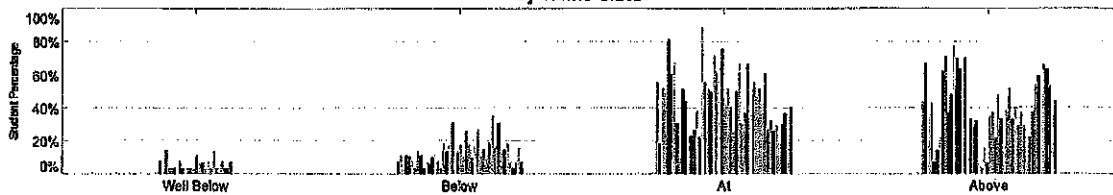
Assessment Title	Property Title	Ethnicity	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Māori	7%	14%	45%	34%	100%
		Other	2%	8%	40%	50%	100%
		Pasifika		33%	17%	50%	100%
	Writing	Māori	10%	23%	43%	23%	100%
		Other	3%	16%	64%	27%	100%
		Pasifika		50%	50%		100%
	Mathematics	Māori	10%	17%	48%	24%	100%
		Other	3%	14%	39%	44%	100%
		Pasifika		33%	33%	33%	100%
Total		3%	13%	44%	40%	100%	

Year 3-8 Māori, Pasifika and Other- achievement in reading, writing and mathematics (Count).  
by Maori, Pasifika, Other



Assessment Title	Property Title	Ethnicity	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Māori	2	4	13	10	29
		Other	9	30	155	198	393
		Pasifika		2	1	3	6
	Writing	Māori	3	7	13	7	30
		Other	12	61	213	108	394
		Pasifika		3	3		6
	Mathematics	Māori	3	5	14	7	29
		Other	12	53	154	173	392
		Pasifika		2		2	6
Total			41	167	569	508	1285

**Year 3-8 Home Classes - achievement in reading, writing and mathematics (Percentage).**  
by Home Class



by Home Class

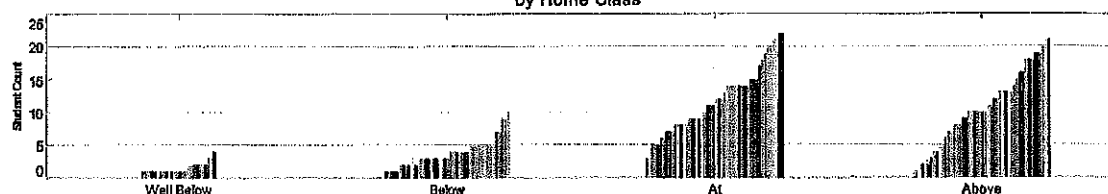
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 01	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 02
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 03	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 04
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 05	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 11
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 02	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 13
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 14	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 15
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 16	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 17
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 18	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 19
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 20	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 21

Assessment Title	Property Title	Home Class	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Room 01			56%	44%	100%
		Room 02	7%	7%	19%	67%	100%
		Room 03		11%	52%	37%	100%
		Room 04	4%	4%	50%	43%	100%
		Room 05		11%	81%	7%	100%
		Room 11	14%	11%	61%	14%	100%
		Room 12		10%	68%	23%	100%
		Room 13	3%	3%	31%	62%	100%
		Room 14	4%	14%	11%	71%	100%
		Room 15		11%	52%	37%	100%
		Room 16	4%	4%	44%	48%	100%
		Room 17	4%	7%	11%	78%	100%
		Room 18		7%	23%	70%	100%
		Room 19		10%	27%	63%	100%
		Room 20		12%	36%	50%	100%
		Room 21		7%	22%	70%	100%

Assessment Title	Property Title	Home Class	Well Below	Below	At	Above	Total
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Writing	Room 01			59%	41%	100%
		Room 02	7%	4%	56%	33%	100%
		Room 03		16%	52%	30%	100%
		Room 04	4%	14%	50%	32%	100%
		Room 05	4%	18%	71%	7%	100%
		Room 11	3%	31%	62%	3%	100%
		Room 12		16%	68%	16%	100%
		Room 13	3%	14%	76%	7%	100%
		Room 14	4%	18%	43%	36%	100%
		Room 15		11%	52%	37%	100%
		Room 16	11%	26%	41%	22%	100%
		Room 17	7%	19%	26%	48%	100%
		Room 18	7%	10%	50%	33%	100%
		Room 19		17%	67%	17%	100%
		Room 20	4%	27%	31%	38%	100%
		Room 21		11%	37%	52%	100%
	Mathematics	Room 01			57%	43%	100%
		Room 02	7%		52%	41%	100%
		Room 03		15%	56%	30%	100%
		Room 04	4%	11%	48%	37%	100%
		Room 05		18%	52%	30%	100%
		Room 11	14%	36%	43%	7%	100%
		Room 12		16%	61%	23%	100%
		Room 13	3%	31%	28%	38%	100%
		Room 14		14%	32%	54%	100%
		Room 15		15%	26%	59%	100%
		Room 16	4%	19%	30%	46%	100%
		Room 17	7%	7%	18%	67%	100%
		Room 18	3%	3%	30%	63%	100%
		Room 19	3%	7%	37%	53%	100%
		Room 20		15%	35%	50%	100%
		Room 21	7%	7%	41%	44%	100%
Total			3%	13%	44%	40%	100%

# Year 3-8 Home Classes - achievement in reading, writing and mathematics (Count).

by Home Class



by Home Class

Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 01	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 01
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Room 01	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Room 20
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 13	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Room 16
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 11	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 21
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Room 14	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 04
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 16	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 20
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 16	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Reading Room 20
Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Writing Room 17	Yr 3-8 Achievement OTJs and Curriculum Levels 2018 Mathematics Room 02

Assessment Title	Property Title	Home Class	Well Below	Below	At	Above	Total	
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Reading	Room 01			5	4	9	
		Room 02	2	2	6	18	27	
		Room 03			3	14	10	27
		Room 04	1		1	14	12	28
		Room 05			3	22	2	27
		Room 11	4		3	17	4	28
		Room 12			3	21	7	31
		Room 13	1		1	9	18	29
		Room 14	1		4	3	20	28
		Room 15			3	14	10	27
		Room 16	1		1	12	13	27
		Room 17	1		2	3	21	27
		Room 18			2	7	21	30
		Room 19			3	8	19	30
		Room 20			3	10	13	26
		Room 21			2	5	19	27

Assessment Title	Property Title	Home Class	Well Below	Below	At	Above	Total		
Yr 3-8 Achievement OTJs and Curriculum Levels 2018	Writing	Room 01			8	1	9		
		Room 02	2	1	15	9	27		
		Room 03			5	14	8	27	
		Room 04	1		4	14	9	28	
		Room 05	1		5	20	2	28	
		Room 11	1		9	18	1	29	
		Room 12			5	21	5	31	
		Room 13	1		4	22	2	29	
		Room 14	1		5	12	10	28	
		Room 15			3	14	10	27	
		Room 18	3		7	11	6	27	
		Room 17	2		6	7	13	27	
		Room 18	2		3	15	10	30	
		Room 19			5	20	5	30	
		Room 20	1		7	8	10	26	
		Room 21			3	10	14	27	
		Mathematics	Room 01				8	3	9
			Room 02	2			14	11	27
			Room 03			4	15	8	27
			Room 04	1		3	13	10	27
			Room 05			8	14	8	27
	Room 11		4		10	12	2	28	
	Room 12				5	19	7	31	
	Room 13		1		9	8	11	29	
	Room 14				4	9	15	28	
	Room 15				4	7	16	27	
	Room 16		1		5	8	13	27	
	Room 17	2		2	5	18	27		
	Room 18	1		1	9	19	30		
	Room 19	1		2	11	16	30		
	Room 20			4	9	13	26		
	Room 21	2		2	11	12	27		
Total			41	167	559	508	1285		

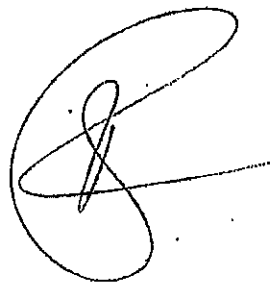


## Kiwi Sport Funding Report 2018

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received a total Kiwi Sport funding of \$7591.44 (excluding GST).

The funding was spent on winter sport activities, a winter sports programme run by Kelly Sports, sports equipment (hoop balls, tennis balls, basketballs, bean bag balls), and water polo.

The number of children participating in Kiwi Sport was 200.

A handwritten signature, possibly of a school official, is written in black ink. It consists of a large, stylized capital letter 'E' with a vertical line extending from the top and a horizontal line extending from the middle.

**INDEPENDENT AUDIT REPORT TO THE READERS OF  
ST MARTINS SCHOOL  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

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 his behalf.

**Opinion**

We have audited the financial statements of the School on pages 3 to 19 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:
  - financial position as at 31 December 2018; 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 30<sup>th</sup> of 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 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