

Edendale Primary School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1265

Principal: Jonathan Ramsay

School Address: 419 Sandringham Road, Sandringham, Auckland 1025

School Postal Address: 419 Sandringham Road, Sandringham, Auckland 1025

School Phone: 09-846 6340

School Email: office@edendale.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Shameen Hayat	Chair Person	Elected	June 2019
Jonathan Ramsay	Principal	ex Officio	
Carolyn Aukafolau	Principal	ex Officio	July 2018
Stanley Findlay	Parent Rep	Elected	June 2019
Maryvonne Grey	Parent Rep	Elected	June 2019
Ben Hasler	Parent Rep	Elected	June 2019
Christine Scott	Parent Rep	Elected	June 2019
Annie Ualesi	Parent Rep	Elected	June 2019
Kusam Fausett	Staff Rep	Elected	June 2019
Carolyn Bieby	Parent Rep	Elected	June 2018
Libby Snushall	Staff Rep	Elected	June 2019

Accountant / Service Provider: Shore Chartered Accountants Limited

EDENDALE PRIMARY SCHOOL

Financial Statements - For the year ended 31 December 2018

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Kiwisport

Edendale Primary School

Statement of Responsibility

For the year ended 31 December 2018

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

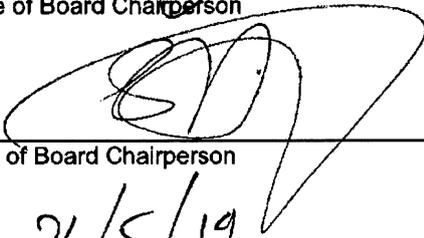
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Shameen Hayat

Full Name of Board Chairperson



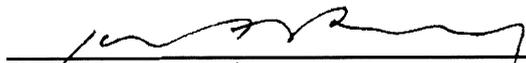
Signature of Board Chairperson

Date:

21/5/19

JONATHAN RAMSAY

Full Name of Principal



Signature of Principal

Date:

21/5/19

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

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	6,009,986	4,102,234	5,539,834
Locally Raised Funds	3	301,771	293,950	353,830
Interest Earned		35,137	15,000	31,990
		<u>6,346,894</u>	<u>4,411,184</u>	<u>5,925,654</u>
Expenses				
Locally Raised Funds	3	96,884	80,500	118,103
Learning Resources	4	3,362,159	2,988,300	3,299,125
Administration	5	275,386	247,735	230,717
Finance Costs		3,620	3,000	965
Property	6	2,316,490	1,044,450	2,135,068
Depreciation	7	186,636	190,000	182,800
Loss on Disposal of Property, Plant and Equipment		15,701	-	-
		<u>6,256,876</u>	<u>4,553,985</u>	<u>5,966,778</u>
Net Surplus / (Deficit) for the year		90,018	(142,801)	(41,124)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>90,018</u>	<u>(142,801)</u>	<u>(41,124)</u>

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



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

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>1,507,440</u>	<u>1,507,438</u>	<u>1,507,295</u>
Total comprehensive revenue and expense for the year	90,018	(142,801)	(41,124)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	15,471	-	41,269
Equity at 31 December	<u>1,612,929</u>	<u>1,364,637</u>	<u>1,507,440</u>
Retained Earnings	1,612,929	1,364,637	1,507,440
Reserves	-	-	-
Equity at 31 December	<u>1,612,929</u>	<u>1,364,637</u>	<u>1,507,440</u>

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

Edendale Primary School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	4,480	30,700	80,130
Accounts Receivable	9	174,162	163,000	157,257
GST Receivable		-	-	18,976
Prepayments		21,863	9,998	11,166
Inventories	10	980	1,000	930
Investments	11	1,392,579	867,770	934,399
		<u>1,594,064</u>	<u>1,072,468</u>	<u>1,202,858</u>
Current Liabilities				
GST Payable		9,200	-	-
Accounts Payable	13	398,696	234,000	363,278
Revenue Received in Advance	14	1,047	-	27,083
Provision for Cyclical Maintenance	15	-	-	-
Finance Lease Liability - Current Portion	16	24,878	30,000	22,342
Funds held for Capital Works Projects	17	195,958	-	-
		<u>629,779</u>	<u>264,000</u>	<u>412,703</u>
Working Capital Surplus/(Deficit)		964,285	808,468	790,155
Non-current Assets				
Property, Plant and Equipment	12	775,193	683,178	840,178
		<u>775,193</u>	<u>683,178</u>	<u>840,178</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	97,009	97,009	96,170
Finance Lease Liability	16	29,540	30,000	26,723
		<u>126,549</u>	<u>127,009</u>	<u>122,893</u>
Net Assets		<u>1,612,929</u>	<u>1,364,637</u>	<u>1,507,440</u>
Equity		<u>1,612,929</u>	<u>1,364,637</u>	<u>1,507,440</u>

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



Edendale Primary School

Statement of Cash Flows

For the year ended 31 December 2018

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash flows from Operating Activities				
Government Grants		1,105,790	903,616	1,110,391
Locally Raised Funds		277,474	268,606	379,174
Goods and Services Tax (net)		28,176	18,976	7,747
Payments to Employees		(675,156)	(829,751)	(619,098)
Payments to Suppliers		(461,797)	(468,294)	(657,151)
Interest Paid		(3,620)	(3,000)	(965)
Interest Received		32,233	15,854	31,097
Net cash from / (to) the Operating Activities		303,100	(93,993)	251,195
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,000	-	
Purchase of PPE (and Intangibles)		(114,742)	(33,000)	(149,102)
Purchase of Investments		(458,180)	66,628	(200,193)
Net cash from / (to) the Investing Activities		(571,922)	33,628	(349,295)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,471	-	41,269
Finance Lease Payments		(18,257)	10,935	(24,130)
Funds Held for Capital Works Projects		195,958	-	-
Net cash from Financing Activities		193,172	10,935	17,139
Net increase/(decrease) in cash and cash equivalents		(75,650)	(49,430)	(80,961)
Cash and cash equivalents at the beginning of the year	8	80,130	80,130	161,091
Cash and cash equivalents at the end of the year	8	4,480	30,700	80,130

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.



Edendale Primary School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance

charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

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

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.



Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements – Crown	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	3–5 years
Leased assets held under a Finance Lease	3 -5 years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

q) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	901,229	843,584	860,863
Teachers' salaries grants	2,774,496	2,250,000	2,606,511
Use of Land and Buildings grants	1,961,082	780,000	1,822,935
Other MoE Grants	373,179	228,650	249,525
	<u>6,009,986</u>	<u>4,102,234</u>	<u>5,539,834</u>

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	82,855	91,000	69,060
Fundraising	30,888	30,500	26,418
OSCAR income	5,445	-	127,849
Trading	86,534	70,300	50,820
Activities	96,049	102,150	79,683
	<u>301,771</u>	<u>293,950</u>	<u>353,830</u>
Expenses			
Activities	57,612	58,800	36,936
Trading	19,147	15,200	17,671
Fundraising (costs of raising funds)	9,880	-	12,064
OSCAR Expenses	10,245	6,500	51,432
	<u>96,884</u>	<u>80,500</u>	<u>118,103</u>
<i>Surplus for the year Locally raised funds</i>	<u>204,887</u>	<u>213,450</u>	<u>235,727</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	48,328	60,300	70,406
Operating leases	6,972	-	9,180
Information and communication technology	39,531	31,000	38,140
Employee benefits - salaries	3,257,893	2,870,000	3,153,361
Staff development	9,435	27,000	28,038
	<u>3,362,159</u>	<u>2,988,300</u>	<u>3,299,125</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	5,034	6,600	6,317
Board of Trustees Fees	2,745	2,300	2,364
Board of Trustees Expenses	7,109	3,150	6,462
Communication	10,075	10,500	9,467
Consumables	20,704	20,400	14,295
Legal Fees	34,523	10,000	3,859
Other	24,379	12,350	15,420
Employee Benefits - Salaries	146,660	154,935	150,195
Insurance	9,947	12,500	7,163
Service Providers, Contractors and Consultancy	14,210	15,000	15,175
	<u>275,386</u>	<u>247,735</u>	<u>230,717</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	29,274	21,250	29,846
Consultancy and Contract Services	70,841	63,500	65,526
Cyclical Maintenance Provision	839	10,000	21,341
Grounds	65,473	14,500	12,196
Heat, Light and Water	58,506	52,000	53,440
Repairs and Maintenance	64,806	35,700	55,017
Use of Land and Buildings	1,961,082	780,000	1,822,935
Security	15,386	12,000	14,966
Employee Benefits - Salaries	50,283	55,500	59,801
	<u>2,316,490</u>	<u>1,044,450</u>	<u>2,135,068</u>

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Playground	29,519	30,000	23,584
Building Improvements - Crown	36,245	36,245	36,245
Furniture and Equipment	28,526	33,000	38,191
Information and Communication Technology	66,296	68,000	66,048
Leased Assets	23,755	20,000	16,016
Library Resources	2,295	2,755	2,716
	<u>186,636</u>	<u>190,000</u>	<u>182,800</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	200	200
Bank Current Account	3,991	30,000	79,442
Bank Call Account	489	500	488
Cash and cash equivalents for Cash Flow Statement	4,480	30,700	80,130

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	1,739
Interest Receivable	6,758	3,000	3,854
Teacher Salaries Grant Receivable	167,404	160,000	151,664
	174,162	163,000	157,257
Receivables from Exchange Transactions	6,758	3,000	5,593
Receivables from Non-Exchange Transactions	167,404	160,000	151,664
	174,162	163,000	157,257

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	980	1,000	930
	980	1,000	930

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,392,579	867,770	934,399
Non-current Asset			
Long-term Bank Deposits	-	-	-

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Playground	224,281	19,799	-	-	(29,519)	214,561
Building Improvements	291,124	-	-	-	(36,245)	254,879
Furniture and Equipment	137,268	52,917	(1,673)	-	(28,526)	159,986
Information and Communication	102,481	37,955	-	-	(66,296)	74,140
Leased Assets	66,009	25,949	(12,639)	-	(23,755)	55,564
Library Resources	19,015	1,731	(2,388)	-	(2,295)	16,063
Balance at 31 December 2018	840,178	138,351	(16,700)	-	(186,636)	775,193

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Playground	374,550	(159,989)	214,561
Building Improvements	724,890	(470,011)	254,879
Furniture and Equipment	635,944	(475,958)	159,986
Information and Communication	653,356	(579,216)	74,140
Leased Assets	79,980	(24,416)	55,564
Library Resources	75,707	(59,644)	16,063
Balance at 31 December 2018	2,544,427	(1,769,234)	775,193

The net carrying value of equipment held under a finance lease is \$55,564 (2017: \$66,009)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Playground	200,830	47,035	-	-	(23,584)	224,281
Building Improvements	327,368	-	-	-	(36,244)	291,124
Furniture and Equipment	166,990	8,469	-	-	(38,191)	137,268
Information and Communication	86,614	81,915	-	-	(66,048)	102,481
Leased Assets	67,403	14,622	-	-	(16,016)	66,009
Library Resources	19,836	1,895	-	-	(2,716)	19,015
Balance at 31 December 2017	869,041	153,936	-	-	(182,799)	840,178

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Playground	354,750	(130,469)	224,281
Building Improvements	724,890	(433,766)	291,124
Furniture and Equipment	584,940	(447,672)	137,268
Information and Communication Technology	615,401	(512,920)	102,481
Leased Assets	100,429	(34,420)	66,009
Library Resources	77,531	(58,516)	19,015
Balance at 31 December 2017	2,457,941	(1,617,763)	840,178



	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	206,275	50,000	22,864
Accruals	11,517	15,000	11,816
Banking staffing overuse	9,708	-	168,618
Employee Entitlements - salaries	167,404	160,000	151,664
Employee Entitlements - leave accrual	3,792	9,000	8,316
	<u>398,696</u>	<u>234,000</u>	<u>363,278</u>
Payables for Exchange Transactions	398,696	234,000	363,278
Payables for Non-exchange Transactions - Other	-	-	-
	<u>398,696</u>	<u>234,000</u>	<u>363,278</u>

The carrying value of payables approximates their fair value.

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Fees	1,047	-	-
Camp fees	-	-	27,083
	<u>1,047</u>	<u>-</u>	<u>27,083</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	96,170	96,170	74,829
Increase to the Provision During the Year	839	10,000	21,341
Use of the Provision During the Year	-	(1,102)	-
Provision at the End of the Year	<u>97,009</u>	<u>105,068</u>	<u>96,170</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	97,009	97,009	96,170
	<u>97,009</u>	<u>97,009</u>	<u>96,170</u>

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	24,878	30,000	22,342
Later than One Year and no Later than Five Years	29,540	30,000	26,723
Later than Five Years	-	-	-
	54,418	60,000	49,065

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Reroof (Blocks 1, 2 & 7)	<i>in progress</i>	-	248,218	(94,097)	-	154,121
DQLS & Toilet Upgrade	<i>in progress</i>	-	50,858	(9,021)	-	41,837
Totals		-	299,076	(103,118)	-	195,958

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

195,958
-
195,958

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 4, refurbishment	<i>completed</i>	-	-	-	-	-
Totals		-	-	-	-	-

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.

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,745	2,364
Full-time equivalent members	0.14	0.14
<i>Leadership Team</i>		
Remuneration	523,262	433,026
Full-time equivalent members	5.00	4.00
Total key management personnel remuneration	<u>526,007</u>	<u>435,390</u>
Total full-time equivalent personnel	<u>5.14</u>	<u>4.14</u>

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 1

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

	2018 Actual \$000	2017 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	70 - 80	-
Benefits and Other Emoluments	0 - 5	-
Termination Benefits	-	-

Principal 2

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

	2018 Actual \$000	2017 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	70 - 80	130 - 140
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	1.00
	<u>1.00</u>	<u>1.00</u>

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

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	\$50,000	-
Number of People	2	-

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.

(a) Capital Commitments

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

(a) \$219,935 contract to have the Blocks 1, 2 & 7 reroofing done as agent for the Ministry of Education. This project is fully funded by the Ministry and \$248,218 has been received of which \$94,097 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) \$44,910 contract to have the DQLS and Toilet upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$50,858 has been received of which \$9,021 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

(a) operating lease of IT equipment;

	2018 Actual	2017 Actual
	\$	\$
No later than One Year	-	1,060
Later than One Year and No Later than Five Years	-	-
	<u>-</u>	<u>1,060</u>



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.

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

Loans and receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	4,480	30,700	80,130
Receivables	174,162	163,000	157,257
Investments - Term Deposits	1,392,579	867,770	934,399
Total Loans and Receivables	1,571,221	1,061,470	1,171,786

Financial liabilities measured at amortised cost

Payables	398,696	234,000	363,278
Finance Leases	54,418	60,000	49,065
Total Financial Liabilities Measured at Amortised Cost	453,114	294,000	412,343

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

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF EDENDALE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2018**

The Auditor-General is the auditor of Edendale School (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 22 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities 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, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Brian Sheridan
JOLLY DUNCAN & WELLS
On behalf of the Auditor-General
Auckland, New Zealand



Edendale Primary School

THINKING LEARNING CREATING

2018 Analysis of Variance

School Name:	Edendale Primary School	School Number:	1265
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Strategic Aim:	To improve outcomes for all students, particularly Māori, Pasifika, and children with special needs, and accelerate the progress of students performing below expectations.
Annual Aim:	To focus on Accelerated Literacy Learning (ALL) with a target group of Year 5/6 students in writing to ensure each child is writing at the expected curriculum level (3P - 3A) by the end of the year.
Target:	80% of Māori students achieving at the expected level in writing. 80% of Pasifika students achieving at the expected curriculum level in writing. 80% of Year 5/6 students achieving at the expected curriculum level in writing*.

Baseline Data:			
	Writing 2018 mid data	Well below	Below
	All students	8%	28%
	Māori	22%	30%
	Pasifika	26%	21%
			At / Above
			64%
			48%
			53%
	Writing 2018 end data	Well below	Below
	All students	3%	12%
	Māori	11%	9%
	Pasifika	10%	22%
			At / Above
			85%
			80%
			68%

*yr 5 73% [35% growth over year]

*yr 6 67% [19% growth over year]

Mathematics Comparison between mid and end 2018 data	2018 mid Well below Below	2018 end Well below Below	2018 mid At/Above	2018 end At/Above
	All students	We want to see this number going down 36%	We want to see this number going down 15%	We want to see this number going up 64%
Māori	67%	24%	33%	76%
Pasifika	40%	31%	60%	69%

From 2018 BoT Mid year report for WRITING

Discrepancy related total Maori as we have 27 [at mid year, only those who had Maori for ethnicity 1] and 'all Maori' total for end of year.

Maori Breakdown: It is important to mention that the following data only includes those students whose ethnicity #1 has been recorded as New Zealand Maori. We currently have 27/655 (4%) of students at Edendale that identify as New Zealand Maori (ethnicity #1). Out of the 27 students we have 10 males and 17 females. In terms of achievement in Writing the following expectations have been reached;

- Above: 0/27 (0%)
- At: 13/27 (48%) Males: 3/13 (23%) Females: 10/13 (77%)
- Below: 8/27 (30%) Males: 4/8 (50%) Females: 4/8 (50%)
- Well Below: 6/27 (22%) Males: 3/6 (50%) Females: 3/6 (50%)

As mentioned in the whole school breakdown, we will see shifts of students moving from at to above, below to at and maybe a small number moving from well below to below in the end of year analysis.

Pasifika Breakdown: The Pasifika breakdown includes Pasifika as a whole group. The link provided, leads to a document where the students that have been identified as Pasifika are broken down into the following PI sub groups - Samoan, Tongan, Cook Island and Other PI Groups. We currently have 57/655 (9%) of students at Edendale that identify as Pasifika. The analysis

recorded below shows these students as a whole. In terms of achievement in Writing the following expectations have been achieved;

- Above: 2/57 (4%) Male: 1/2 (50%) Female: 1/2 (50%)
- At: 28/57 (49%) Males: 14/28 (50%) Females: 14/28 (50%)
- Below: 12/57 (21%) Males: 7/12 (58%) Females: 5/12 (42%)
- Well Below: 15/57 (26%) Males: 7/15 (47%) Females: 8/15 (53%)

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
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The intervention ran for ten weeks in three Year 5 -6 classes. Each of the teachers had a target group of approximately 6-8 students and worked with these children 4 times a week for 30 minutes. The team met every 3 weeks to plan for 3 week blocks. This allowed the team to reflect on their planning and teaching. It also gave them the opportunity to reflect on the students progress to see what the next steps were.

Each week staff involved would have a brief meeting to reflect on how the week was going and if they felt they were on the right track or not. The team ensured to align their classroom planning with the ALL planning to ensure that the students were genuinely receiving the double dose and were the 'experts' in class.

ALL in Room 7:

There are 6 Year 5 children in the ALL group (2 boys and 4 girls).

The students in the group have made noticeable improvements already:

- Positive attitudes and motivation for the ALL lesson each day. This is carried through to their whole class writing programme where they have the double dipping.
- Able to confidently use writing vocab in learning discussions which are recorded in our modelling book.
- Students are very proud to share their new knowledge with the class and become the experts.

- The rest of the class is also exposed to the intervention through what they hear during lessons and the wall display.

“I like writing a bit more now because I know how to structure my writing”

“All the things in ALL have helped me like the cheat sheets on the wall.”

“I feel good about being in the group. It is fun and teaches me more about structure and writing. It is fun because Miss van Dam has taught me a lot. I feel confident with persuasive writing because I know how to use the SEE acronym. Sometimes it is hard because I can't always use the SEE acronym. I have learnt about structure. I love writing because I can express myself. Sometimes I don't like it when our writing session is short because I love being in the ALL group and I like it when it is long. I feel more confident with my justifications. If I got the chance to be in the writing group again I would”

Student	A	B	C	D	E	F
Time 1	2A	2P	2B	1A	2P	2A
Time 2	4B	4P	3A	4P	4B	4A

ALL in Room 9:

- There are 7 students in the target group (5 boys and 2 girls). All of these students are Year 5 and were just below at the end of last year
- Students have made huge progress so far, specifically their motivation and attitudes towards writing.
- Rich learning discussions are taking place and there is evidence of concepts that are learnt while in the group that are then transferred into their writing.
- Students have had the opportunity to teach lessons to the class which has been good for their self-efficacy.

“I like to be in the writing group because I get lots of different things/activities and it has helped with my writing. I am proud of my progress because I used to write pages and pages but now I know I need to write quality writing and not quantity. If writing group is in Term 4 I would definitely want to be in it because there are other types of writing I want to improve on”

Student	G	H	I	J	K	L	M
Time 1	1A	2B	2A	2P	2A	3B	2A
Time 2	3B	5B	4P	4P	3B	4B	4B

ALL in Room 6:

- There were 6 students in R6's ALL group (5 boys and 1 girl). The group was half year five, and half year six.
- Since beginning ALL there has been a noticeable improvement in the attitude, confidence, and level of motivation in these students.
- They are taking part in class discussions using the vocabulary related to the writing process and specific text types (their structures and language features) and they are beginning to do this without being prompted by me.
- They are completing tasks more quickly and confidently and the amount of scaffolding they need is decreasing.

Student	N	O	P	Q	R	S
Time 1	2A	2A	3B	2P	2P	1A
Time 2	3A	3A	3A	3P	3A	2P

This is a summary of our ongoing PMI (Positive, Minus and Improvements) reflection that we did every so often. It was great to see a number of improvements taking place throughout the intervention. We also identified a few areas that we felt were minuses and we could work on. However the most rewarding part was seeing the improvements take place.

Positive	Minus	Improvements
<ul style="list-style-type: none"> • Having planning done in the holidays - well ahead of time. The team felt organised going into the intervention • Engaging the children so that 	<ul style="list-style-type: none"> • Having a grasp of rescheduling our classroom timetable • Deciding what to let go of in class • Not understanding how to interpret e-asttle scores/results 	<ul style="list-style-type: none"> • Ensuring that there is constant thinking about how the planning can be adapted for Year 2 children as well • Identifying strategies to ensure

<p>they are interested and on board with the intervention and already feeling motivated</p> <ul style="list-style-type: none"> • Collaborative planning • Having the intervention spreading across the school. Expanding to a year 2 class midway through the year. • Continuing to use learning models like Growth Mindset, Learning Journey and The Learning Pit • Reflections on how students are finding the programme • Children are enthusiastic about the programme and really enjoying it. • Student leadership qualities especially during whole class writing lessons 	<ul style="list-style-type: none"> • A lot of interruptions, sometimes a bit tricky to get through 4 quality lessons a week. • Reflections and goal setting take up a whole lesson particularly with Year 2 children. This meant five lessons a week in the year 2 class. • Parents not replying to emails, not sure if they are 100% on board - are children having learning discussions at home with their parents? 	<p>chn who exit the group are continually accelerated</p> <ul style="list-style-type: none"> • A way to engage whānau • Aligning classroom writing programme with ALL writing planning • Working collaboratively and sharing our work within the ALL team • When parents respond to emails, we as teachers feel a sense of achievement that we have developed some form of whanau engagement • Really see the benefits for both whole class and ALL students when both programmes are aligned • Students confidence levels and participation in class has really increased when both programmes are aligned.
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Evaluation: where to next?

- Continue to track these students.
- Allow these students to teach the class so they continue to develop their level of self-efficacy
- Run mini workshops that are similar to ALL lessons and involve different groups of learners within the classroom
- Continue to set goals with these students and ask them to reflect on their learning
- ALL intervention for 2019 - implementing this throughout the whole school so that we can see a direct flow on effect of this as the learners move through the year levels
- We could track returning students through the years (longitude tracking)
- Support these students to become independent learners

11 March 2019



Kiwi Sport Report - Edendale School 2018

During 2018 Edendale School used Kiwi Sport funding to purchase the following for students.

Edendale
Primary School

- Purchasing sports equipment such as;
 - Balls (soccer, netball, basketball, volleyball, tennis, dodgeballs, playballs)
 - Portable basketball hoops
 - Sports uniforms (netball dresses, tops, bibs)
 - Cricket sets and Ripa-Rugby gear, Badminton bats/shuttles
- Purchasing equipment to increase participation in fitness training and teamwork activities;
 - Frisbees, hula hoops, parachutes, skipping ropes, ladder
- Covering transport costs (buses/taxis), to ensure that all students are able to attend sporting competitions
- Subsidised netball fees for Junior/Senior netball

KiwiSport funding has enabled Edendale School to increase our students' participation in organised sport by providing many opportunities to try different sports, learn how to use different types of sports equipment and experience fun challenges within a sporting context.

Ngā mihi.

Nā.

Jonathan Ramsay
Principal | Tumuaki